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# INDIAN POSTSECONDARY EDUCATIONAL ASSISTANCE ACT

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## HEARING

BEFORE THE

## SUBCOMMITTEE ON INDIAN AFFAIRS

OF THE

## COMMITTEE ON INTERIOR AND INSULAR AFFAIRS UNITED STATES SENATE

NINETY-FOURTH CONGRESS

SECOND SESSION

ON

## S. 2634

A BILL TO PROVIDE FOR GRANTS TO CERTAIN INDIAN POST-SECONDARY EDUCATIONAL INSTITUTIONS, AND FOR OTHER PURPOSES

MARCH 15, 1976

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Printed for the use of the
Committee on Interior and Insular Affairs

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U.S. GOVERNMENT PRINTING OFFICE

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# INDIAN POSTSECONDARY EDUCATIONAL ASSISTANCE ACT

MONDAY, MARCH 15, 1976

U.S. SENATE,
SUBCOMMITTEE ON INDIAN AFFAIRS,
OF THE COMMITTEE ON INTERIOR AND INSULAR AFFAIRS,
*Washington, D.C.*

The subcommittee met, pursuant to notice, at 9:45 a.m. in room 3110 Dirksen Office Building, Hon. James Abourezk, presiding.

Present: Senator Abourezk.

Also present: Forrest J. Gerard, professional staff member; Ella Mae Horse, research assistant; Rick Lavis, legislative assistant to Senator Fannin; and Tony Strong, staff assistant to Senator Abourezk.

## OPENING STATEMENT OF HON. JAMES ABOUREZK, A U.S. SENATOR FROM THE STATE OF SOUTH DAKOTA

Senator ABOUREZK. The Indian Affairs Subcommittee will come to order.

This is an open public hearing to receive the views of the Indian community, the administration, and other interested parties on S. 2634, the Indian Postsecondary Educational Assistance Act of 1975.

One of the most unfortunate legacies of our Nation's misdirected Indian policy is the substandard education system that has been imposed upon Indian communities. Too often this system has blatantly ignored the unique social and cultural differences which sets Indian children apart from their non-Indian counterparts.

As a result, significant numbers of young Indians, following their exposure to such a system, are unprepared to compete in further academic training or employment in the non-Indian world.

Despite this bleak picture I am encouraged at the strength and determination of the Indian community to turn this picture around. Indian parents have demanded and have exercised the right to take greater control over Federal funds used to support the education of their children.

In addition, this same determination has led to the establishment of several Indian community colleges on Indian reservations. Their objective is to provide the quantity and quality of higher education which is more reflective of the needs of Indian students.

Unfortunately, however, these budding institutions have encountered serious funding problems and have survived solely on the basis of fragmented financial support.

This bill proposes to stabilize this uncertain existence and to provide a reliable source of Federal funding so that these institutions may continue to operate and flourish and serve their respective communities. I am hopeful that the administration shares the conviction of the Indian communities and the Congress to correct this situation.

At this point I shall order that a copy of S. 2634 and the Department report be made part of the official hearing record.

[The bill and report follow:]

94TH CONGRESS
1ST SESSION

# S. 2634

IN THE SENATE OF THE UNITED STATES

NOVEMBER 6, 1975

Mr. ABOUREZK (for himself and Mr. MCGOVERN) introduced the following bill; which was read twice and referred to the Committee on Interior and Insular Affairs

# A BILL

To provide for grants to certain Indian postsecondary educational institutions, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That this Act may be cited as the "Indian Postsecondary Educational Assistance Act of 1975".

SEC. 2. It is the purpose of this Act to provide grants for the development, operation, and improvement of Indian community colleges which are designed to insure continued and expanded opportunities for Indian students to pursue a course of postsecondary educational study.

SEC. 3. As used in this Act—

(1) the term "Commissioner" means the Commissioner of Education; and

(2) the term "Indian community college" means—

(A) Lakota Higher Education Center; Pine Ridge, South Dakota,

(B) Navajo Community College; Tsaile, Arizona,

(C) Standing Rock Community College; Fort Yates, North Dakota,

(D) Sinte Gleska Community College; Rosebud, South Dakota,

(E) Turtle Mountain Community College; Belcourt, North Dakota,

(F) Hehakak Sapa Community College; Davis, California,

(G) Sisseton-Wahpeton Community College; Sisseton, South Dakota,

(H) Cheyenne River Community College; Eagle Butte, South Dakota,

(I) American Indian Satellite Community Colleges; Winnebago, Nebraska,

(J) Fort Berthold Community College; New Town, North Dakota,

and for the purpose of making grants for furnishing technical assistance only includes the American Indian Higher Education Consortium.

SEC. 4. (a) The Commissioner, after consultation with the Secretary of the Interior, is authorized to make grants in accordance with the provisions of this Act to Indian community colleges during the period beginning after the date of enactment of this Act and ending September 30, 1981.

(b) Grants made under this Act may be used for the planning and development of educational programs and activities, basic operational costs, employment of instructional and administrative personnel, curriculum development, student services, and community service programs, of Indian community colleges.

(c) Grants shall be made under this Act only after application by an Indian community college made at such time, in such manner and containing or accompanied by such information as the Commissioner may reasonably require.

(d) For the purpose o fthe General Education Provisions Act the program authorized by this Act is an applicable program.

(e) In making grants under this Act the Commissioner

shall consult with the American Indian Higher Education Consortium.

SEC. 5. (a) Notwithstanding any other provision of law, Indian community colleges shall be eligible to receive Federal financial assistance under any program authorized by the Higher Education Act of 1965 or any other applicable program for the benefit of institutions of higher education, community colleges, or postsecondary educational institutions.

(b) For the purpose of this subsection "applicable program" has the same meaning as is prescribed by section 400 of the General Education Provisions Act.

SEC. 6. There is authorized to be appropriated, without fiscal year limitation, $75,000,000, in the aggregate, for the period beginning with the date of enactment of this Act and ending September 30, 1981, to carry out the provisions of this Act.

U.S. DEPARTMENT OF THE INTERIOR,
OFFICE OF THE SECRETARY,
*Washington, D.C., March 12, 1976.*

Hon. HENRY M. JACKSON,
*Chairman, Committee on Interior and Insular Affairs,*
*U.S. Senate, Washington, D.C.*

DEAR MR. CHAIRMAN: This responds to your request for the views of this Department on S. 2634, a bill, "To provide grants to certain Indian post-secondary educational institutions, and for other purposes."

We recommend that S. 2634 not be enacted.

Under S. 2634, the U.S. Commissioner of Education, after consultation with the Secretary of the Interior, is authorized to make grants until September 30, 1981, to ten named Indian community colleges, all members of the American Indian Higher Education Consortium. Such grants are for the purpose of developing, operating and improving these institutions. The bill would authorize $75 million, in the aggregate, to be appropriated by September 30, 1981.

We believe that any Federal assistance to Indian or other colleges must insure their responsiveness to the needs of the students and maintain adequate education standards and quality. In our judgment, the provisions of S. 2634 will not accomplish this result. We believe that the continued use of existing HEW programs, and BIA scholarships and assistance, would better assure such standards and responsiveness.

The Secretary of the Interior presently has authority to assist Indian education under the Snyder Act of 1921 (25 U.S.C. 13), which generally authorizes funds "for the benefit, care, and assistance of the Indians throughout the United States," in several categories, including education. Under this authority, two of the schools listed in S. 2634 have received funding assistance from the Bureau of Indian Affairs. Lakota Higher Education Center and Sinte Gleska Community College, both in South Dakota, each receive $225,000 of Snyder Act funds. This includes $200,000 for basic school operations and $25,000 for scholarship assistance for their students. We would note that two schools not listed in S. 2634, the Lummi School of Aquaculture and the Tanana Chiefs Conference's Land Claims College, receive BIA funding through the Snyder Act.

We would note that the Navajo Community College is financially assisted through the Bureau of Indian Affairs under the specific authority of the Navajo Community College Act of December 15, 1971 (85 Stat. 646, 225 U.S.C. 640a). In addition, the Navajo Community College is the only listed institution in the bill fully participating in all the programs administered by HEW's Bureau of Postsecondary Education in the Office of Education.

Indian students are eligible for scholarships from the Bureau of Indian Affairs supplementing Basic Education Opportunity Grants from HEW. This approach is consistent with the Administration's program for higher education which places major emphasis on providing assistance directly to students rather than educational institutions.

The BIA and HEW assistance programs provide the opportunity for Indian students to meet the cost of their higher education while allowing them to attend the institution of their choice. Through this mechanism, funds are conveyed to the institution of the student's choice. Under this approach, the schools must be responsive to the needs of the students in order to attract them and the scholarship funds they bring with them.

In addition to our problem with the basic approach of S. 2634, it is deficient in not specifying the purposes toward which the funds authorized thereunder are to be utilized, or how they are to be coordinated with existing HEW programs.

We also note that section 5(a) of the bill would exempt all the listed Indian colleges from the eligibility requirements of the Department of Health, Education and Welfare, for assistance under any program authorized by the Higher Education Act of 1965 or similar programs. This exemption is far too sweeping and we cannot evaluate its broad and far reaching impact. However, it could result in lowering the quality and standards of education provided the students attending these schools.

We defer to HEW as to a description of their program which could be affected by the bill, and the eligibility requirements for participation therein.

However we would note that with regard to one of the statutory eligibility qualifications for HEW funding, namely admissions policy, current law defines an institution of higher education as one which only admits as regular students those persons having a high school diploma or equivalent (GED certificate). It is our understanding that HEW has proposed revisions to this language in its Higher Education Amendments of 1976 (currently pending before the Congress as H.R. 11939), which would change this minimum requirement to permit institutions of higher education to admit all persons beyond compulsory school attendance age, regardless of prior schooling or academic credentials. This could remove one major obstacle to participation by Indian institutions in the HEW programs.

Finally, S. 2634 only lists ten Indian institutions as being eligible for funds under the bill. This exclusive language would cause a discriminatory result. There are at least six other existing Indian community colleges, while an additional twenty-two have been chartered or sanctioned by Indian tribal governments and are in the process of formation. It would be reasonable to expect that there would be additional such colleges, making it difficult to determine what the ultimate cost of a bill such as S. 2634 might be. Rather than a grant program such as that embodied in the bill, support for Indian colleges should come through tuition payments (including scholarships), and regular HEW and BIA program funds. In addition, some schools may be able to receive tribal government contributions and private donations.

The Office of Management and Budget has advised that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely yours,

MORRIS THOMPSON,
*Commissioner of Indian Affairs.*

Senator ABOUREZK. The first panel of witnesses this morning is the administration panel consisting of the Honorable Harley Frankel, Deputy Commissioner of Indian Affairs, Department of Interior; Duane Mattheis, Deputy Commissioner of Education, HEW, accompanied by Dr. William Demmert, Jr., Deputy Commissioner for Indian Education, Richard A. Hastings, Deputy Assistant Secretary for Legislation in the Education Branch.

Harley, are you leading the panel?

Mr. FRANKEL. I think it is an HEW bill, so I will let Duane go ahead.

Mr. MATTHEIS. All right

Senator ABOUREZK. You haven't been in the bureaucracy long but you sure learn fast. Please proceed.

## STATEMENT OF DUANE J. MATTHEIS, DEPUTY COMMISSIONER OF EDUCATION, HEW, ACCOMPANIED BY DR. WILLIAM J. DEMMERT, JR., DEPUTY COMMISSIONER FOR INDIAN EDUCATION, AND RICHARD A. HASTINGS, DEPUTY ASSISTANT SECRETARY FOR LEGISLATION

Mr. MATTHEIS. Mr. Chairman, we are pleased to testify today regarding S. 2634, a bill to provide Federal support to certain Indian postsecondary educational institutions.

As you are aware, Mr. Chairman. with the enactment of the Education Amendments of 1972, the Congress and the administration agreed that the first priority for Federal support for postsecondary education should be to assure that all qualified students have the means to obtain at least a low-cost education beyond high school.

We have attempted to implement this agreement by providing support through student assistance rather than in a narrow categorical manner through institutional assistance, as proposed in S. 2634.

Furthermore, we feel sufficient authority to accomplish the purposes of the bill already exists under the Snyder Act of 1921, administered by the Bureau of Indian Affairs, and title III of the Higher Education Act of 1965, administered by the Department of Health, Education, and Welfare. For these reasons, we oppose enactment of S. 2634.

Another provision in this bill also exempts the specified Indian community colleges from the minimum eligibility requirements for assistance under any program authorized by the Higher Education Act of 1965 or any similar program. The elimination of these eligibility requirements would not serve the objective of promoting quality education and would, in our judgment, open the way for potential school and student abuses in the administration of Federal educational programs.

Specifically, section 5 of the bill would dismantle the safeguards currently contained in section 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1141) which ensure certain minimal standards of educational quality.

These "safeguards" cover areas such as institutional admissions policies; the legal authority of the institution to award degrees; the minimal length of an educational program; a requirement for public or private nonprofit control; and accreditation or some alternative form of recognition.

The total elimination of any sort of minimum eligibility requirements would result in certain unintended, yet severe, problems in the administration of these programs by the Office of Education.

These problems were highlighted in recent hearings by the Permanent Investigations Subcommittee of the Senate Committee on Government Operations concerning alleged school and student abuses in the administration of Federal student assistance programs.

The hearings produced strong evidence of the need to further revise and strengthen the current eligibility provisions of the Higher Education Act. These revisions are reflected in the legislative changes proposed by the administration in our Higher Education Amendments of 1976, now pending before the Congress.

Against this immediate background, it would be inappropriate for the Commissioner of Education to advocate or support the entire elimination of minimum statutory eligibility requirements for institutions participating in the Federal education programs which he administers.

On the contrary, the current emphasis should be upon the need to bolster and tighten the basic eligibility framework, rather than to weaken or eliminate it.

Senator ABOUREZK. May I interrupt you there a minute? Could I assume that if we eliminated that portion of the bill that you strongly object to, would you support the bill?

Mr. MATTHEIS. No, sir. It is a part of the entire context of the bill. It is one part of the bill that we have the most trouble with,

but the modification that you are suggesting would not provide enough change for us to support S. 2634.

As I indicated at the outset, I think the major source of our opposition is our belief that the objectives of the bill are already addressed by existing statistics one in the Snyder Act and one in title III of the Higher Education Act.

We say that the objectives of the bill could be achieved with present legislation. That is our primary objection to the bill, sir.

Senator ABOUREZK. OK.

Mr. MATTHEIS. The Bureau of Postsecondary Education administers a variety of assistance programs in which Indians are eligible to participate. Most of these programs are student financial aid programs open to all students attending an eligible postsecondary institution.

In our Higher Education Amendments of 1976, we have proposed to change the definition of eligible institution to permit such institutions to admit all persons beyond compulsory school attendance age, regardless of prior schooling or academic credentials.

This would conform to the actual current practice of "open door admissions" already mandated by numerous States with laws governing major public community college systems and would remove one obstacle relating to eligibility of Indian community colleges for assistance under HEW education programs.

There is also one program which directs special attention to developing institutions such as Indian community colleges—title III of the Higher Education Act of 1965. Title III authorizes programs to strengthen developing colleges through funding programs in faculty growth, curriculum improvement, administrative development and student services.

In fiscal year 1973, the program was divided into basic and advanced programs of institutional development. The basic program funds projects in large numbers of institutions, whereas the advanced program funds a limited number of applicants with relatively highly developed programs to accelerate their development to the point where they are no longer in need of support.

Also included in our Higher Education Amendments of 1976 is a proposed repeal of the limitation that no more than 1.4 percent of the amount appropriated for title III can be used for institutions located on or near Indian reservations which have been granted a waiver of the 5-year requirement for eligibility on the basis of their service to the Indian population.

This recommendation would enable the program to better serve the education needs of Indian postsecondary students.

Presently, of the 11 Indian community colleges listed in S. 2634, including one which would be added by an amendment proposed by Senator Gravel, only two are fully eligible to receive assistance on their own application under title III. They are Navajo Community College and Tanana Chiefs Conference's Land Claims College in Fairbanks.

Five of the other specified Indian community colleges have received funds under title III on a cooperative basis with other nearby eligible institutions.

I have a compilation of those grants, Mr. Chairman, but I would enter as a list rather than read them at this point in time. I would want this in the record along with my remarks.

The Indian Education Act, Public Law 92–313, enacted in June 1972, primarily focuses on the education of Indian children at the elementary and secondary levels.

The act does authorize however the training of personnel working with Indian children, such as teachers, and also encourages the development and dissemination of information and materials concerning educational programs, services, and resources available to Indian children, activities for which institutions of higher education are eligible applicants.

Under part B of the Indian Education Act, Navajo Community College received $128,000 in 1975 for training bilingual and bicultural teachers for Navajo education and Sinte Gleska College received $68,044 in 1975 for the development of curricular materials for career and cultural awareness development.

Under part C of the Indian Education Act, Tanana Chiefs Conference received $150,000 in 1975 to develop curriculum and upgrade adult basic education and consumer education for 43 neighborhood villages.

Finally, all of the Indian Community Colleges are eligible for funding under monies already available from the Fund for the Improvement of Post-Secondary Education, FIPSE; Title VII of the Elementary and Secondary Education Act, Bilingual Education; part D, training personnel, of the Education for the Handicapped Act; and the Vocational Education Act of 1963.

It would appear to us that a fundamental objective of the Indian community colleges is to provide quality education for Indian students. Title III of the Higher Education Act, "Strengthening Developing Institutions," is specifically targeted on capacity building to achieve that objective.

We believe that Indian institutions, along with other institutions, should, and can, meet the minimum eligibility requirements established by law for all participants, while at the same time meeting the special educational needs of Indian students.

It is in the best interest of both these institutions and the students they are designed to serve that such standards be met. When that point of eligibility is reached, then the institutions will be able to compete effectively for their share of the appropriate higher education financial aid programs sponsored by HEW.

Mr. Chairman, my colleagues and I would be pleased to answer any questions you might have with regard to my testimony.

[The compilation of grants referred to by Dr. Mattheis follows:]

COMPILATIONS OF FUNDS

1. Lakota Higher Education Center, Pine Ridge, S. Dak., request—$227,606, coordinator—Black Hills State College.
2. Navajo Community College, Tsaile, Ariz., request—award—$475,000.
3. Standing Rock Community College, Fort Yates, N. Dak., request—$350,000, award—$175,000, coordinator—Bismarck Junior College.
4. Sinte Gleska Community College, Rosebud, S. Dak., request—$224,010, award—$200,000, coordinator—Black Hills State College.

5. Turtle Mountain Community College, Belcourt, N. Dak., request—$235,752, award—$160,000, coordinator—North Dakota State University—Bottineau Branch.
6. Hehaka Sapa Community College, Davis, Calif., request—0.
7. Sisseton-Wahpeton Community College, Sisseton, S. Dak., request—0.
8. Cheyenne River Community College, Eagle Butte, S. Dak., request—0.
9. American Indian Satellite Community College, Winnebago, Nebr., request—0.
10. Fort Berthold Community College, New Town, N. Dak., request—$294,377, award—$250,000, coordinator—Mary College.
11. Tanana Chiefs Conference's Land Claims College, Fairbanks, Alaska, request—$249,000, award—0, coordinator—Tanana Valley Community College (ineligible in 1975).

Senator ABOUREZK. Does BIA have a statement?

Mr. FRANKEL. Yes; we do.

Senator ABOUREZK. Why don't you go ahead; then we will ask questions.

Mr. FRANKEL. Thank you, Mr. Chairman.

## STATEMENT OF HON. HARLEY FRANKEL, DEPUTY COMMISSIONER OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR, ACCOMPANIED BY LEROY FALLING, HIGHER EDUCATION SPECIALIST, AND DR. DAVE WARREN, ACTING EDUCATION PROGRAM ADMINISTRATOR

Mr. FRANKEL. I appreciate the opportunity to appear before this subcommittee today to testify on S. 2634, a bill which would authorize the Commissioner of Education to make grants to 10 Indian community colleges to develop, operate, and improve these institutions.

These colleges are all members of the American Indian Higher Education Consortium.

We believe that any Federal assistance to Indian or other colleges must insure their responsiveness to the needs of the students and maintain adequate education standards and quality. In our judgment, the provisions of S. 2634 will not accomplish this result for Indian students. We believe that the continued use of existing HEW programs, and BIA scholarships and assistance, would better assure such standards and responsiveness. Therefore, we cannot support enactment of the bill.

The Secretary of the Interior presently has authority to assist Indian education under the Snyder Act of 1921 (25 U.S.C. 13) which generally authorizes funds in several categories to benefit and assist Indians throughout the United States. One of these categories includes education. Under this authority, two of the schools listed in S. 2634 have received funding assistance from the Bureau of Indian Affairs.

Lakota Higher Education Center and Sinte Gleska Community College, both in South Dakota, each receive $225,000 of Snyder Act funds. This includes $200,000 for basic school operations and $25,000 for scholarship assistance for their students.

We would note that two schools not listed in S. 2634, the Lummi School of Aquaculture in Washington State and the Tanana Chiefs

Conference's Land Claims College in Alaska, receive BIA funding through the Snyder Act.

The Navajo Community College, also listed in the bill, is financially assisted through the Bureau of Indian Affairs under the specific authority of the Navajo Community College Act of 1971 (25 U.S.C. 640a). In addition, the Navajo Community College is the only listed institution in the bill fully participating in all the programs administered by HEW's Bureau of Postsecondary Education.

Indian students are eligible for scholarships from the Bureau of Indian Affairs to supplement basic education opportunity grants from HEW. This approach is consistent with the administration's program for higher education which places major emphasis on providing assistance directly to students rather than educational institutions.

The BIA and HEW assistance programs provide the opportunity for Indian students to meet the cost of their higher education while allowing them to attend the institution of their choice, and in turn conveys funds to the institution through such scholarships. Under this approach, the schools must be responsive to the needs of the students in order to attract them and the scholarship funds they bring with them.

In addition to our problem with the bill's basic approach, S. 2634 contains other deficiencies. The bill does not specify the purposes toward which the funds authorized thereunder are to be utilized or coordinated with existing HEW and BIA programs.

Further, the bill would exempt all the listed Indian colleges from HEW's eligibility requirements for assistance under any program authorized by the Higher Education Act of 1965 or similar programs. This exemption is far too sweeping and we cannot evaluate its broad and far-reaching impact. However, it could result in lowering the quality and standards of education provided the students attending these schools.

HEW can describe their programs and eligibility criteria which could be effected by this provision. However, I would note that with regard to one of the statutory eligibility qualifications for HEW funding, namely, admissions policy, current law defines an institution of higher education as one which only admits as regular students those persons having a high school diploma or equivalent. It is our understanding that HEW has proposed revisions to this language in its Higher Education Amendments of 1976, which is currently pending before the Congress.

This proposed language would change this minimum requirement to permit institutions of higher education to admit all persons beyond compulsory school attendance age, regardless of prior schooling or academic credentials. This could remove one major obstacle to participation by Indian institutions in the HEW programs.

Finally, S. 2634 only lists 10 Indian institutions as being eligible for funds under the bill. All these institutions are members of a single consortium. This exclusive language would cause a discriminatory result.

There are at least six other existing Indian community colleges not listed in the bill. These are: Chippewa College, Michigan;

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Blackfeet College, Montana; Lummi College of Aquaculture, Washington State; and Kusko Kwim College, Inupiat College and Tanana Chiefs Conference's Land Claim College, all in Alaska.

An additional 22 Indian colleges have been chartered or sanctioned by Indian tribal governments and are in the process of formation. We can reasonably expect that there will be additional such colleges, as well as other Indian postsecondary consortia in addition to AIHEC, thus making it difficult to determine what the ultimate cost of a bill such as S. 2634 might be.

Support for Indian colleges should come through tuition payments, including scholarships, and regular HEW and BIA program funds, rather than a grant program such as that embodied in the bill. In addition, some schools may be able to receive tribal government contributions and private donations.

This concludes my prepared statement. I would be pleased to respond to any questions that you might have.

Senator ABOUREZK. Both of your agencies contend that sufficient authority already exists in the Synder Act of 1921 and title III of the Higher Education Act of 1965, and that S. 2634 should not be enacted therefore.

Are both of you prepared to submit a plan to this committee within a certain amount of time, say, 60 days, detailing how you jointly propose to meet the funding needs of these colleges under existing authorities?

Mr. MATTHEIS. Speaking for the Office of Education, Mr. Chairman, I am not sure that we could address ourselves to meet the funding needs. I think we had better go at it in a different direction, indicating how they could avail themselves of the funds we have available in a program like title III. And many of them are participating either directly or indirectly through other institutions.

Senator ABOUREZK. They know how to participate in the program. That takes money, so what you are proposing does not help them much at all because they already have that available to them—that knowledge. What they need is the dough.

Mr. MATTHEIS. I could defer. I'm not sure how we would go about identifying the financial needs of the institutions.

Senator ABOUREZK. How do you determine the financial needs of any institution? You go and ask the people who want it. Would that be a way to do it?

Mr. MATTHEIS. That would get you one answer. It seems to me it would be better, however, to conduct a pretty thorough study of the situation and come up with some figures that one could rely on and defend if they are going to appear in the record.

Mr. FRANKEL. At this point, Mr. Chairman, let me add, as the committee knows, the Bureau did conduct such a study last fall as one of the requirements under section 203 of Public Law 93–638. We contracted with the American Indian Higher Education Consortium for that study.

I am pleased to report that under the auspices of David Gipp and Perry Horse. If the chairman will remember, it is a huge, five-volume study providing data and a great deal of information.

We are presently analyzing that and coming up with specific recommendations on how to proceed further. I don't know if we

will have that completed within 60 days as the chairman suggests, but we could provide the committee with more detailed information once that analysis is completed.

Senator ABOUREZK. In giving the specific answer to my question, can you submit a plan, a specific plan on how you propose to meet the funding of these colleges?

Mr. MATTHEIS. Mr. Chairman, maybe I can respond a little bit more directly. As a result of studying the material that BIA has, Dr. Demmert has informed me that BIA and OE, in fact, do have a joint responsibility to come forth with some recommendations with regard to that study.

It seems to me that these recommendations might get more specifically at the question you are raising.

Senator ABOUREZK. Would you say you are going to respond specifically to that study with a proposed way to meet the funding needs of the community colleges in question? We have talked all around the issue. We still have not got an answer to the question.

Mr. MATTHEIS. I guess I am trying to avoid——

Senator ABOUREZK. Do you want to or not? I wish you would tell me.

Mr. MATTHEIS. We cannot insure that the needs of these community colleges would be met by the various programs as we have them, because funding is based on meeting eligibility activity application, and competition.

Senator ABOUREZK. We understand that fully well. We are not asking for that. What we are asking is if you are willing to work with BIA, work together to bring back a proposal to this committee. If you don't want to, say so. We can't put a gun to your head and force you.

Mr. MATTHEIS. Oh, no. We would be most desirous of bringing back to this committee anything that is within our power to do.

Senator ABOUREZK. Are you able to do that? This specific thing I have asked?

Mr. MATTHEIS. Let Dr. Demmert elaborate on my answer to the question.

Senator ABOUREZK. Either tell us you will or you won't.

Dr. DEMMERT. We have a couple of ongoing activities that are addressing that question. One is we are working with the Federal Interagency Commission on Education, the FICE Committee, to do just that—present an administration position. And we are meeting with them this month to get a feel for whether or not they will, in effect, coordinate such a study for us. This would bring in more than just the Bureau and OE.

If they decide not to, then the Office of Indian Education and probably the Bureau of Indian Affairs would come forward with some recommendations.

Senator ABOUREZK. Does anybody else want to elaborate before I ask the question?

Mr. HASTINGS. I would like the record to be clear, Mr. Chairman. As far as title III, we can't promise any specific funds from that source for these institutions.

Mr. MATTHEIS. I gather the chairman was not asking for a specific——

Senator ABOUREZK. What you are saying is you are not going to come back with a plan, with a proposal by you to meet the specific funding for these colleges.

You can't do it, or you won't do it, whichever one.

Mr. MATTHEIS. Not to meet them, but they could be identified is what Dr. Demmert is saying. To identify the needs is one thing, but a plan to meet them is something else.

Senator ABOUREZK. That is what we were asking for—a plan to meet the funding needs of these colleges.

Mr. HASTINGS. It depends on what you mean by plan, Mr. Chairman. If you are talking about pointing out the sources of possible funding, we could certainly help with that. But promising specific dollars from title III, for instance, we cannot do at this point.

Senator ABOUREZK. Specifically promising dollars from title III and from funds that the BIA has set aside for education purposes, can you do that. Will you do it? You can do it, I know, but will you do it?

Mr. MATTHEIS. I don't think we could, sir, under title III because of the competitive application process. Schools must apply for and be in open competition for the funds.

Senator ABOUREZK. OK. Now, the Snyder Act and title III, that you spoke of a broad, general authorization, and any funds appropriated meet heavy demands and heavy competition, as you said. This legislation we are considering today seems to target the needs of Indian community colleges.

Do you agree that such needs are more likely to be met through specific legislation drawn for that purpose. Or, will it be left floundering in this so-called competitive process you are talking about? What is better for the Indian community colleges? Which method is better?

Dr. DEMMERT. It seems to me that if you are talking about a comprehensive approach, what you are talking about would be more appropriate. But as I understand it, the current policy in OE is to put primary emphasis on capacity building, model building, and supplementary support.

The administration position is that the basic support for Indian community colleges, which your legislation addresses, should come from the Bureau of Indian Affairs. We would defer, in part in answer to that question, to our colleague at the other microphone.

Senator ABOUREZK. Before you defer, you don't deny that the community colleges are kind of left to the wind when it comes to trying to get money out of the BIA and HEW, do you? They have to go through some kind of a process. They are up against other educational bureaucracies, much more experienced in grantsmanship. Without a great deal of political clout, they are just kind of left out there hanging.

Do you disagree with that?

Dr. DEMMERT. I don't disagree with that, no.

Senator ABOUREZK. All right. BIA. Harley, do you disagree with that?

Mr. FRANKEL. In reference to competing against other colleges for general education through HEW's program, I think that is a fair statement. In the BIA's system, the way the bulk of the money is being requested from the Congress is through the "band" analysis. That process requires community colleges to gain support from their tribal governments for their needs. So it is a different kind of issue than the one you raised.

Senator ABOUREZK. OK. Now insofar as what is good for the community colleges and how they might maintain some kind of stable funding program for themselves, is it better for community colleges to have specific authorization so that they can go to the appropriation committees with that authorization in hand? Or, is it better for them to try to fight it out under the existing process?

I am not talking about what is better for you. I am talking about what is better for the colleges.

Mr. MATTHEIS. It is not quite, I guess, that easy to answer in a direct way, Mr. Chairman. The debate on institutional versus student aid that I referred to in the testimony has gone on for quite a number of years. In the short term, it would be easy for me to say for community colleges, or for this particular group of community colleges, it might be best to provide direct aid. But that leads us down the path of choosing which institutions and which programs.

The administration and the Congress really made a pretty fundamental decision in that area in 1972, where we decided to minimize the institutional programs and shift the Federal emphasis to student aid as the way in which we would support the access of students, including Indian students, to institutions of postsecondary education.

I could easily say that in the short term a specific program for these colleges might be best. But I think in the long term, I would question that judgment and say we are on the right track now, and within the programs that we have we should take new efforts. And, we are doing some things in this direction, including proposing the modification of the eligibility criteria relative to admissions policy to allow Federally assisted institutions to take in students who otherwise would not have been admitted.

I think within the present programs, and some changes in them, we can in the long term meet their needs as well as the other general needs of other students of postsecondary education.

Senator ABOUREZK. But that is within your view, not in the view of the communities themselves; right?

Mr. MATTHEIS. I realize that.

Senator ABOUREZK. And, so in terms of what the communities see as good for themselves and the colleges themselves in terms of what they see is in their best interest, it would be better to have a specific authorization bill for those colleges, wouldn't it?

Mr. MATTHEIS. I am sure they will make that point.

Senator ABOUREZK. But you would agree with that, wouldn't you?

Mr. MATTHEIS. As to what they would feel?

Senator ABOUREZK. As to what they view is in their best interests?

Mr. MATTHEIS. Yes, I would not have any question with that.

Senator ABOUREZK. Now a substantial portion of both of your testimonies has related to funding of community colleges. What kind of technical assistance on an ongoing basis are you able to render to these institutions? In other words, are they benefiting from your educational expertise?

Dr. DEMMERT. I don't think under our postsecondary programs we have any major technical assistance activities taking place. I think to a large degree we are providing some technical assistance under title IV of the Indian Education Act of 1972.

In fact, we are planning on putting in somewhere around $800,000 into general technical assistance for title III but we have not extended that technical assistance to postsecondary activities. But there is no reason we could not because our law does authorize postsecondary programs under part B of title IV. The Indian community has not requested money for that kind of assistance to date.

Mr. MATTHEIS. Just one point of elaboration, Mr. Chairman. I think under the title III program, although there is probably minimal direct technical assistance, there are at least two of the institutions in question who have applied for and received funds. In addition there is technical assistance provided under the auspices of the other educational institutions who bring the Indian institutions under their wings. But it is minimal, I assume, at best.

It would certainly not meet the total financial needs of the institutions.

Senator ABOUREZK. Can you, either of you, cite statutory authority that is provided for Federal funding for a higher education institution established for the sole purpose of serving a specific ethnic group? What about Howard University, or Federal City College?

Dr. DEMMERT. The only thing I would be familiar with would be the Snyder Act, which allows it but does not specifically identify that thrust.

Senator ABOUREZK. But there is specific authority for Federal City College and for Howard University, isn't there?

Mr. HASTINGS. I am not sure about the language in Howard's Act, but I am sure that the FCC authorizing language does not identify it as being for any ethnic group, whereas Dr. Demmert has just indicated that the Navajo Community College Act apparently does.

Senator ABOUREZK. If we view Public Law 93–638, known as the Indian Self-Determination and Education Assistance Act, as the cornerstone of Indian policy, isn't it reasonable for the executive branch and the Congress to make a concerted effort to be responsive to those Indian communities who have exercised self-determination in the area of education by establishing community colleges to serve the people? And if we do otherwise, doesn't that give a hollow ring to the concept of self-determination?

More specifically to that question, you are talking about giving specific student aid that would encourage students to go to State

universities in the States in which they live or in other States. But isn't there something about our policy that we have already established in the area of self-determination that we should encourage those people who want to stay on reservations to stay there and become educated? Because a great many Indian people will not leave the reservation, therefore, they will have no choice.

If these community colleges are not operating, they are really going to be deprived of some higher education.

Mr. MATTHEIS. We would not have any quarrel with the statement you made, Mr. Chairman, but only indicate that we would want to and we should be assisting more than we are in making them eligible institutions for the aid programs. Then we would have no problem at all encouraging the students to go to those institutions wherever they might be. Most of them are not eligible right now, and we would accept a share of the responsibility for not assisting them adequately and getting them prepared for eligibility.

Mr. FRANKEL. Mr. Chairman, let me add something to that statement. As this committee is very familiar with Public Law 93–638, you know that the basic thrust of that act is to allow tribal governments to request contracts with the Bureau for programs that the Bureau is currently operating and, the Bureau required to contract for those programs.

They, for the most part, don't fit under those kinds of provisions because the Bureau is not running community college programs like we are elementary and secondary schools, law and order programs, and things of that type.

But I would say though, in the spirit of self-determination, we are going to be trying very hard to allow as many tribal governments who want to fund community colleges to do so through the band analysis process.

As you know, Public Law 93–638 puts the onus on tribal governments to make those kinds of determinations for Indian controlled entities on the reservation. Hopefully, in fiscal year 1978 the tribal governments will be making those kinds of determinations in accordance with the concept of self-determination.

Senator ABOUREZK. The staff counsel has a question.

Mr. GERARD. This question will be directed to both agencies. It has been submitted by a number of Indian people who have expressed some concern in this area.

The committee has been informed that the current Deputy Commissioner for Indian Education, USOE in HEW will become the director of education of the BIA. It is our understanding that the incumbent at OE will fill both posts concurrently, and some Indian people have expressed concern that this was a subtle excuse for not filling the deputy commissioner position at OE.

The committee would like to have a response from both agencies.

Dr. DEMMERT. Would you like to explain on behalf of both agencies?

Mr. FRANKEL. Yes. I will try to respond for both. That understanding is not correct by the committee. Basically, what is con-

templated is that Dr. Demmert will shortly assume the role of Director of the Office of Indian Education within the Bureau of Indian Affairs. However, he has duties to complete at the Office of Education, and between now and June 15 he will be working to complete those responsibilities at the Office of Education. On June 15 he will begin full-time with the Bureau of Indian Affairs as Director of the Office of Indian Education Programs.

So the concept you have laid out, Mr. Gerard, is not correct. He will just be doing some part-time work between now and June 15 to complete some duties that are now underway.

Mr. MATTHEIS. If I may add to that answer by Mr. Frankel, you are well aware of the difficulties and the delays that we had in filling the position in OE when it was created. I was a part of that and was working at that time with Dr. Ottina in trying to get the process moved along more quickly and get the appointment made.

We had some pretty substantial difficulties and I would say primarily in getting the necessary clearances as the final decision was determined by a number of bodies over which we have no control—the Civil Service Agency, for one. I would only pledge to you that as Dr. Demmert moves to his new position, the Commissioner of Education will muster every effort to get that position filled as expeditiously as we have power to do so. We want to do just exactly that.

It is a great concern of ours. There are some things that are outside of our control in that activity, and we simply can't overrule those. But we will do our part to see that we get that position filled with the best qualified candidate under the processes that the law calls for as expeditiously as possible.

Mr. GERARD. That apparently was the concern of the people who brought this information to the committee. Given the prolonged delay in filling the post initially, they were fearful of this—that it might be just another move to move in that direction. That is all I have.

Mr. STRONG. I have a question of both agencies. In the testimony of BIA and HEW you say you would provide assistance to federally chartered colleges. Are you making provisions or do you have provisions to provide assistance to tribally chartered colleges, in recognition of their sovereign authority to charter their own colleges?

Mr. FALLING. Mr. Chairman, the Bureau of Indian Affairs is assisting some of the colleges at this point. The first ones we assisted were the Lakota and Navajo Community Colleges. Since then we have the Lummi School of Aquaculture in Washington and the Tanana Chiefs College in Alaska.

This amount of money that was originally set to assist those colleges has increased differently from the Navajo Community College over the years. Others have had pretty much the same amount of funding.

Mr. HASTINGS. If I may respond to the question, and I speak from some degree of ignorance here, section 1201 of the Higher Education

Act provides, in part, that the term "higher education" means an institution in any State which is legally authorized within such a State to provide a program of education beyond secondary education.

I am not sure to the extent which the State bodies that are involved here defer to the Indian tribes in terms of making that legal determination.

Mr. STRONG. I am not so sure that the States have the authority to defer to the tribes. The tribes have the authority through their sovereignty to charter their own colleges if they so choose.

Mr. HASTINGS. As I say, the law speaks to a requirement that they have to be legally authorized within the State.

Dr. DEMMERT. It could be that once we have a legal opinion to see whether or not that is appropriate, we could come forward with some recommendations to allow tribes or tribally chartered groups to be funded directly.

Mr. STRONG. Are you going to make those recommendations available to the committee?

Dr. DEMMERT. That is something we will have to look at and evaluate first. I could not make that commitment right now. But I think it is worth looking at.

Mr. STRONG. I have another question. The BIA says that tuition payments should be made available for basic operating costs of the schools inside the reservation.

Is the BIA aware that most of the money that comes from tuition, goes to the affiliated colleges, that most of the Indian community colleges are affiliated with? Most of the money goes to those affiliated colleges. Some of that money comes back to the college, however, most of it goes to the affiliated college.

Mr. FALLING. Yes. The Public Law 93–638 study mentioned earlier, which was performed by the AIHEC, did indicate that fact. The Bureau is aware of that.

Mr. STRONG. How does the BIA propose to have that money become available for the community colleges to meet their expenses?

Mr. FALLING. I think the model that the BIA has for this is the Navajo Community College Act, Public Law 92–189, which stipulated that the Bureau would pay an amount equal to that which the Bureau uses to fund its own college or postsecondary institutions. The model, of course, is the Navajo Community College and the funds are there to assist that college.

Senator ABOUREZK. We may have some other questions that we will submit to you and ask for your written response to them.

[Subsequent to the hearing the following information was submitted for the record:]

UNITED STATES DEPARTMENT OF THE INTERIOR,
BUREAU OF INDIAN AFFAIRS,
*Washington, D.C., July 7, 1976.*

Hon. JAMES ABOUREZK,
*U.S. Senate*
*Washington, D.C.*

DEAR SENATOR ABOUREZK: This is in response to your letter of May 11, 1976 with regard to S. 2634, a bill to provide grants to certain Indian postsecondary

educational institutions. You referred to two questions which arose during the hearing on the bill:

"(1) Approximately how much will have to be authorized by this bill to meet the needs of Indian controlled community colleges?"

"(2) A breakdown on the costs of providing education to Indian students by cost of transportation, housing, costs of feeding, etc., as is presently provided by the existing programs."

We are sorry that we are not able to provide definitive answers to either of these questions. The way appropriations are requested and made and the way the school budgets are categorized do not permit a breakdown on costs according to the categories you have inquired about, i.e., transportation, housing, food, etc. However, we are able to provide total operating costs, enrollment, and per pupil costs for BIA operated postsecondary schools and the Navajo Community College. As you know, the Navajo Community College is operated by the Navajo Tribe with principal funding through a BIA appropriation specifically for Navajo Community College. We also have enrollment figures for most of the Indian controlled postsecondary education institutions. The per pupil costs at the BIA schools can be used in conjunction with total enrollment figures at the Indian controlled schools to derive a rough figure for appropriation under S. 2634.

*Per pupil costs fiscal year 1975*

| | |
|---|---|
| Navajo Community College | $1,370 |
| Haskell Indian Junior College | 4,284 |
| Institute of American Indian Art | 8,587 |
| Southwest Indian Polytechnic Institute (SIPI) | 2,469 |
| Total | 16,710 |
| Average per pupil cost (4 schools) | 4,177 |
| Average per pupil cost (Haskell and SIPI) | 3,376 |

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| | |
|---|---|
| Enrollment at Indian Community Colleges (1974–75): | |
| AISCC (Nebraska) | 66 |
| Cheyenne River | 58 |
| Ft. Berthold | 237 |
| Hehaka Sapa | 166 |
| Inupiat | 71 |
| Land claims | 500 |
| Lummi | 50 |
| Navajo Community College | 961 |
| Oglala | 598 |
| Sinte Gleska | 753 |
| Sisseton-Wahpeton | 78 |
| Standing Rock | 306 |
| Turtle Mountain | 212 |
| Total | 4,056 |
| 4,056 students at $4,177 per student equals | $16,941,912 |
| 4,056 students at $3,376 per student equals | $13,693,056 |

We are enclosing with this letter copies of charts which summarize data about BIA operated schools and the Navajo Community College, data about operational Indian Community College, and our costs through the Job Placement and Training Program for trainees at Haskell and the Bismarck Residential Indian Training Center. The Bismarck Training Center is operated by United Sioux Tribes under contract with BIA and provides for whole family needs including child care.

Sincerely yours,

MORRIS THOMPSON,
*Commissioner of Indian Affairs.*

Enclosures.

SUPPLEMENTAL SUMMARY

TABLE 1.—GENERAL BACKGROUND INFORMATION—OPERATIONAL COLLEGES

| Name of community college | Year established | Legal base | Policymaking body | Accreditation | Funding sources | Reservation served |
|---|---|---|---|---|---|---|
| American Indian Satellite Community College of Northeastern Nebraska. | 1973 | Chartered by State of Nebraska through Northeastern Nebraksa Technical Community college. | Board of Governors Northeastern Technical Community college and Advisory board. | Affiliated with Northeastern Nebraska Technical Community college. | HEW; State of Nebraska; BIA | Omaha; Santee Sioux; Winnebago. |
| Cheyenne River | 1973 | Chartered by Cheyenne River Sioux Tribal Council. | Board of directors | Affiliated with Northern State College, South Dakota. | HEW | Cheyenne River Sioux. |
| Fort Berthold | 1973 | Chartered by 3 affiliated tribes | do | Affiliated with Mary College, Bismarck, N. Dak. | HEW | Mandan; Hidatsa; Arikara. |
| Hehaka Sapa at DQU | 1971 | Land deeded by U.S. Government for college purposes. | Board of trustees | Candidate for accrediation with Western Association of Colleges. | HEW; private sources | Nonreservation. |
| Inupiat University of the Arctic | 1975 | Incorporated in State of Alaska | Board of directors | Affiliated with Sheldon Jackson College and Antioch College/West. | North Slope Borough, Native Corporation. | Arctic North Slope of Alaska; 9 villages, Inupiat Eskimo. |
| Land Claims College | 1974 | Chartered by Tanana Chiefs Conference. | do | Candidate for Accreditation with Northwestern Association of Schools and Colleges. | HEW; BIA; DOL; State of Alaska and Doyon Ltd. | Interior Alaska, 43 Athabascan Indian villages. |
| Lummi School of Aquaculture | 1973 | Chartered by Lummi Indian Business Council. | Board of trustees | Affiliated with Whatcom Community College. | HEW; BIA | Lummi. |
| Navajo Community College | 1968 | Chartered by Navajo Tribal Council. | Board of Regents | Candidate for accreditation with Northern Central Accrediting Association. | Navajo Tribe; HEW Public Law 92–189 and private sources. | Navajo. |
| Oglala Sioux Community College | 1970 | Chartered by Oglala Sioux Tribal Council. | Board of trustees | Affiliated with Black Hills State College and University of South Dakota. | HEW; BIA; private sources | Oglala Sioux, Pine Ridge. |
| Sinte Gleske College | 1970 | Chartered by Rosebud Sioux Tribal Council. | Board of directors | Affiliated with Black Hills State College and University of South Dakota. | HEW; BIA; NIH; Rosebud Sioux Tribe and private funds. | Rosebud Sioux. |
| Sisseton-Wahpeton | 1973 | Chartered by Sisseton-Wahpeton Sioux Tribe. | Reservation Indian education board. | Affiliated with University of Minnesota and Sinte Gleska College. | HEW | Lake Traverse Sisseton-Wahpeton Sioux. |
| Standing Rock | 1973 | Chartered by Standing Rock Sioux Tribal Council. | Board of directors | Affiliated with Bismarck Junior College. | HEW | Standing Rock Sioux. |
| Turtle Mountain | 1972 | Chartered by Turtle Mountain Chippewa Tribal Council. | Board of trustees and Board of directors. | Affiliated with N. Dak. State University /Bottineau Branch | HEW | Turtle Mountain Chippewa. |

TABLE 2.—PERSONNEL—OPERATIONAL COLLEGES

| Name of college | Chief administrative officer: name and title | Total professional staff | | Academic credentials | Salary range |
|---|---|---|---|---|---|
| | | Administrative (full time) | Instructional | | |
| American Indian Satellite Community College of Northeastern Nebraska. | Louis LaRose, coordinator | 6 | 20 | Ph. D., 40 percent; M.S./M.A., 35 percent; B.S./B.A., 15 percent; nondegree, 10 percent. | $600 per credit hr for instruction staff. |
| Cheyenne River | Ellsworth LeBeau, coordinator | 2 | (1) | Not reported | $9,000 to $13,000. |
| Fort Berthold | Phyllis Howard, coordinator | 3 | (2) | M.A., 5 | Up to $14,000. |
| Hehaka Sapa at DQU | Steve Baldy, acting president | 2 | 12 | Ph. D., 1; none other reported | Not reported. |
| Inupiat University of the Arctic | William Vaudrin, president | 3 | (3) | Not reported | $8,000 to $18,500. |
| Land Claims College | Eugene Evans, director | 13 | 21 | Ph. D., 5; J.D. 2; M.A., 5; B.A., 1; other 6. | Not reported. |
| Lummi School of Aquaculture | Paul Winkler, director | 3 | 6 | Not reported | $10,000 to $14,000. |
| Navajo Community College | Thomas E. Atcitty, president | 9 | 46 | Ph. D., 8; M.A., 29; B.A., 12; A.A., 7; J.D., 1. | Not reported. |
| Oglala Sioux Community College | Thomas Short Bull, president | 7 | (4) | Ph. D., 1; M.A., 9; B.A., 5; A.A., 7 | $7,500 to $18,000. |
| Sinte Gleska College | Lionel Bordeaux, president | 12 | (5) | Ph. D., 3; M.A., 8; B.A., 9; A.A., 1; other 7. | $9,319 average up to $18,600. |
| Sisseton-Wahpeton | Muriel Powers, acting director | 3 | (6) | Not reported | $6,500 to $15,000. |
| Standing Rock | James Shanley, president | 5 | (7) | Ph. D., 1; M.A., 2; B.A., 4 | $6,000 to $18,000. |
| Turtle Mountain | Larry Belgarde, director | 4 | (8) | M.A., 3; B.A., 3; A.A., 1; other 2 | $9,221 to $16,826. |

[1] Provided by cooperating institution.
[2] 5 onsite plus adjunct staff.
[3] 4 full time plus adjunct faculty.
[4] 15 full time plus temporaries.
[5] 18 full time; 21 part time.
[6] Provided by cooperating institution.
[7] 5 full time.
[8] 4 full time.

TABLE 3

| Name of college | FTE enrollment, 1974–75 | Total enrollment, 1974–75 | Projected enrollment 1975–76 | 1976–77 | 1977–78 | 1978–79 | 1979–80 |
|---|---|---|---|---|---|---|---|
| American Indian Satellite Community College of Northeast Nebraska | 59 | 66 | [1] 85 | [1] 90 | [1] 100 | [1] 150 | [1] 150 |
| Cheyenne River | [2] | 58 | [3] | [3] | [3] | [3] | [3] |
| Fort Berthold | 75 | 237 | [1] 212 | [1] 246 | [1] 260 | [1] 284 | [1] 298 |
| Hehaka Sapa at D.Q.U. | 166 | 166 | [3] | [3] | [3] | [3] | [3] |
| Inupiat University of the Artic | 71 | [4] | [3] | [3] | [3] | [3] | [3] |
| Land Claims College | [4] | 500 | [3] | [3] | [3] | [3] | [3] |
| Lummi School of Aquaculture | 50 | [4] | [3] | [3] | [3] | [3] | [3] |
| Navajo Community College | [5] | 961 | (FTE) 320<br>(PT) 380 | [3] | [3] | [3] | [3] |
| Oglala Sioux Commuhity College | 362 | 598 | (FTE) 190 | (FTE) 198 | (FTE) 208 | (FTE) 213 | (FTE) 221 |
| Sinte Gleska College | 171 | 753 | (FTE) 78<br>(PT) 202 | (FTE) 101<br>(PT) 239 | (FTE) 116<br>(PT) 246 | (FTE) 132<br>(PT) 259 | (FTE) 146<br>(PT) 270 |
| Sisseton-Wahpeton | [4] | [4] | [1] 78 | [1] 82 | [1] 86 | [4] | [4] |
| Standing Rock | 198 | 306 | (FTE) 107<br>(PT) 55 | (FTE) 128<br>(PT) 66 | (FTE) 154<br>(PT) 79 | [4] | [4] |
| Turtle Mountain | 102 | 212 | [3] | [3] | [3] | [3] | [3] |

[1] Total.
[2] No FTE reported.
[3] Data on projected enrollments not reported.
[4] Not reported.
[5] Projected total FTE over 5-yr period estimated at 500, boroughwide.
[6] 234 main campus FTE not reported for branch and extension.

TABLE 4.—STUDENT COSTS—OPERATIONAL COLLEGES

| Name of college | Tuition | Transportation | Housing and food | Books and miscellaneous |
|---|---|---|---|---|
| American Indian Satellite Community College of Northeastern Nebraska. | $144 full time; $12.50 per credit hr | Approximately $24 per semester per student (mileage). | Not reported | $65 per semester for books; $50 miscellaneous. |
| Cheyenne River | $212 per semester full time | Not reported | do | $150 per year for books and supplies; $15 application fee. |
| Fort Berthold | $15 per credit hr | do | do | $15 application fee; $50 miscellaneous. |
| Hehaka Sapa at DQU | $40 per unit | do | $60 per student | $50 per semester for books; $150 miscellaneous. |
| Inupiat University of the Arctic | Not more than $200 per quarter | [1] | [1] | [1]. |
| Land Claims College | Tuition free for village residents | [2] | [2] | [2]. |
| Lummi School of Aquaculture | $990 per year | Cost borne by school. Fleet of 6 vans and ferry service. | Not reported | Approximately $6,000 per year for all 50 students, total. |
| Navajo Community College | [3] | [3] | [3] | [3]. |
| Oglala Sioux Community College | $600 per year; $20 per credit hr | Married, $900; single, $540 | Married housing, $1,560; food, $1,440; single housing, $540; food, $765. | Books and miscellaneous: Married $1,050; single, $600. |
| Sinte Gleska College | $200 per semester | $320 per semester, married; $240 per semester, single. | Married, $500 housing; $500 food; single, $480 housing; $320 food. | Married, $75 plus $300; single, $75 plus $200. |
| Sisseton-Wahpeton | [4] | [4] | [4] | [4]. |
| Standing Rock | $13.50 per credit hr. FTE $15.50 part time. | [5] | [5] | [5]. |
| Turtle Mountain | $145 per quarter [6] | $225 per quarter [6] | $665 per quarter [6] | $575 per quarter.[6] |

[1] Most student costs are paid by the North Slope Borough Native Corporation. Each student pays an amount determined by a tuition committee based on need.
[2] Other student costs not reported.
[3] Student costs for Indian students including: Tuition; room and board; and a book allowance are provided through regular operating funds and amount to approximately $2,580 per year or $1,290 per semester.
[4] Data on student costs not reported.
[5] Student cost data for transportation, housing and food, and books not reported
[6] Data under these categories reported for married students only.

TABLE 5.—STUDENT SERVICES—OPERATIONAL COLLEGES

| Name of college | Student financial aid sources | Student employment opportunities | Guidance and counseling | Health services | Recreational programs | Cultural reinforcement | Housing and food services | Student government |
|---|---|---|---|---|---|---|---|---|
| American Indian satellite Community College of north east Nebraska. | BEOG; NDSL; EOG; CWS; and BIA grants. | Limited college work/study. | 1 full-time counselor. | PHS facility | No structured program. | Indian and triba—specific studies. | No facilities | Elected student representatives. |
| Cheyenne River | BIA grants projected. | None reported | Not reported | do | Not reported | Not reported | do | Not reported. |
| Fort Berthold | BEOG; North Dakota Indian scholarships; and BIA. | Very limited | 1 counselor | do | In developing stages. | Workshops on Indian issues; guest speakers. | do | In developing stages. |
| Hehaka Sapa at DQU | BEOG; SEOG; NDSL; DQU grant VA; work-study. | College work/study | Not reported | Not reported | Student activity center. | Indian and tribal studies; powwos. | Cafteria and dormitory space for 80 students. | Elected student government. |
| Inupiat University of the Arctic. | Tuition grants from North Slope Borough. | None | Student advisers | do | No organized program. | Not reported; except for Inupiat studies. | No facilities | Not reported. |
| Land Claims College | Tuition grants on limited basis. | Limited part-time | Academic advising | do | do | Not reported | do | Do. |
| Lummi School of Aquaculture. | BIA; BEOG; VA; NDSL. | Not reported | 1 certified counselor | Health Insurance and PHS. | do | do | do | Elected student council. |
| Navajo Community College. | BEOG; SEOG; CWS grants; NDSL; private grants. | College work/ study | Student services department | College health center. | Student Union building and gymnasium. | Navajo and general Indian studies. | Cafeteria and snack bar. 10 dormitories. | Student Government council; student body president on board of regents. |
| Oglala Sioux Community College. | BEOG; BIA; VA private scholarships. | College work/study through BHSC. | Academic and financial counseling. | PHS facility | No organized program. | Not reported | No facilities | Grievance board and district advisory student governments. |
| Sinte Gleska College | BEOG; SEOG; State incentive grants, and BIA. | Work/study $2.10 per hr., 20 hrs. week. | 1 certified counselor. | do | do | Cultural emphasis in curriculum. | do | 2 student representatives on board of directors. |
| Sisseton-Wahpeton | Tribal loans BIA grants. | Not reported | Provided through tribe. | do | do | Indian studies and tribal language classes. | do | Not yet developed. |
| Standing Rock | BEOG; work/study YAMNI; and BIA. | CETA and work/ study. | Dean of students | do | Student Activities Association. | Indian studies courses. | do | No student government. |
| Turtle Mountain | HEW; BIA; VA; loans and scholarships. | Not reported | 1 counselor | do | No organized program. | Tribal—Specific and and Indian studies. | do | 2 student representatives on board of trustees. |

TABLE 6.—FACILITIES—OPERATIONAL COLLEGES

| Name of College | Existing facilities and estimated value | Planned facilities or construction estimated cost | Remarks |
|---|---|---|---|
| American Indian Satellite Community College of northeast Nebraska. | 1 Building at Winnebago, approximately 11,000 ft²; 2 mobile trailers at the Omaha Reservation, approximately 2,000 ft²; office and classroom space, approximately 900 ft² rented at Santee. Estimated value not reported. | None reported | Facilities are good to excellent at Winnebago and Santee but are less than adequate at Omaha. |
| Cheyenne River | Wooden building in Eagle Butte, South Dakota, leased from tribe. Estimated value not reported. | Multi-service facility planned when moneys become available. Cost estimate not reported. | New facilities required to keep pace with expected expansion. |
| Fort Berthold | Administrative offices are located in a rented mobile trailer unit. Classes are held in local community high schools. Estimated value not reported. | Administrative center, 6 classroom sites, libraries, and laboratories. | Planned construction contingent on appropriations. |
| Hehaka Sapa at DQU | The college is situated on 648 acres near Davis, Calif. Building A, A1 A2—34,843ft², building B, B1—12,750 ft², building C—13,291 ft², building D—9,990 ft², building E—6,830 ft², and building F—2,400 ft². Value not reported. | A comprehensive master plan for expansion has been developed with estimated costs totaling $35,000,000. | Facilities in use are converted U.S. Army buildings. |
| Inupiat University of the Artic | 1 modular building for administration located in Barrow, Alaska, Classes are conducted in a local church facility there. At other villages, classes are conducted in local school facilities. | None reported | Construction costs on Alaska's North Slope are extremely high. |
| Land Claims College | Headquarters space is located in the Doyon Building in Fairbanks. Village councils and teacher aides determine best locations for classes in each of the 43 villages served by the college. | do | Facilities used by LCC have been inspected and approved by appropriate State and local agencies. |
| Lummi School of Aquaculture | One 10,000 ft² building, estimate value, $150,000 | One larger laboratory. No cost estimate | Located on 2 acres of tribally owned beachfront. |
| Navajo Community College | General classroom building—$973,700, specialized classroom building—$656,468, 10 dormitories—$2,502,307, cafeteria—$556,917, gym—$393,846, Student union—$981,846, library—$835,308, cultural center, $3,832,274. (Continued in next column.) | Faculty housing, 50 units—$1,505,345, 8 office trailers—$94,535; 50 residential trailers—A classroom building and office trailers are also located at Shiprock, N. Mex. | Located on 1,200 acre site near Tsaile, Ariz. |
| Oglala Sioux Community College | 1 modular library unit—110 by 28; 1 wood frame building—30 by 100, 1 modular classroom unit—28 by 64; 1 modular classroom/office—28 by 64; 2 other modular/classroom/office units—28 by 64. These facilities are located at 7 sites on the reservation. | Need 1 administrative, libarry and classroom building, and 7 classroom/office centers. | One administrative modular unit, 120 by 28, was destroyed by fire on May 21, 1975. |
| Sinte Gleska College | 1 administration building. (100 yr old structure), 1 library building (15,000 volumes), 1 learning center, 2 special education centers, 3 trailer units, 1 science/library building (shell only), and 23 classrooms in various facilities throughout the reservation. | Funds needed for finishing interior of science/library building. | 56.6 acres granted to Sinte Gleska College by the Antelope Community near Mission, S. Dak. |
| Sisseton-Wahpeton | Have access to 1 public library building, classes meet in adult learning center building owned by the tribe. | Need administrative and classroom space | |
| Standing Rock | 9 offices and 5 classrooms in the tribal skills center building. Classroom space also available in the PHS building in McLaughlin. | None projected | All facilities leased from Standing Rock Sioux Tribe. |
| Turtle Mountain | Administrative and faculty offices in former hospital facility, library space and classrooms in tribal counseling center, community center, and local high school. | Need 1 classroom/office/multi-purpose building with library, cafeteria, and student lounge. (12,000 ft² estimated.) | |

TABLE 7.—ACADEMIC PROFILES—OPERATIONAL COLLEGES

| Name of college | Degree programs | Degree requirements | Vocational certificate programs | Other |
|---|---|---|---|---|
| American Indian Satellite Community College of north east Nebraska. | Associate of arts (see catalog) | 60 semester hr with 2 cumulative plus general educational requirements. | Construction and timberland environment. | Teacher training and adult education. |
| Cheyenne River | Available through sponsoring institution. | 64 semester hr with 2 G.P.A. and 128 honor points. | None reported | Courses are planned in English, accounting, math, history, political science, psychology, physical education and nursing. |
| Fort Berthold | Associate of arts in midmanagement and Secretarial Science. | 68 semester hr with 2 G.P.A | do | A.A. programs being developed in community mental health; early childhood education, criminal justice, and general studies. |
| Hehaka Sapa at DQU | Associate of arts and science, Liberal arts, business, graphic arts, mass media, farm management, and crop production. | 60 semester hr total, 30 hr core curriculum 15 hr major; 15 hr electives. | Certificates awarded on completion of 30 units in various occupational fields. | Experimental learning credit and adult education offered. |
| Inupiat University of the Artic | Associate of Arts and Bachelor of Arts | 90 quarter credits—Associate of Arts, 180 quarter credits—Bachelor of Arts. | None reported | Graduate degree program at master's level available on limited basis. |
| Land Claims College | Associate of Arts in business administration; health administration; native humanities, education, law (paralegal). | 60 semester hr, including 30 hr in major. | Village corporate management, office machines (or other areas of demonstrated proficiency). | Bachelor of Arts degree program projected for 1976–77; 130 semester hr required. |
| Lummi School of Aquaculture | Associate of Arts on aquaculture | 70 credits at LSA plus 20 at Whatcom Community College. | None reported | None. |
| Navajo Community College | Associate of Arts degree (not compartmentalized into programs (by career or field titles). | 64 credits for Associate of Arts including 33 required credits. | Auto mechanics, welding, Commercial art, business; secretarial. Associate of Science available. | Directed studies, extension and outreach, cooperative education, and adult basic education. |
| Oglala Sioux Community College | Associate of Arts in business, Lakota studies, nursing, carpentry, education, social services and general studies. | 62 semester hr to 72 semester hr depending on degrees sought and career emphasis. | Contingent on more funds, facilities, and equipment. | None reported. |
| Sinte Gleska College | Associate of Arts in General studies; business; human resources; Indian studies ; educ.; special education and nursing. | 66 hr. with "C" average or better, includes 25 semester hr of required courses. | 1-yr. ceritficate in business | Do. |
| Sisseton-Wahpeton | No structure degree program reported | To be finalized with sponsoring institution. | None reported | Do. |
| Standing Rock | Associate of arts in Lakota studies and general studies. | 60 hr credit with "C" average including 33 hr required and 27 in degree area. | do | Do. |
| Turtle Mountain | Associate in arts (not compartmentalized into career program or field titles). | 92 quarter credits for Associate in Arts | do | Do. |

JOB PLACEMENT AND TRAINING PROGRAM COSTS CONTRACT WITH BISMARCK, N.D. TRAINING CENTER

| | *Expenditures* |
|---|---|
| Center operations contract | $1,735,516 |
| Stipends | 289,593 |
| CETA funds used for Center operations | 107,770 |
| Alcoholism program | 81,226 |
| Fiscal year 1975 direct training costs | [1] 2,214,105 |

[1] Direct costs exclude UTNDDC fiscal year 1975 contracts for Dispensary ($168,000), Elementary school ($135,000), and other miscellaneous contracts resulting from Center operations. These were excluded on the premise that health and education benefits would be provided to trainees and their dependents regardless of the Center operation; however, in our opinion, the overall cost to the Government would be less if separate facilities and functions were not required by UTNDDC operations.

UNIT COSTS

Based on the $2,214,105 of direct training costs and the 46,519 man-days of training provided in fiscal year 1975, the following are unit costs for fiscal year 1975 Center operations:

| *Unit of measure* | *Cost* |
|---|---|
| Man-day of training ($2,214,105÷46,519) | $48 |
| Man-year of training ($48×365) | 17,374 |
| Successful job placement ($2,214,105÷91) | 24,331 |
| Successful job retention: | |
| (a) Assuming low estimate ($2,214,105+.31×91) | 78,847 |
| (b) Assuming high estimate ($2,214,105+.52×91) | 46,790 |

JOB PLACEMENT AND TRAINING PROGRAM COSTS, STUDENT BUDGET MONTHLY AND 9-MO. TOTAL, HASKELL INDIAN JUNIOR COLLEGE

| | Single student | | Family head | | | | | |
|---|---|---|---|---|---|---|---|---|
| | In dorms | Off campus | Plus 1 | Plus 2 | Plus 3 | Plus 4 | Plus 5 | Plus 6 |
| Regular expenses: | | | | | | | | |
| Rent | NA | 125 | 150 | 170 | 170 | 180 | 190 | 200 |
| Food | NA | 100 | 145 | 160 | 175 | 200 | 225 | 240 |
| Utilities | NA | 30 | 40 | 40 | 45 | 45 | 45 | 45 |
| Clothing | 25 | 30 | 45 | 45 | 50 | 50 | 50 | 50 |
| Laundry and dry cleaning | 10 | 10 | 15 | 15 | 20 | 20 | 20 | 20 |
| Recreational | 10 | 25 | 30 | 30 | 35 | 35 | 35 | 35 |
| Community in city | 5 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Total monthly expenses | 50 | 350 | 455 | 490 | 525 | 560 | 595 | 620 |
| Additional expenses: | | | | | | | | |
| Deposits—Room and utilities | 12 | 130 | 130 | 130 | 130 | 130 | 130 | 130 |
| Miscellaneous expenses | 50 | 50 | 100 | 150 | 150 | 200 | 200 | 200 |
| Total additional expenses | 62 | 180 | 230 | 280 | 280 | 330 | 330 | 330 |
| 9-mo. total | 512 | 3,330 | 4,325 | 4,690 | 5,005 | 5,370 | 5,685 | 5,910 |
| Child care (where applicable) | (1) | (2) | (2) | (3) | | | | |
| Per week | 25 | 35 | 45 | 45 | | | | |

[1] 1 child.
[2] 2 children.
[3] 3 children.

Mr. LAVIS. Mr. Mattheis, in your testimony where you indicate current emphasis is upon the need to bolster eligibility requirements. Could you emphasize or communicate what that is going to mean? You might want to apply it to Indian community colleges.

Mr. MATTHEIS. There are a number of areas that we have addressed, including the items mentioned. Admissions policy, legal authority for the institution to award degrees, minimum length of education programs, those are the kinds of things that we are attempting to tighten up in order to safeguard, not only the Federal tax dollars involved, but also the student's educational program that he thinks he is going to get, those he expects to get, and that he should get.

We are doing a number of things to tighten up the financial stability of institutions.

Mr. LAVIS. Could you elaborate a little bit on those particular criteria and how you plan to strengthen them? How are you doing it specifically?

Mr. MATTHEIS. By legislative proposal. We have a proposal before the Congress now to improve and strengthen some of those areas where we are having problems in institutions around the country.

Mr. LAVIS. Could you say specifically what that proposal says in terms of these criteria?

Mr. HASTINGS. We have a number of proposals that are contained in H.R. 11939. It has not been introduced on the Senate side. I suspect it will be this week sometime. Most of these proposals would be taken up by the Education Subcommittee, by the way, as it relates to the student loan program which has been the source of most of the accounts you have read in the paper recently.

I think perhaps it might be better if I supply that for the record so we don't leave anything out.

Mr. LAVIS. I am just curious. If you are making the argument for title III and for student assistance and yet you are going to turn around in your Higher Education Amendments of 1976 and tighten up the eligibility framework to the detriment of the Indian community colleges. We have to know in terms of this legislation whether that is going to have a greater impact on what we do and what we think the community colleges can do.

Mr. MATTHEIS. We would say it would have an impact. It would have an impact of making them better institutions and providing for a higher quality of education program for the students who went there. We think it would benefit the institutions as well as the others that would be covered by them

Mr. HASTINGS. If I may add to that in the specific provisions which we are proposing to amend in title III there is a requirement now which gives the Commissioner discretionary authority to waive the

5-year existence requirement for institutions which participate under title III. Currently it limits the total amount of funds that may be waived to 1.4 percent of the total appropriation. We would remove the 1.4 percent limitation. We would not remove the discretionary authority, however, so that the Commissioner can look at these other elements in making that determination.

Mr. LAVIS. OK. That is the sweetener. What is the bad news?

Mr. HASTINGS. What is the bad news? Thus far I don't think we have had any bad news with the exercise of that requirement. The only bad news has been for the institutions which are not eligible to receive benefits there, because of the cap, the 1.4 percent limitation.

Mr. LAVIS. OK. I have one more question. In your testimony, Mr. Frankel, you indicate the following: We believe the continued use of HEW programs and BIA scholarships and assistance will better insure such standards in responsiveness.

Could you tell me the number of Indians being served by BIA scholarships, and the number not being served by those scholarships?

Mr. FALLING. Yes. From the Bureau of Indian Affairs, the scholarship program, we served 16,000 Indians last year. This year the number is approximately the same, possibly 16,500 at this point in the fiscal year.

The number not being funded, it would be difficult to assess, since Indians get their scholarship assistance from other sources besides BIA. However, in answer to the question, there are many urban Indians which the Bureau does not have records on, and we have no way of determining the number of those that would be eligible but who did not bother to apply.

Senator ABOUREZK. It would be considerably more than 16,500 though, wouldn't it?

Mr. FALLING. Yes. I would say more in the area of 25,000 or possibly even 30,000.

Senator ABOUREZK. Even closer to that wouldn't it be more like 100,000?

Mr. FALLING. I don't have a comment on that.

Senator ABOUREZK. You would not be able to refute that though would you?

Mr. FALLING. We have a breakdown on the number of Indians who reside in certain age brackets on the reservation.

Senator ABOUREZK. That would be the way to figure it.

Mr. FALLING. That is just the reservation categories, those who reside on reservations.

Senator ABOUREZK. Do you have that number with you?

Mr. FALLING. I can get it for you quickly.

Senator ABOUREZK. OK. We want to hear it.

Mr. FALLING. By age groups, Mr. Chairman, the ages 16 to 18, there are 41,666 students Of course, this would not begin the college age at that point. Possibly 18 would but ages 19 to 24 there are 69,679. Ages 25 to 34 there are 79,258. And ages 34 to 44, 59,543. And of course it goes on. Ages 45 to 64, 76,529.

The target age groups for college would be more like ages 19 through 44, or possibly 35, and this of course would get you a much smaller figure than adding all of those. But you would be right in your assumption. It would be over 100,000 if you take the ages of 19 through 44.

Senator ABOUREZK. That is reservation people only. If you were to include urban Indians, that figure could go as high as double, couldn't it?

Mr. FALLING. I think the point we would make is not all of these students would be desirous of going to college. Many would choose vocational training and other forms of occupation or immediate employment rather than attend college.

Senator ABOUREZK. My question was if you included urban Indians the figure could possibly double, couldn't it? The figures you gave?

Mr. FALLING. Yes. If we know how many urban Indians there are.

Senator ABOUREZK. The guess is that it is about the same amount as the reservation, isn't that right?

Mr. FALLING. I think that has been a quoted figure, yes.

Senator ABOUREZK. So those age groups would be roughly the same. Not exactly the same but roughly; isn't that correct?

Mr. FALLING. Yes.

Mr. LAVIS Just very quickly. How much money did Congress appropriate last year for the BIA scholarships, and how much is the administration requesting this year?

Mr FALLING. In fiscal 1975 there was $31,045,000. In the current year we have $33,119,000.

Mr. LAVIS. What are you requesting this year?

Mr. FALLING. $35,420,000.

Mr. LAVIS. Thank you.

Senator ABOUREZK. I would like to thank both agencies at this time.

[The text of H.R. 11939 referred to by Mr. Hastings follows:]

94TH CONGRESS
2D SESSION

# H. R. 11939

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 18, 1976

Mr. ERLENBORN introduced the following bill; which was referred to the Committee on Education and Labor

# A BILL

To amend and extend the Higher Education Act of 1965, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That this Act may be cited as the "Higher Education Amendments of 1976".

EXTENSION OF TITLE III OF THE HIGHER EDUCATION ACT

SEC. 2. (a) Section 301 (b) (1) of the Higher Education Act of 1965 is amended by inserting "and $110,000,000 for the fiscal year ending June 30, 1976, and each of the succeeding fiscal years ending prior to October 1, 1979" before the period at the end thereof.

(b) The first sentence of section 302 (a) (2) of the Act is amended by striking out ", except that such grants may not involve an expenditure of funds in excess of 1.4 per centum of the sums appropriated pursuant to this title for any fiscal year".

(c) The second sentence of section 302 (a) (2) of the Act is amended by striking out "three years of".

(d) Section 303 (a) of the Act is amended by striking out "nine members" and inserting "twelve members" in lieu thereof.

AMENDMENTS TO STATEMENT OF PURPOSE FOR STUDENT ASSISTANCE PROGRAMS

SEC. 3. Section 401 of the Higher Education Act of 1965 (hereinafter in this Act referred to as "the Act") is amended—

(1) by striking out paragraphs (2) and (5), and redesignating paragraphs (3) and (4) as paragraphs (2) and (3), respectively; and

(2) in paragraph (2), as so redesignated, by striking out "such students" and inserting in lieu thereof "those students who, for lack of such aid, would be unable to obtain the benefits of a postsecondary education of their choice".

AMENDMENTS RELATING TO BASIC EDUCATIONAL OPPORTUNITY GRANTS

SEC. 4. (a) Section 411 (a) (1) of the Act is amended—

(1) by striking out "1975" and inserting "1979" in lieu thereof, and

(2) by striking out "an institution of higher education" and inserting "an eligible institution of higher education" in lieu thereof.

(b) Section 411 (a) (2) (A) (i) of the Act is amended by striking out "The" and by inserting in lieu thereof "Except as otherwise provided in this paragraph and in paragraph (3) of subsection (b), the".

(c) Section 411 (a) (2) (A) (ii) of the Act is amended by striking out "February" and inserting "July" in lieu thereof.

(d) Section 411 (a) (2) (B) of the Act is amended—

(1) by striking out division (i) and inserting in lieu thereof the following:

"(i) The amount of the basic grant which is payable to a student under this subpart for any academic year shall not exceed 50 per centum of the difference between the cost of attendance at the institution at which the student is in attendance for that year and

the amount determined under paragraph (3) of this subsection to be the expected family contribution with respect to that student for that year.";

(2) by striking out division (ii) and redesignating divisions (iii) and (iv) as divisions (ii) and (iii);

(3) by striking out the second sentence of division (ii) (as so redesignated), and by inserting immediately before the period in the first sentence the following: "in the case of a full-time student, or, in the case of a student in attendance on less than a full-time basis, is less than an amount which bears the same ratio to $200 as the amount of time the student is in attendance bears to the amount of time for a full-time student"; and

(4) in division (iii) (as so redesignated) by striking out "actual" both places it appears and by adding at the end of the division the following new sentence: "In lieu of determining actual cost of attendance the Commissioner may prescribe by regulation an average cost of attendance with respect to particular costs for students attending a particular institution, if he determines that to do so will significantly assist in the administration of this subpart.".

(e) Section 411(a)(3)(A) of the Act is amended—

(1) in division (i) by (A) striking out "February" and inserting "July" in lieu thereof, (B) inserting

"second" immediately before "succeeding academic year", (C) striking out "except as is otherwise provided in division (ii)," and (D) striking out "July 1 of that year" and inserting in lieu thereof "July 1 preceding that academic year"; and

(2) in division (ii) by (A) striking out in the first sentence "February 1 of that year" and inserting "July 1 of the year preceding the calendar year in which that academic year begins" in lieu thereof, and (B) striking out the second and third sentences of that division.

(f) Section 411(a)(3)(B)(ii)(I) of the Act is amended by inserting at the end thereof before the period: ", including, but not limited to, any benefits paid under the Social Security Act".

(g) Section 411(a)(3)(B)(iv) of the Act is amended by striking out "any amount paid under the Social Security Act to, or on account of, the student which would not be paid if he were not a student, and".

(h) Section 411(b)(3)(B) of the Act is amended to read as follows:

"(B) If, for any fiscal year, the funds available for making payments under this subpart are insufficient to make payments as prescribed in section 411(a)(2), the amount paid to each eligible applicant under this subpart shall be determined by using, for the purposes of section

411 (a) (2) (A) (i), an amount, in lieu of $1,400, which would result in the aggregate amount of payments under this part being equal to the amount of funds available for making those payments.".

(i) Section 411 (b) (3) (C) of the Act is repealed.

(j) Subsection 411 (b) (4) of the Act is repealed.

REPEAL OF SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS PROGRAM

SEC. 5. Subpart 2 of part A of title IV of the Act is repealed.

STATE STUDENT INCENTIVE GRANTS

SEC. 6. (a) Section 415A (b) (1) of the Act is amended by striking out "who have not previously been awarded such grants".

(b) Section 415A (b) (1) is further amended by adding at the end thereof the following new sentence: "There are further authorized to be appropriated for that purpose $44,000,000 for the fiscal year ending June 30, 1976, and for each of the succeeding fiscal years ending prior to October 1, 1979.".

(c) Section 415A (b) of the Act is further amended by striking out paragraphs (2) and (4) and by redesignating paragraph (3) as paragraph (2).

(d) Section 415B of the Act is amended by striking out subsections (b) and (c).

(e) Section 415C (b) of the Act is amended by striking out "and" after paragraph (4), by striking out the period after paragraph (5) and inserting a semicolon in lieu thereof, and by inserting after paragraph (5) the following new paragraphs:

"(6) provides that, unless otherwise required by the Constitution of the State, no student shall be excluded from eligibility to receive such a grant solely by reason of the public or nonprofit private character of the institution of higher education attended; and

"(7) provides that such grants will not be made to any student who has not applied for a basic educational opportunity grant under subpart 1 of this part.".

AMENDMENTS RELATING TO SPECIAL PROGRAMS FOR DISADVANTAGED STUDENTS

SEC. 7. (a) Section 417A (b) of the Act is amended by adding at the end thereof the following new sentence: "There are further authorized to be appropriated for that purpose $60,331,000 for the fiscal year ending June 30, 1976, and for each of the succeeding fiscal years ending prior to October 1, 1979.".

(b) (1) Section 417B (a) of the Act is amended by striking out "services" and inserting in lieu thereof "activities".

(2) Section 417B(b) of the Act is amended to read as follows:

"(b) Activities supported through grants and contracts under this subpart, including demonstration projects, shall be specifically designed to assist in enabling youths from low-income families with potential for benefiting from post-secondary education, but who lack adequate secondary school preparation, are physically handicapped, or, by reason of limited English-speaking ability, require bilingual educational services, to enter, continue, or resume a program of postsecondary education. Such activities may include—

"(1) projects to identify qualified youths who have not yet completed secondary school or who are not enrolled in a postsecondary educational program, in order to assist such youths—

"(A) in reentering or completing secondary school or equivalent,

"(B) in preparing to enter postsecondary education, including preparatory programs designed to generate skills and motivation necessary for success in such education,

"(C) in deciding on a postsecondary educational program and gaining admission to such a program, and

"(D) in obtaining financial assistance in order to pursue such a program;

"(2) projects to assist qualified youths, who are enrolled or who are accepted for enrollment in a post-secondary educational program, to initiate, continue, or resume such a program through the provision of—

"(A) orientation services,

"(B) tutorial services, supplementary curriculums, and other instructional assistance,

"(C) guidance, counseling, and testing services, and

"(D) assistance in obtaining necessary financial aid; and

"(3) projects to train personnel who are or will be providing any of the services described in paragraphs (1) and (2) of this subsection.".

(3) Section 417B(c) of the Act is amended to read as follows:

"(c) Students who are engaged in a program of full-time instruction under paragraph (1) of subsection (b) may be paid stipends not in excess of $10 per week or $40 per calendar month.".

(4) Section 417B(d) of the Act is amended to read as follows:

"(d) Recipients of grants or contracts for activities which include services to students of limited English-speaking ability shall include in their curriculum a program of English language instruction for those students.".

REPEAL OF ASSISTANCE TO INSTITUTIONS OF HIGHER EDUCATION

SEC. 8. Subpart 5 of part A of title IV of the Act is repealed.

EXTENSION OF AND AMENDMENTS TO THE GUARANTEED STUDENT LOAN PROGRAM

Change in Title of the Program

SEC. 9. (a) Part B of title IV of the Act is amended by striking out the heading of such part and inserting in lieu thereof "PART B—GUARANTEED STUDENT LOAN PROGRAM".

Extension of the Program

(b) (1) The first sentence of section 424 (a) of the Act is amended by inserting immediately after "1975" the following: "and for each of the four succeeding fiscal years ending prior to October 1, 1979.".

(2) The second sentence of section 424 (a) of the Act is amended by striking out "June 30, 1979" and inserting "September 30, 1983" in lieu thereof.

(3) Section 428 (a) (5) of the Act is amended—

(A) by striking out "June 30, 1975" and inserting in lieu thereof "September 30, 1979", and

(B) by striking out "June 30, 1979" and inserting in lieu thereof "September 30, 1983".

(4) Section 428 (a) (6) of the Act is amended by inserting "prior to July 1, 1976" immediately before "from a student loan fund".

Increase in Aggregate Loan Limitation and Repayment Term

(c) (1) The second sentence of section 425 (a) of the Act is amended by adding at the end thereof before the period: ", except that in cases where the Commissioner determines that a higher aggregate insured unpaid principal amount is warranted with respect to students engaged in specialized training requiring exceptionally high costs of education, he may by regulation prescribe a higher aggregate loan limitation, not to exceed $25,000.".

(2) Section 428 (b) (1) (A) of the Act is amended by adding at the end thereof before the semicolon: ", except that the Commissioner may by regulation prescribe a higher aggregate insured unpaid principal amount, not to exceed $25,000, in those cases where he determines that a higher limit is warranted with respect to students engaged in spe-

cialized training requiring exceptionally high costs of education".

(3) (A) Section 427 (a) (2) (B) of the Act is amended to read as follows:

"(B) provides for repayment (except as provided in subsection (c)) of the principal amount of the loan in installments over a period of not less than five years (unless sooner repaid or unless the student, during the nine- to twelve-month period preceding the start of the repayment period, specifically requests that repayment be made over a shorter period) nor more than ten years beginning not earlier than nine months nor later than one year after the date on which the student ceases to carry at an eligible institution at least one-half the normal full-time academic workload as determined by the institution, except (i) as provided in clause (C) below, (ii) that the period of the loan may not exceed twenty years from the execution of the note or written agreement evidencing it, (iii) that the note or other written instrument may contain such provisions relating to repayment in the event of default in the payment of interest or in the payment of the cost of insurance premiums, or other default by the borrower, as may be authorized by regulations of the Commissioner in effect at the time the loan is made, (iv) that, pursuant to regulations of the Com-

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missioner, the period of repayment may exceed ten years in the case of students for whom the aggregate loan amount outstanding at the commencement of the repayment period exceeds $10,000, (v) that the Commissioner may by regulation prescribe standards for repayment of loans in variable installments in cases where the loan is not to be repaid in equal installments, and (vi) that in the event a student has requested and obtained a repayment period of less than five years, he may at any time prior to the total repayment of the loan have the repayment period extended so that the total repayment period is not less than five years,".

(B) Section 427(a)(2)(C) of the Act is amended by striking out "fifteen-year period" and inserting in lieu thereof "twenty-year loan period".

(4)(A) Section 428(b)(1)(C)(ii) of the Act is amended by striking out "fifteen years" and inserting "twenty years" in lieu thereof.

(B) Section 428(b)(1)(D) of the Act is amended to read as follows:

"(D) subject to paragraphs (C) and (K) of this paragraph and except as provided by paragraph (L) of this paragraph, provides that repayment of loans shall be in installments over a period of not less than five years (unless the student, during the nine- to twelve-

month period preceding the start of the repayment period, specifically requests that repayment be made over a shorter period) nor more than ten years beginning not earlier than nine months nor later than one year after the student ceases to pursue a full-time course of study at an eligible institution, except that (i) if the program provides for the insurance of loans for part-time study at eligible institutions the program shall provide that such repayment period shall begin not earlier than nine months nor later than one year after the student ceases to carry at an eligible institution at least one-half the normal full-time academic workload as determined by the institution, (ii) if a student has requested and obtained a repayment period of less than five years, he may at any time prior to the total repayment of the loan have the repayment period extended so that the total repayment period is not less than five years, (iii) pursuant to regulations of the Commissioner, the period of repayment may exceed ten years in the case of students for whom the aggregate loan amount outstanding at the commencement of the repayment period exceeds $10,000, and (iv) the Commissioner may by regulation prescribe standards for repayment of loans in variable installments in cases where the loan is not to be repaid in equal installments;".

Determination of Need Outside the United States

(d) Section 428(a) of the Higher Education Act of 1965 is amended by adding at the end thereof the following new paragraph:

"(8) With respect to any loan for which a portion of the interest is payable under this section, in the case of a student attending an eligible institution which is located in other than a State, the determinations to be made (except determinations of good standing) and the statement to be provided by such institution under paragraph (2) (A) (i) and (2) (B) (ii) of this subsection shall be made and provided by (A) the Commissioner in the case of a loan described by paragraph (1) (A), (B) the State in the case of a loan described by paragraph (1) (B), or (C) the State or a nonprofit private institution or organization, as the case may be, in the case of a loan described by paragraph (1) (C).".

Elimination of Need Tests for Loans in Excess of $2,000 for Students Otherwise Eligible for Interest Subsidy

(e) (1) Section 428(a) (2) (B) (i) of the Act is amended to read as follows:

"(i) is less than $15,000; or".

(2) Section 428(a) (2) (C) (iv) of the Act is amended by striking out "and the amount of loans in excess of $2,000

recommended by an eligible institution under subparagraph (B) (i) (II)".

Permitting the Compounding of Interest on Student Loans; Increasing the Maximum Interest Rate

(f) (1) Section 427 (a) (2) (D) of the Higher Education Act of 1965 is amended by striking out "principal balance" and by inserting in lieu thereof "balance of the principal and accrued interest", and by striking out "not later than the date upon which repayment of the first installment of principal falls due, in which case interest that has so accrued during that period may be added on that date to the principal," and by inserting in lieu thereof "the beginning of the repayment period, in which case interest may be added to the principal of the loan at periodic intervals as it accrues,".

(2) Section 427 (b) of the Act is amended to read as follows:

"(b) No maximum rate of interest prescribed and defined by the Secretary for the purposes of clause (2) (D) of subsection (a) may exceed 7 per centum per annum on the unpaid principal balance and accrued interest of any loan contracted for and paid to the student prior to one hundred and eighty days after the enactment of the Higher Education Amendments of 1976, or 8 per centum per annum on

the unpaid principal balance and accrued interest of any loan paid to the student on or after that date.".

(3) Section 428(b)(1)(E) of the Act is amended to read as follows:

"(E)(i) authorizes interest at a rate not in excess of 7 per centum per annum on the unpaid principal balance and accrued interest of any loan contracted for and paid to the student prior to one hundred and eighty days after the enactment of the Higher Education Amendments of 1976, or 8 per centum per annum on the unpaid principal balance and accrued interest of any loan paid to the student on or after that date (exclusive of any premium for insurance which may be passed on to the borrower), and

"(ii) authorizes such interest, if payable by the student, to be paid in installments over the period of the loan, except that, if provided in the note or other written agreement, any such interest may be deferred until the beginning of the repayment period, in which case such interest may be added to the principal of the loan at periodic intervals as it accrues;".

Permitting the Reinsurance of Accrued Interest Under State Agency Loan Programs

(g) Section 428(c)(1) of the Act is amended by striking out "(other than interest added to principal)" and in-

serting in lieu thereof "(including accrued interest added to principal prior to the beginning of the repayment period)".

Increase in Maximum Insurance Premium

(h) Section 429(c) of the Act is amended by striking out "one-fourth of".

Technical Amendment

(i) (1) Section 428(a)(2)(D) of the Act is amended by striking out the first sentence thereof.

(2) Section 428(a)(3) of the Act is amended by—

(A) striking out "(A)" at the beginning of the first subparagraph,

(B) striking out, in the second sentence, "and the administrative cost allowance payable under this subsection",

(C) striking out, in the third sentence, "and administrative cost allowance", and

(D) striking out subparagraph (B).

(3) Section 428(a)(4) of the Act is amended by striking out "or of administrative cost allowances".

Functions of the Regional Offices

(j) Section 432 of the Act is amended by adding at the end thereof the following new subsection:

"(c)(1) The functions of the Commissioner under this part listed in paragraph (2) of this subsection may be delegated to employees in the regional offices of the Office of

Education established pursuant to section 403(c)(2) of the General Education Provisions Act.

"(2) The functions which may be delegated pursuant to this subsection are—

"(A) reviewing applications for loan insurance under section 429 and issuing contracts for Federal loan insurance, certificates of insurance, and certificates of comprehensive insurance coverage to eligible lenders which are financial or credit institutions subject to examination and supervision by an agency of the United States or of any State;

"(B) receiving claims for payments under section 430(a), examining those claims, and, pursuant to regulations of the Commissioner, approving claims for payment, or requiring lenders to take additional collection action as a condition for payment of claims; and

"(C) certifying to the central office when collection of defaulted loans has been completed, compromising or agreeing to the modification of any Federal claim against a borrower (pursuant to regulations of the Commissioner issued under section 432(a)), and recommending litigation with respect to any such claim.".

Increase in Special Allowance for Loans Made Prior to July 1, 1976, and Extension of the Emergency Insured Student Loan Act of 1969

(k) (1) Section 2 (a) (1) of the Emergency Insured Student Loan Act of 1969 is amended by striking out "(not including interest added to principal)" and inserting in lieu thereof "and accrued interest added to principal prior to the beginning of the repayment period".

(2) Section 2 (a) (1) of such Act is further amended by striking out "3 per centum per annum" and inserting in lieu thereof "4 per centum per annum on any loan contracted for and paid to a student prior to one hundred and eighty days after the enactment of the Higher Education Amendments of 1976, and 3 per centum per annum on any loan paid to a student on or after that date".

(3) Section 2 (a) (7) of such Act is amended by striking out "July 1, 1975" and inserting in lieu thereof "October 1, 1979".

AMENDMENTS RELATING TO WORK-STUDY PROGRAMS

Authorization of Appropriations

SEC. 10. (a) Section 441 (b) of the Act is amended by striking out "and" after "1974," and by inserting immediately before the period at the end thereof: "and $250,000,000 for the fiscal year ending June 30, 1976, and for each of the succeeding fiscal years ending prior to October 1, 1979".

(b) Section 442 (a) of the Act is amended to read as follows:

"SEC. 442. (a) The sums appropriated to carry out this part for a fiscal year shall be allotted among the States as provided in subsection (b).".

(c) Section 442 (b) (3) of the Act is amended (1) by striking out "$3,000" both places it appears and inserting "the poverty level" in lieu thereof, and (2) by adding at the end thereof the following new sentence: "For the purpose of this paragraph, the determination of the number of related children under eighteen years of age living in families with annual incomes below the poverty level shall be made on the basis of the most recent satisfactory data available from the Department of Commerce; and the poverty level shall be determined on the basis of the criteria of poverty used by the Bureau of the Census in compiling the poverty population in the 1970 decennial census, as adjusted annually to reflect changes in the Consumer Price Index thereafter.".

(d) Section 442 of the Act is further amended by striking out subsections (c), (e), and (f) and by redesignating subsection (d) as subsection (c).

(e) Section 442 (c) of the Act, as so redesignated, is amended to read as follows:

"(c) If the amount allotted to a State for a fiscal year under subsection (b) of this section exceeds the amount determined by the Commissioner to be required for work-study programs at institutions of higher education in that

State for that fiscal year, the Commissioner may reallot such excess amounts among the remaining States in such manner as he determines by regulation will best achieve the purpose of this subpart.".

(f) (1) Section 443 (b) of the Act is amended by striking out "(as defined in section 435 (b) of this Act)" and inserting in lieu thereof "(as defined in section 1201 (a) of this Act)".

(2) Section 443 (b) of the Act is further amended by striking out "(as defined in section 461 (b) of this Act)", and inserting in lieu thereof "(as defined in section 491 (b) of this Act)".

(3) Section 444 (b) (1) of the Act is amended by inserting after "such a certificate" the following: "or is beyond the age of compulsory school attendance in the State in which the program is being offered and has the ability to benefit from the training offered by the program".

(g) Section 444 (a) (6) of the Act is amended to read as follows:

"(6) provide that the Federal share of the compensation of students employed in the work-study program in accordance with the agreement will not exceed 80 per centum of such compensation in the fiscal year ending June 30, 1976, and in the period beginning July 1, 1976, and ending September 30, 1976; 70 per centum

of such compensation in the fiscal year ending September 30, 1977; 60 per centum of such compensation in the fiscal year ending September 30, 1978; and 50 per centum of such compensation in the fiscal year ending September 30, 1979; except that the Federal share may exceed such amounts if the Commissioner determines, pursuant to regulations adopted and promulgated by him establishing objective criteria for such determinations, that a Federal share in excess of such amounts is required in furtherance of the purposes of this part;".

(h) Section 447 of the Act is repealed.

COOPERATIVE EDUCATION

SEC. 11. (a) Section 451 (a) of the Act is amended by striking out "and" after "1970," and by inserting after "1975," the following: "and $8,000,000 for each of the succeeding fiscal years ending prior to October 1, 1979,".

(b) Section 451 (a) of the Act is further amended by striking out "full-time" both places it appears in that sentence.

AMENDMENTS RELATING TO THE NATIONAL DIRECT STUDENT LOAN PROGRAM

SEC. 12. (a) (1) Section 461 of the Act is amended to read as follows:

"SEC. 461. Subject to section 466, funds granted to institutions of higher education under this part prior to

July 1, 1976, shall be used to maintain the funds established pursuant to section 463 for the purpose of making loans to students in need thereof to pursue their courses of study in such institutions.".

(2) Section 462 of the Act is repealed.

(b) (1) Section 463 (a) (2) of the Act is amended by redesignating clause (E) as clause (F), by striking out "and" after clause (D), and by inserting after that clause the following new clause:

"(E) any proceeds from the sale of student loans made out of such fund, and".

(2) Section 463 (a) (3) of the Act is amended by redesignating clauses (B), (C), and (D) as clauses (C), (D), and (E), and by inserting after clause (A) the following new clause:

"(B) loans to students, in accordance with the provisions of part B of this title,".

(3) Section 463 (a) (4) of the Act is amended by inserting "except with respect to loans made pursuant to section 463 (a) (3) (B)," immediately before "provide".

(4) Section 464 (a) (2) of the Act is amended by striking out "The" and inserting in lieu thereof: "Except with respect to loans made pursuant to section 463 (a) (3) (B), the".

(5) Section 464 (b) of the Act is amended by striking

out "A loan" and inserting in lieu thereof: "Except with respect to loans made pursuant to section 463(a)(3)(B), a loan".

(6) Section 464(c)(1) of the Act is amended by striking out "Any agreement" and inserting in lieu thereof: "Except with respect to loans made pursuant to section 463(a)(3)(B), any agreement".

(c) Section 464(b) of the Act is amended by striking out ", upon notice to the Commissioner,".

(d) Section 464(c)(1)(D) of the Act is amended by striking out "3 per centum" and inserting "8 per centum" in lieu thereof.

(e)(1) Section 464(c)(1) of the Act is further amended by striking out "and" following clause (F), by striking out the period at the end of clause (G) and inserting in lieu thereof "; and", and by inserting after that clause the following:

"(H) shall provide that the liability to repay any such loan shall be canceled upon the death of the borrower, or if he becomes permanently and totally disabled as determined in accordance with regulations of the Commissioner.".

(2) The amendment made by this subsection shall be effective with respect to loans made under this subpart after June 30, 1972.

(f) Section 464 of the Act is amended by striking out subsection (e).

(g) Section 465(a)(1) of the Act is amended by inserting "and prior to one hundred and eighty days after enactment of the Higher Education Amendments of 1976," after "June 30, 1972,".

(h) Section 466 of the Act is amended to read as follows:

"DISPOSITION OF STUDENT LOAN FUNDS

"SEC. 466. (a) After June 30, 1976, any student loan fund established under an agreement made pursuant to section 463 may continue to remain in existence, under the control of the institution of higher education at which such fund was established. In that event such fund shall be available only for the purposes set forth in section 463 (a)(3).

"(b) Upon a finding by the institution or the Commissioner—

"(1) that the liquid assets of a student loan fund established under this part exceed the amount required for loans or otherwise in the foreseeable future, or

"(2) that the student loan fund is no longer being used solely for the purposes set forth in section 463 (a)(3),

upon notice to the Commissioner or the institution, as the

case may be, there shall be, subject to such limitations as may be included in regulations of the Commissioner, a capital distribution from such fund as provided in subsection (c) of this section.

"(c) Any capital distribution made under this section shall be as follows:

"(1) The Commissioner shall first be paid an amount which bears the same ratio to the total to be distributed as the Federal capital contributions by the Commissioner to the student loan fund prior to such distribution bear to the sum of such Federal capital contributions and the capital contributions to the fund made by the institution.

"(2) The remainder of the capital distribution shall be paid to the institution.".

ELIGIBILITY OF INSTITUTIONS

SEC. 13. (a) (1) Subpart 1 of part F of title IV of the Act is amended by adding at the end thereof the following new section:

"ELIGIBILITY OF INSTITUTIONS

"SEC. 498A. (a) In order to be eligible to participate in any program assisted under this title, an institution of higher education, vocational school, or other institution, in addition to meeting any other requirements applicable to such program, must—

"(1) permit the Secretary or Commissioner (or duly authorized representative thereof) to have such access to the financial, attendance, admission, and other records maintained by the institution or school as may be necessary (A) to perform a fiscal audit with regard to any funds obtained from a student who has received a grant, loan, or other benefit provided or insured under this title or (B) to determine compliance by the institution or school with any statute, regulation, or other standard or requirement relating to participation in the program;

"(2) comply with such reasonable and appropriate standards of financial responsibility and institutional capability for the administration of the program or programs of student financial aid authorized under this title as the Commissioner may prescribe by regulation; and

"(3) comply with such regulations as the Commissioner may prescribe (after consultation with interested parties with respect to generally recognized standards, if any) concerning maintenance of student records appropriate to the type of institution or program and its stated purpose; public disclosure of reasonably available statistics supporting occupational or employment claims of the institution or program with

respect to its graduates; fair practices in advertising, recruiting, and enrolling students that are appropriate to the type of institution or program and its stated purpose; and policies with regard to refunds of tuition and related fees which are fair and equitable to both the student and the institution.

"(b) Notwithstanding section 434(c) of the General Education Provisions Act, the Commissioner shall issue such regulations as he deems necessary and proper for the limitation or termination of participation in programs under this title, or eligibility or participate in programs under this title, of any institution of higher education, vocational school, or other institution otherwise eligible under section 1201(a) or section 491(b)(1) to participate in those programs whenever he determines, after affording notice and opportunity for a hearing on the record, that such institution or school has violated or failed to carry out any provision of this title or any regulation prescribed under this title. Regulations issued under this subsection may include provisions, as may be necessary to protect the financial interest of the United States or of persons intended to benefit from programs authorized by this title, for the suspension of participation or eligibility to participate under this title of any such institution or school whenever the Commissioner determines that such institution or school has violated or failed to carry out any provision of

this title or any regulation prescribed under this title, except that no suspension may be imposed, other than in emergency situations, unless the institution or school has been given reasonable notice and apportunity to show cause why such action should not be taken. The period of suspension shall not exceed sixty days, unless the institution or program and the Commissioner agree to an extension or unless limitation or termination proceedings are initiated within that period of time.

"(c) The Commissioner shall publish a list of State agencies which he determines to be reliable authority as to the quality and probity of public postsecondary vocational education or training in their respective States, for the purpose of determining eligibility for programs under this title.".

(b) Section 438 of the Act is repealed.

(c) (1) Section 491 (b) (1) of the Act is amended by striking out "except subpart 5 of part A, except part B,".

(2) Section 1201 (a) of the Act is amended by inserting immediately after the second sentence the following new sentences: "Such term also includes a public or nonprofit private educational institution in any State which, in lieu of the requirement in clause (1), admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located and who

have the ability to benefit from the training offered by the institution. If the Commissioner determines that a particular institution or program does not meet the requirements of clause (5) because there is no accrediting agency or association, or appropriate State agency under section 498A (c), recognized to accredit such institutions and programs, he may, pending the establishment and recognition by the Commissioner of such an accrediting agency, association, or State agency, authorize the National Advisory Committee on Institutional Eligibility (established pursuant to section 1207) to advise the Commissioner regarding the standards which must be met in order to qualify institutions or programs in such category to participate in the programs authorized by this Act, and advise whether particular institutions or programs not meeting the requirements of clause (5) do meet those standards. A determination made pursuant to the preceding sentence shall not be effective for more than two years, unless the National Advisory Committee redetermines at the end of such period that the conditions leading to the original determination continue to exist.

(3) The last sentence of section 1201 (a) of the Act is amended by striking out the phrase "as to the quality of training offered" and inserting the following: "as to the quality of education or training offered and the probity of the institutions or schools offering such training".

(4) The last sentence of section 435(c) of the Act is amended by striking out the phrase "as to the quality of training offered" and inserting the following: "as to the quality of education or training offered and the probity of the institution or schools offering such training".

(5) Subsections (b), (d), (e), and (f) of section 435 of the Act are repealed.

AUTHORITY FOR COORDINATION AMONG STUDENT ASSISTANCE PROGRAMS

SEC. 14. Subpart 1 of part F of title IV of the Act is further amended by inserting after section 498A the following new section:

"AUTHORITY FOR COORDINATION AMONG STUDENT ASSISTANCE PROGRAMS

"SEC. 498B. In order more efficiently to administer the programs authorized under this title, the Commissioner is authorized to prescribe by regulation such coordinated procedures as he determines to be appropriate to reduce or eliminate paperwork, to exchange necessary information with agencies, institutions, and other organizations participating in those programs, and otherwise to coordinate the administration of those programs. Such procedures may include the promulgation of a common application form for programs authorized under this part and the distribution

to appropriate State agencies, institutions of higher education, and other organizations of information contained in such applications to the extent such distribution is necessary to carry out those programs. Any procedures adopted pursuant to this section shall be subject to the provisions of section 552a of title 5, United States Code.

EXTENSION AND AMENDMENT OF GENERAL PROVISIONS RELATING TO EDUCATION PROFESSIONS DEVELOPMENT

SEC. 15. (a) Section 501 (a) of the Act is amended by striking out "and" following clause (4), and by inserting the following before the period at the end of the subsection: "(6) providing in-service training to currently qualified or tenured teachers to meet new and emerging problems in education; and (7) providing additional skills to assist administrative personnel in carrying out their rapidly expanding responsibilities".

(b) Section 501 (b) of the Act is amended by striking out everything after "June 30, 1975" and inserting in lieu thereof a period and "There are further authorized to be appropriated $37,500,000 for the purposes of part B for the fiscal year ending June 30, 1976, and each of the succeeding fiscal years ending prior to October 1, 1979.".

(c) Section 504 and parts C, D, E, and F of title V of the Act are repealed.

TEACHER CORPS AMENDMENTS

SEC. 16. (a) Section 511 of the Act is amended by striking out "to improve programs of training and retraining for teachers and teacher aides" and by inserting in lieu thereof "to demonstrate improved programs of training and retraining for teachers, teacher aides, and other educational personnel in elementary and secondary schools".

(b) Paragraph (5) of such section is amended to read as follows:

"(5) supporting demonstration projects for retraining experienced teachers, teacher aides, and other educational personnel serving in local educational agencies.".

(c) Section 513(a) of the Act is amended—

(1) in paragraph (1) by inserting "other educational personnel," after "teacher aides,";

(2) in paragraph (3) by inserting after "an experienced teacher" the first place it appears ", other educational personnel,"; and

(3) by striking out paragraph (7) and inserting in lieu thereof the following:

"(7) make available technical assistance to State and local educational agencies and institutions of higher education for carrying out arrangements entered into under this part;".

(d) Section 513(d) of the Act is amended by striking

out "section 205(a) (2) of Public Law 874, Eighty-first Congress, as amended," and inserting in lieu thereof "section 141A of the Elementary and Secondary Education Act of 1965,".

(e) Section 513 of the Act is further amended by adding at the end thereof the following new subsection:

"(e) The Commissioner shall promulgate regulations setting forth criteria for the funding of demonstration projects under this part.".

(f) Part B of title V of the Act is amended by striking out the heading of such part and "Subpart 1—Teacher Corps" and inserting in lieu thereof: "PART B—TEACHER CORPS".

(g) (1) Part B of such title is further amended by striking out subpart 2.

(2) Such part is further amended by striking out "subpart" wherever it appears and inserting "part" in lieu thereof.

CONSTRUCTION OF ACADEMIC FACILITIES; ANNUAL INTEREST GRANTS

SEC. 17. (a) Title VII of the Act is amended by striking out parts A, B, and D.

(b) Part C of such title is amended by striking out sections 741 and 746.

(c) (1) Section 744(a) of the Act is amended by striking out everything after "as a revolving fund" and inserting in lieu thereof "for the purposes of meeting obligations with

respect to loans and loan insurance commitments made or entered into under this part prior to July 1, 1975.".

(2) Section 744(b)(1) of the Act is amended by striking out the first sentence thereof.

(d) Section 745(a) of the Act is amended by striking out "to such institutions and agencies" and inserting "with respect to loans made to such institutions and agencies prior to July 1, 1975" in lieu thereof.

(e) Section 745(b) of the Act is amended by striking out "section 744(b)(2)" and inserting in lieu thereof "section 742(b)".

GRADUATE PROGRAMS; COLLEGE TEACHER FELLOWSHIPS FOR RETURNING VETERANS

SEC. 18. (a) Section 922(b) of the Act is amended to read as follows:

"(b) During the fiscal year ending June 30, 1976, the Commissioner is authorized to award fellowships under this part to enable veterans to resume study under college teacher fellowships interrupted by their service in the Armed Forces.".

(b)(1) Parts A, C, and F, and sections 961 through 964 of title IX of the Act are repealed.

(2) Part B of such title is repealed effective July 1, 1976.

(c) Section 966 of the Act is amended by striking out subsection (c).

NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL ELIGIBILITY

SEC. 19. Title XII of the Higher Education Act of 1965 is amended by adding at the end thereof the following new section:

"NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL ELIGIBILITY

"SEC. 1207. (a) There is established in the Office of Education a National Advisory Committee on Institutional Eligibility which shall be composed of fifteen members appointed by the Secretary upon nomination by the Commissioner, from among individuals knowledgeable of education, and including persons who are (1) representative of institutions, (2) representative of students and youth, (3) representative of professional associations, (4) representative of State educational agencies, and (5) representative of the general public. The Chairman of the Committee shall be appointed by the Secretary.

"(b) The term of office of each member of the Committee shall be three years, except that—

"(1) the members first appointed to the Committee shall serve as designated by the Secretary, five for

a term of one year, five for a term of two years, and five for a term of three years; and

"(2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of that term.

"(c) The Committee shall, with respect to all matters pertaining to institutional and program eligibility—

"(1) advise the Commissioner with regard to his responsibility for the recognition and designation of recognized accrediting agencies and associations;

"(2) advise the Commissioner with regard to the development of criteria and procedures for recognition and designation of recognized accrediting agencies and associations;

"(3) advise the Commissioner with regard to the formulation of policy relating to institutional or program eligibility;

"(4) advise the Commissioner with regard to his responsibility to designate State agencies as reliable authorities on the quality and probity of public post-secondary vocational education or training and of nurse education and training in the respective States;

"(5) develop and recommend to the Commissioner standards and criteria for specific categories of voca-

tional training institutions and institutions of higher education for which there are no recognized accrediting agencies, associations, or State agencies, in order to establish the eligibility of such institutions on an interim basis for participation in federally funded programs;

"(6) review existing legislation affecting the Commissioner's responsibility with regard to accreditation and institutional or program eligibility and suggest appropriate revisions, if any;

"(7) review, and advise the Commissioner with regard to, developments in the accreditation process in all levels of education;

"(8) advise the Commissioner with regard to his responsibilities in relation to the award of degree-granting status to Federal agencies and institutions; and

"(9) carry out such other advisory functions relating to accreditation and institutional or program eligibility as may be assigned by the Commissioner.

"(d) The Committee shall meet not less than twice each year at the call of the Chairman. The date of, and agenda for, each meeting of the Committee shall be submitted in advance to the Commissioner for his approval. A representative of the Commissioner shall be present at all meetings of the Committee.

"(e) The Committee shall, not later than November 30

of each year, make an annual report to the Congress, through the Commissioner, the Assistant Secretary for Education, and the Secretary. The annual report shall contain a list of the members of the Committee and their addresses, a list of the Committee's functions, a list of dates and places of each meeting during the preceding fiscal year, and a summary of the activities, findings, and recommendations made by the Committee during the preceding fiscal year.

"(f) Subject to section 448(b) of the General Education Provisions Act, the Committee shall continue to exist until September 30, 1979.".

REPEALER

SEC. 20. Titles I, II, VI, VIII, X, and XI and sections 1202 and 1203 of title XII of the Higher Education Act of 1965 are repealed.

INTERNATIONAL EDUCATION

SEC. 21. (a) Section 602 of the National Defense Education Act of 1958 is amended by striking out "or by contract" and inserting "or by grant or contract" in lieu thereof.

(b) Section 603 of that Act is amended by striking out "and" after "1973," and by inserting "and $8,640,000 for each fiscal year ending prior to October 1, 1979," after "1975,".

(c) The International Education Act of 1966 is repealed.

EXTENSION OF THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

SEC. 22. (a) Section 404(b) of the General Education Provisions Act is repealed.

(b) Section 404(e) of the General Education Provisions Act is amended by striking out "and" after "1974," and by inserting the following after "1975,": "and $17,500,000 for each of the fiscal years ending prior to October 1, 1979,".

PROGRAM PLANNING AND EVALUATION

SEC. 23. Section 416 of the General Education Provisions Act is amended to read as follows:

"SEC. 416. (a) From the amount appropriated for any fiscal year for carrying out the programs to which this title is applicable, not to exceed one-half of 1 per centum thereof or $25,000,000, whichever is less, shall be made available to the Secretary, in accordance with regulations prescribed by him, for carrying out planning and evaluation activities described in subsection (b). The amount the Secretary determines is necessary to carry out the purposes of this section for any fiscal year shall be drawn proportionately from

the appropriations of all applicable programs for that fiscal year.

"(b) The amount made available pursuant to this section shall be inclusive of, and not in addition to, any amount authorized or set aside by law for evaluation of any applicable program. Such amount shall be used for—

"(1) evaluation of any applicable program including evaluations required or specifically authorized by law, such as those authorized under—

"(A) section 151 of the Elementary and Secondary Education Act of 1965,

"(B) section 553(a)(2) of the Headstart-Follow Through Act,

"(C) section 731 of the Education Amendments of 1974 (relating to evaluation of the National Reading Improvement Program),

"(D) section 713 of the Emergency School Aid Act, and

"(E) section 192 of the Vocational Education Act of 1963 (relating to evaluation of bilingual vocational training),

but excluding special nonrecurring studies mandated by law; and

"(2) planning for such programs for succeeding

fiscal years and assessing the need for, and alternatives to, such programs.".

EFFECTIVE DATE

SEC. 24. Except as otherwise provided in this Act, the provisions of this Act shall become effective on the date of enactment of this Act.

Senator ABOUREZK. The next panel of witnesses is a panel consisting of certain tribally chartered colleges. The panel consists of Patricia Locke, director of planning resources in minority education, Boulder, Colo.; Sam Cagey, Lummi School of Aquaculture, Marietta, Wash.; Charles Foote, president, Little Hoop Community College, Fort Totten, N. Dak.,Ernie Big Horn, representing a consortium of Montana tribal colleges; and Bill Tegoseak, member of the board of directors of the Inupiat University, Barrow, Alaska.

Pat, you are going to give the principal testimony, is that correct?

Ms. LOCKE. Yes.

Senator ABOUREZK. I would like to welcome you to this subcommittee. If you would pull the microphone up close so that we can hear you, it would be helpful.

**STATEMENT OF PATRICIA LOCKE, DIRECTOR, PLANNING RESOURCES IN MINORITY EDUCATION, BOULDER, COLO.; SAM CAGEY, LUMMI SCHOOL OF AQUACULTURE, MARIETTA, WASH.; CHARLES FOOTE, PRESIDENT, LITTLE HOOP COMMUNITY COLLEGE, FORT TOTTEN, N. DAK.; ERNIE BIG HORN, REPRESENTING A CONSORTIUM OF TRIBAL COLLEGES IN MONTANA; AND BILL TEGOSEAK, MEMBER, BOARD OF DIRECTORS, INUPIAT UNIVERSITY, BARROW, ALASKA**

Ms. LOCKE. We appreciate the opportunity to come in and present testimony on S. 2634. I am Patricia Locke.

Senator ABOUREZK. Pat, before you start, I want to welcome Senator Burdick from North Dakota, who is not a member of this committee but is very interested in this legislation. I would like to acknowledge his presence and thank him for his support for education on the Indian reservations.

Senator BURDICK. Mr. Chairman, I want you to know that I am an alumnus of this committee.

Ms. LOCKE. On my left is Bill Tegoseak of Inupiat University of the Arctic. On my right is Ernie Big Horn representing four tribes in Montana. On his right is Charles Foote, president of Little Hoop College of the Devils Lake Sioux, Fort Totten Reservation; and Sam Cagey of the Lummi School of Aquaculture will be with us shortly.

We want to tell you of our strong need for Indian postsecondary education, and we are going to present to you several concepts that we believe should be added to a bill for Indian postsecondary education.

I think that I am speaking for some 26 tribes and colleges—representatives of those tribes and colleges that met in Boulder,

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Colo., on March 4 and 5. Those attending represented the Blackfeet College of Browning, Mon.; Flaming Rainbow of Tahlequah, Okla.; Haskell Indian Junior College of Lawrence, Kans.; the Hualapai-Havasupai College of Arizona—they are a combination chartered college; the Institute of American Indian Arts at Santa Fe, N. Mex.; the Inupiat University of the Arctic, Point Barrow, Alaska; Kuskokwim Community College, Alaska; the Lummi Indian School of Aquaculture, Washington; Little Hoop College of North Dakota; Ojibway College of L'Anse, Mich.; the Southwest Indian Polytechnic Institute, Albuquerque, N. Mex.; the Tanana Chief's Land Claims College of Alaska; the Northwest Community College of Nome, Alaska; the Mississippi Band of Choctaw, who are about to initiate an Indian college; the White Mountain Apache of Arizona; the Crow, Northern Cheyenne, Fort Belknap, and Fort Peck Tribes of Montana; and the Minnesota Chippewa Tribes—Fond du Lac, Leech Lake, Mille Lacs, Nett Lake Band, Grand Portage, and White Earth.

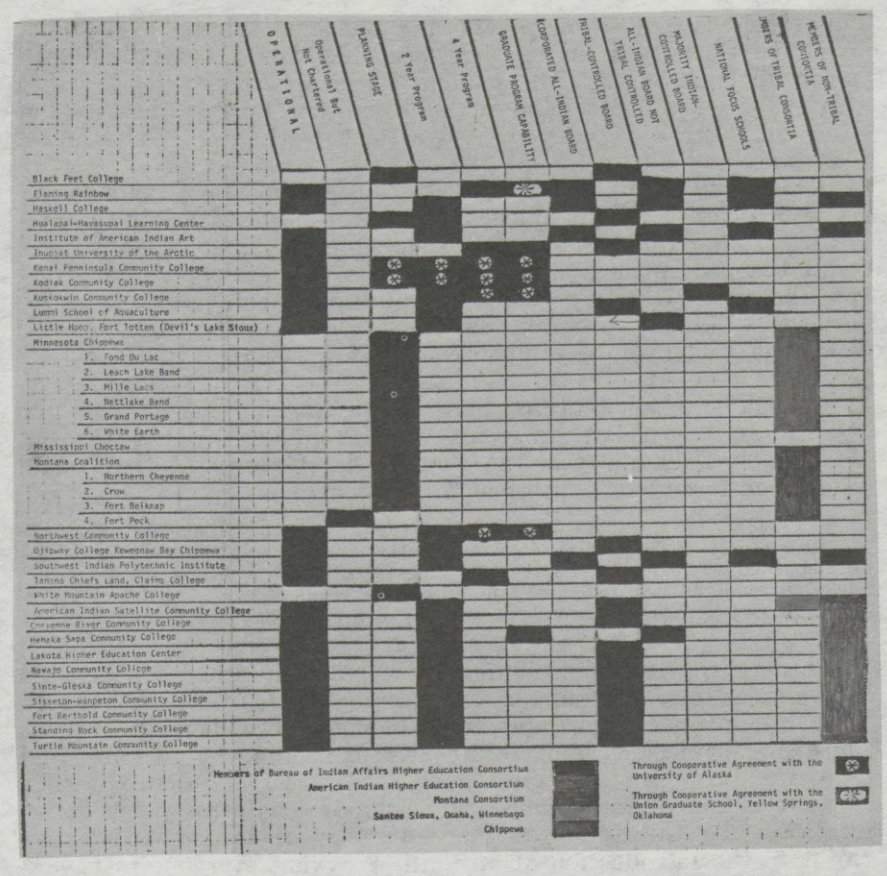
These representatives met because they have strong commitments toward, and concerns for, achieving higher education, equal opportunities for American Indians and Alaskan Natives, and because these concerns were not completely addressed in the language or intent of S. 2634 introduced by Senators Abourezk and McGovern.

There was a consensus recommendation by representatives at the WICHE meeting that any legislation to be introduced to the Congress of the United States supporting the planning, development, operation, and improvement of Indian postsecondary institutions should contain the following six concepts:

One: Legislation to support Indian postsecondary education should provide support for the planning, development, operation, and improvement of Indian colleges and universities in all of their diversity and as tribes deem them to be appropriate to the cultural, linguistic, and economic goals of the individual tribes.

I have brought with us a chart that may be hard for you to see from that distance, but there are several kinds of institutions listed on that chart that are in the planning and developmental stages. There are operational 2-year colleges; 4-year colleges; colleges with graduate capability, such as the Inupiat University of the Arctic and the Flaming Rainbow; colleges having incorporated on the Indian Board; colleges having tribally controlled boards; colleges having all-Indian boards not tribally chartered, and majority Indian boards serving all-Indian students; national focus schools such as the Lummi School of Aquaculture and, of course, the bureau schools which are national in focus; and Flaming Rainbow and members of non-tribally-sponsored consortia.

[The chart follows:]


OPERATIONAL
Operational But Not Chartered
PLANNING STAGE
2 Year Program
4 Year Program
GRADUATE PROGRAM CAPABILITY
INCORPORATED ALL-INDIAN BOARD
TRIBAL-CONTROLLED BOARD
ALL-INDIAN BOARD NOT TRIBAL CONTROLLED
MAJORITY INDIAN-CONTROLLED BOARD
NATIONAL FOCUS SCHOOLS
MEMBERS OF TRIBAL CONSORTIA
MEMBERS OF NON-TRIBAL CONSORTIA
Black Feet College
Flaming Rainbow
Haskell College
Hualapai-Havasupai Learning Center
Institute of American Indian Art
Inupiat University of the Arctic
Kenai Peninsula Community College
Kodiak Community College
Kuskokwim Community College
Lummi School of Aquaculture
Little Hoop, Fort Totten (Devil's Lake Sioux)
Minnesota Chippewa
1. Fond Du Lac
2. Leach Lake Band
3. Mille Lacs
4. Nettlake Band
5. Grand Portage
6. White Earth
Mississippi Choctaw
Montana Coalition
1. Northern Cheyenne
2. Crow
3. Fort Belknap
4. Fort Peck
Northwest Community College
Ojibwy College Keweenaw Bay Chippewa
Southwest Indian Polytechnic Institute
Tanana Chiefs Land, Claims College
White Mountain Apache College
American Indian Satellite Community College
Cheyenne River Community College
Hehaka Sapa Community College
Lakota Higher Education Center
Navajo Community College
Sinte-Gleska Community College
Sisseton-Wahpeton Community College
Fort Berthold Community College
Standing Rock Community College
Turtle Mountain Community College
Members of Bureau of Indian Affairs Higher Education Consortium
American Indian Higher Education Consortium
Montana Consortium
Santee Sioux, Omaha, Winnebago
Chippewa
Through Cooperative Agreement with the University of Alaska
Through Cooperative Agreement with the Union Graduate School, Yellow Springs, Oklahoma

We believe that if you accept this idea, that this tribal diversity must be considered in any legislation according to Indian post-secondary institutions. The point of it is, sir, that colleges are in various levels of control and are in various developmental stages, but they all deserve a right to receive some assistance, and technical assistance and support.

The second point is that legislation to provide for grants to initiate or operate Indian colleges must give authorization to the Secretary of the Interior to make basic support grants in accordance with the provisions of the legislation to be developed. The Office of Education, DHEW, would provide supplementary grants to the colleges from such programs as title IV, title IV–D, title III, title VII, the Fund for the Improvement of Postsecondary Education, et cetera.

I think that the concept that Indians are eligible for both the Bureau and the HEW programs comes from a letter that was sent to Senator Jackson from the Comptroller General of the United States reinforcing the supplementary concept, and I quote:

> The supplementary concept results from the granting of citizenship to Indians in 1924 and from the special relationship between Indians and the Federal Government based primarily on treaties and agreements, whereby Indian tribes have surrendered vast tracts of land to the Government. In return the Government agreed to provide community services such as health, education and public safety.

Three: Criteria for eligibility for tribes and Indian colleges and universities to receive support and grants under any legislation such as a bill to authorize grants to Indian post-secondary institutions must first be decided upon in a consensus meeting by all tribes and Indian colleges that are serving or wish to serve Indian students.

Criteria for eligibility must be developed consensually and democratically by the Indian higher education community concerned prior to the introduction of any bill. We want everyone to have a part of the decisionmaking. Criteria must reflect the diversity of tribal initiatives toward postsecondary education.

Four: Any legislation authorizing the Secretary of Interior to provide grants for the planning and operation of Indian post-secondary institutions must specify that grants continue as long as the grass shall grow in accordance with the treaties and because the policy of the Bureau of Indian Affairs—Department of the Interior, as stated in the winter of 1975, is that education for Indians is a right, rather than a privilege.

That statement that Indian education is a right for us is one that was a very recent policy decision by the Bureau of Indian Affairs. Until then policy had been that education was a privilege.

I was present at a meeting when this was announced, that the Bureau had decided that education was a right and it was a jubilant kind of response to that concept that education is a right. It seems a commonplace kind of thing, but it has great meaning for us.

The fifth point is legislation authorizing the Secretary of the Interior to provide grants for the operation of Indian postsecondary institutions must include provisions for facilities, including classroom space, administrative offices, faculty housing and other remodeling that may be required in order to conduct classes and operate the college.

I know that the Alaska people are particularly interested in fire safety, buildings that are fireproof, but they all I understand have some needs for remodeling facilities that were not included in the bill.

Point number six, the last point is in making grants under legislation supporting Indian postsecondary institutions, the Secretary of the Interior must direct the Director of Education Programs—BIA to consult with an American Indian/Alaskan Native education organization that is national in scope and whose Board of Directors is elected from a national constituency and/or a national American Indian/Alaskan Native organization whose board of directors is elected by the elected leaders of the federally recognized tribes. This is for the Bureau of Indian Affairs, Department of Interior.

Further, there must be established within the Bureau of Indian Affairs an office of postsecondary education within the division of education programs.

The need for additional Federal support of Indian postsecondary education: The following brutal statistics from the 1970 census relating to educational attainment and other indices of poverty stress the need for equal higher educational opportunity for American Indians and Alaska Natives.

By 1970, 55 percent of all Indians lived in rural areas. Thus, Indians remain the most rural group in the United States population. Forty-eight percent of rural Indians have not gone beyond the elementary school level. Only 24 percent of rural females and 23 percent of rural males were high school graduates. Compared to that, 55 percent of the total United States population were high school graduates.

Since we are dealing with mainly postsecondary institutions the facts are that 1.2 percent or 55 percent of our rural Indian males and only 1.1 percent of rural Indian females had completed 4 years of college or more. This is compared to 7.8 of the U.S. total population that had completed 4 years of college or more. This is critical to us because now the implementation of Public Law 93–638 we need to have administrators, managers of programs in addition to all of the professional positions, educators, veterinarians, and so forth. We are not going to reach that level if we continue to have such a low percentage of college education. If the Bureau of Indian Affairs and the Office of Education had been working, we would have a better statistic than this. This is a pitiful statistic.

In 1970, for rural Indian males the median schooling years was only 9.4 percent. For rural Indian females the median schooling years was 9.7 percent. The U.S. total years of median schooling is 12.1 percent. There is an 88 percent retention rate for all Indian students in the 14- to 17-years age range.

Rural Indians who do move to urban areas to attend college usually do not return home on completion of their education, thus further decreasing the potential number of rural Indians with college educations. The 1970 census shows an alarming exodus from rural to urban areas by young Indians who have completed their basic education and who do not have opportunities for higher education, except in the cities.

We have included some indices of poverty that are alarming. They are unmatched anywhere, in any population group within the society—median income half and so forth.

In Alaska where several of our institutions are located, the most isolated of all the populations, 83 percent of the rural population or 90 percent of Indians and 78 percent of Aleuts compared to about half of all Alaskans.

The income of rural Indians presents a picture of total poverty unmatched elsewhere in our society. Almost two-thirds—64 percent—of all rural Indian men have an income less than $4,000 per year. Only 5 percent of rural male Indians have an income of $10,000 or more and a mere 1.5 percent of female Indians have an income of $10,000 or more.

The median income for rural male Indians is $2,749, compared to $7,609 for all males in the U.S. total population.

Per capita income of rural Alaskan Indians is $1,728. Eskimos and Aleuts have a per capita income of $1,232. The per capita income of Alaskan white persons is $4,308. For white Alaskans, 6.7 percent of the population is below the low-income level, while 41.3 percent of the native population is below the low-income level.

Median school for all Alaskan Natives in 1970 was 9.1 percent. The rural Native male population had only an 8.6 percent of median schooling. The rural female Native had 8 percent of median school years completed. Only 27.7 percent of the total rural Native male and 22.7 percent of the rural Native female population had completed high school. Also 45.2 percent of the rural male Native population had 8 years or less of school completed. Only 1.5 percent of Alaskan Indians had completed 4 years of college or more. This you are aware is an area where there is an extreme need for administrators, managers of programs because of the oil situation in Alaska.

From the preceding statistics one can only deduce that the Bureau of Indian Affairs, Department of the Interior, and the Office of Education, Department of Health, Education and Welfare, have been negligent in providing equal postsecondary educational opportunities to American Indians and Alaskan Natives.

The mainstreaming system of higher education that has been promoted by the Federal Government is largely antithetical to the value systems, belief systems, languages and cultures of the diverse tribal people and has caused many of our college graduates to forsake their own cultures and people.

Our college graduates tend to assimilate so that so many of our physicians, dentists, veterinarians, attorneys, educators, engineers, and administrators do not return home to practice on their reservations.

I did want to talk just for a brief minute about title IV, title VII, title III, title IV–D, the Fund for the Improvement of Postsecondary education, The Ethnic Heritage Act, and others, that have provided insufficient grants to meet Indian postsecondary education needs.

I have personally been a reader for many of these Office of Education programs. I know that except for title IV there is a paucity of Indian staff writers and a paucity of Indian readers reading these proposals that Indians send in.

Title IV provides the least amount of money for postsecondary education or adult education, and part C of the Indian Education Act. Title VII is dominated by members of the Spanish-speaking community. The fact is we get a minuscule percentage of title VII money. I think it was around $2 million this past year.

Title III we believe—I believe got $3.5 million the past year. Their intent was to increase it to $5 million, but the point of title III is that these moneys go to accrediting institutions that are non-Indian that do provide accreditation to the Indian colleges. So they get an enormous amount of overhead.

Also, my understanding is that $100,000 is the maximum amount of money that can go to an Indian college. Yet the overhead has to come out of that, so the real money is going to the non-Indian institutions and not all of the Indian controlled colleges.

The Fund for the Improvement of Postsecondary Education has a moderate record for providing education programs that are innovative to American Indians, but they again do not have an Indian staff. They do not understand the difference of Indian education from other minority education and have a tendency to give money to Indian studies programs and universities that have no semblance of Indian control.

Some of the other reasons why we may not be able to get enough money from title IV—pardon me, title VII, title III, title IV–D, the FIPSE and others is that we have too many groups competing for these moneys. The total appropriations were not sufficient to serve all of those who are in need, especially the least educated, the American Indians.

There has been a tendency for OE programs to excuse themselves for not granting moneys to tribal higher education initiatives by saying that the Indian Education Act, title IV, should support all Indian programs. The fact is that title IV allocates the least amount of money to part C, the adult education programs.

The Bureau of Indian Affairs and the Office of Education have failed to plan for the present and future of higher education for and with Indians. Only 3 of the 16 tribally chartered colleges are receiving BIA line item grants.

There does seem to be an insufficient concern for equity. At Standing Rock, where I am a tribal member, David Gipp from the Higher Education Consortium, and I wrote a tribal resolution when asked by the tribal council because so many colleges were

saying they were going to serve Indians and were applying for Federal funds. I think there were seven institutions in our area, Senator Burdick, who said they were applying for moneys to serve Standing Rock Sioux Indians. We found they were doing this and we were not getting much of the benefit, so finally we did write this resolution that the tribe passed saying that we insisted on input and tribal approval before any of these proposals were submitted to the Federal Government for funding. This happens all over the country, not just Standing Rock. It is really being ripped off. Money that is said to be available actually doesn't benefit Indian people.

We believe there is a great need for the Office of Education and the Bureau of Indian Affairs to bring higher education to the people where they live. This point is especially important.

When the Bureau of Indian Affairs and the Office of Education spoke here this morning they talk as if the only people who are interested in education are the under 30 level. We find that one of the main characteristics of Indian colleges is that people in their maturity, thirties, forties, fifties, and even sixties, and up to seventies, are interested in education for its own sake.

These people cannot leave their homes and families and jobs on the reservation. They are culturally and economically bound there. To come into the city to go to colleges and live on campuses, it is unrealistic to expect that. It is antithetical to the concept that the money must come to the students and to accept a certain area of age students. Some of the characteristics of the Indian college movement are—is a tendency toward Indian control and management, educational policy, and operation of the college by the tribe and located on reservation. Tribal enrollees in the colleges range in age from 16 years to 70 years of age. This indicates that local college courses are a great convenience and a necessity for adult members who are economically and culturally bound to their reservations.

Many of the existing colleges are barely hanging on. Funding support for operational needs is scarce and impedes progress. Lack of transportation, facilities, and personnel is due to insufficient funding.

Curricula is directed to meet the cultural and economic needs of the individual tribe. There is an increased tribal desire to be educationally prepared to manage tribal programs and contract with Federal programs.

Student rights or student government appears not to be an issue of the individual tribal schools. This may be because of differing behavior expectations or that students tend to be older and more mature than students in non-Indian colleges.

Health care is not formalized. The Indian Public Health Service has not recognized that Indian colleges are growing. The most frequently found model is the dispersed learning center concept. That is, persons in the remote districts that cannot afford transportation need courses brought to them. An example of this would be the

Hualapai-Havasupai. This is a small tribe in Arizona as you know, the Havasupai at the bottom of the Grand Canyon. Their population is small but yet they too have a right to education. They have only classes up to a two-wing building serving children from kindergarten through the sixth grade. These children have to leave home and leave their families after the sixth grade if they want to continue their education.

The Hualapai College has brought education to the adults of this Havasupai community at the bottom of the Grand Canyon. These people sit on furniture for fifth grade students, yet they are that hungry for education. Education must be brought to the people.

Each of these colleges that is on that chart is unique. They serve different tribal entities with different belief systems, different value systems. And these colleges meet those cultural, linguistic, political, philosophical, psychological needs of those people that are unique in those tribal ways. The other colleges and universities tend not to look at these kinds of cultural differences.

In fact, we have a great difficulty in getting many universities to accept the idea that there is a validity to Indian languages. They try to put Indian languages in foreign language divisions. I think that we have just a couple of recommendations to make in concluding the testimony. All of these existing controlled colleges, tribes planning colleges, and the Indian higher education community might meet to plan for the future of Indian postsecondary education.

The Bureau of Indian Affairs and the Office of Education, the Bureau of Higher Education, and the Office of Indian Education should cosponsor and attend such a meeting. The proliferation of Indian colleges must be considered, as well as adequate and equitable funding, accreditation, and other issues that tribes need. Technical support in developing their higher education programs is a vital concern that must be addressed.

Do we want to have set-asides in some of these Office of Education programs? We hope that moneys for the Teacher Corps and the Center for Minority Group Mental Health and the Bureau for the Education of the Handicapped, that now goes to States—we don't even get a dollar of their moneys, or from the Office of Gifted and Talented, and the National Institute of Education. All of these must provide funding to support in a supplementary way our Indian colleges.

We hope that higher Indian education should not be an expanding wedge between the Alaskan Native and the American Indian student and the rest of society. We believe that higher education can become a bridge so that persons of several cultures can learn to cross for the benefit of all of us.

Senator ABOUREZK. Thank you very much for an excellent statement, Pat. I have two questions.

In your testimony you imply that you would like the bill to adopt standards for colleges to participate in the community college

system. That it should not name specific colleges which would allow for additional colleges to participate.

Now, if this were done, would this meet your standards for what the bill should read?

Ms. LOCKE. Senator, I believe that if we keep adding names, that would become cumbersome. Legislation seems to be written in granite, you know. If we have seven other colleges right now to add to that list, and next year the White Mountain Apache, the Crow, the Northern Cheyenne, the Fort Peck, the Fort Belknap, four, five, or six each year, it seems awkward to be adding new names each year to the bill.

Senator ABOUREZK. My question was, should we delete the names of any colleges; would that meet your specific objections if we took the names of colleges out and made an open authorization for Indian community colleges?

Ms. LOCKE. I think I would defer to some of my colleagues. My opinion is it would be much better to leave it open.

Senator ABOUREZK. If this is done, how much more do you think the bill would have to authorize? How much more money would it have to authorize to meet the needs of all of the colleges which need financial support?

Ms. LOCKE. I do not know that answer. I think that we need to meet with all the Indian tribes concerned, need to meet with the Indian colleges concerned, need to meet with the Bureau of Indian Affairs, Education, the Office of Indian Education, the Bureau of Higher Education, and we need to meet to develop together a funding formula both for the developmental programs and for the operational and improvement programs.

Senator ABOUREZK. OK. One other question. The committee needs to know the number of students currently being served by the colleges you are representing as well as the potential numbers being served. Do you have those figures with you?

Ms. LOCKE. Sir, I have them in the testimony, the potential numbers. We believe that——

Senator ABOUREZK. What about the number you are representing? Served by the colleges you are representing?

Ms. LOCKE. I do not have that total number. I am sorry, sir.

Senator ABOUREZK. Would you provide that for the record?

Ms. LOCKE. Yes, I will. We believe that everybody under 70 deserves an education.

Senator ABOUREZK. OK. I want to thank you all very much for your testimony and your response to questions.

Ms. LOCKE. Thank you, sir.

Senator BURDICK. Mr. Chairman?

Senator ABOUREZK. Senator Burdick?

Senator BURDICK. I have been unavoidably on another committee when your committee meeting started this morning, but I have read the statement of Mr. Frankel. He says:

In our judgment, provisions of S. 2634 will not accomplish results for Indian students. We believe that the continued use of existing HEW programs, and BYA scholarships and assistance, would better assure such standards and responsiveness. Therefore, we cannot support the enactment of the bill.

What are we going to do about that? How can we kill this legislation and get their support?

Ms. LOCKE. I believe we need to have their participation in planning. We are quite sure that they have not realized our great need and have not realized that the programs that are there are not reaching our Indian population that needs the higher education. We want to plan with them. Perhaps we will decide at such a meeting to get set-asides from those existing programs.

Senator BURDICK. I was very impressed with your statement to show a very low percentage of Indian students have gone to college. So perhaps the answer to the statement is that the system they are using now is not working. Perhaps we ought to bring the colleges to the students.

Ms. LOCKE. Colleges to the Indian students, yes, sir.

Senator BURDICK. Is that the answer?

Ms. LOCKE. We believe it is an answer.

Mr. TEGOSEAK. Senator Abourezk and Senator Burdick, I think I would like to make a statement on behalf of the Indian universities in response to that particular question. In terms of reaching out to the universities and the colleges which have come out of the American Indian people, I would like to present information that it is extremely hard to receive college education in a rural area such as Barrow, Alaska, which is the farthest north city in these United States. Primarily because in the past colleges have not been there, and it is very essential that the people of the Barrow area, not only in Barrow but in the United States, be provided an opportunity to receive higher education.

In Barrow alone we have certain movements which are in need of college degrees. The Alaskan Native Claims Settlement Act in itself which has established corporate conglomerates which are owned by the Native people and these Native people presently are not tailored to fit the positions that have been established through the establishment of the regional corporations.

We in Barrow also have the North Slope borough which is the largest minority-controlled municipal government in the United States, in the northern hemisphere. We also have things such as the corporate subsidiaries of the regional corporations. We have the villages which need managers. We are in title need because of a change in the State of Alaska through oil development and future development of Petroleum Reserve No. 4.

In order to provide college education for our people, which is a necessity, we have had in the past to send our people away from home to possibly the nearest college in Alaska which is 500 miles

away, the University of Alaska. We have had the same people to sit there. We have had to send people to the Lower 48.

And while these people have gone they have lost contact with their rural areas. I think it is time that we addressed the issue of directing Indian education with more control on the local level rather than on the Federal level.

Thank you.

Senator BURDICK. I understand all that. I appreciate your statement. But I am wondering how you get around the administration's cold hard line against it. What do we do with them?

The chairman has asked for some statistics of you as to what we are spending for these colleges off the reservation and what we are spending for scholarships and so forth. Maybe this could be spent locally. We might get the answers to some of this.

Ms. LOCKE. Yes, sir? Mr. Sam Cagey.

Mr. CAGEY. Senator Abourezk and Senator Burdick. Senator Abourezk asked the group that was here before us for a plan to be submitted within 60 or 70 days, what they could do to help bypass the present legislation being presented.

I don't think you got an answer, Mr. Chairman.

Senator ABOUREZK. The answer was "no". I got an answer. They said they would not do it.

Mr. CAGEY. Oh. They talked about the Snyder Act. The Bureau really relies on that, while we have suffered through the Snyder Act for the last 6 years—year-to-year funding and all of the redtape that goes with the Snyder Act.

Last year, Dr. Sockey, from the Bureau of Indian Affairs, promised that his office would pick up 50 percent of lease expenses. We got 5 percent from Sockey and he backed out on the rest. That left us in the lurch. We ended up with less than we negotiated for.

There were some dedicated people in the Bureau and their offices who allowed our school to exist again this year. We have no assurance that the people we have got who are halfway through their programs and projects this year would be funded for next year. So I have no hope that the Bureau or the Snyder Act is going to take care of our needs. And we have to sit down and, I think, Chairman Abourezk is going to have to call these people to the task and get a planning session out of them.

As Pat has testified, education has got to come to the Indians. We have tried the system for the last 150 years, and it has failed us completely by not meeting the cultural needs, by continually stereotyping and not telling the truth about American history. The textbooks today discourage kids right from the level. We are working back down.

When we talk about community colleges we are working down to the problem. The American education system is failing us from Headstart K to 12. The whole system has to be revamped. Indian curriculum has to be developed by Indian people.

Senator BURDICK. I understand you. I agree with you.

Senator ABOUREZK. I think it is nondiscriminatory in that respect.

Senator BURDICK. I mean how do you meet this administration objection?

Mr. CAGEY. We have to vote in a Democrat.

Senator ABOUREZK. I would like to say something if I might, Senator Burdick. We have heard the administration up here this morning testifying that more—even if the Indians do want a community college system, this is not good for the Indians because the Office of Education and the BIA will do something better for them. And that is, give them some scholarships so they can go off somewhere else.

Well, Pat Locke made the best point about that. Most people can't leave the reservation to get educated, and some of them don't want to leave the reservation to get educated. If they do, though, they get into an educational system that is totally alien and foreign to them. That does not have any regard for their language, or their own culture, or whatever.

In spite of that, the administration still refuses to acknowledge the benefits of a community college system. I think they work wonderfully well where they have gotten funded. It has tightened the community up and made it a better community because of the college around which they can have their activities.

I think the only way to do it is to clean that bunch out up there in the bureaucracy and start from the top, from the Commissioner of Indian Affairs and the people in the Office of Education who deal with Indians and get some different people in who are going to try to do something. I hope that goes on the record.

I think there are some representatives of the administration still here and I would like them to hear that. I also have been sitting up here 3 years as chairman of this subcommittee and I have not had as many years of frustration as the Indian people have—3 years is enough for me.

I assume you have had it for your lifetimes, and I have had a bellyfull of it and I don't like it. Every time there is some proposal—certainly this is not a perfect proposal but the concept is good, and I think the Indians want it. It is not the proposal, they are worried about the concept. I think that is what has to be changed.

Well, we have to get on to the next panel. We have three more witnesses to hear before lunch.

Senator BURDICK. Just one more question. Mr. Foote, I noticed that you are not listed in the witness list. Is there a reason for that?

Mr. FOOTE. We are not a member of the consortium and that was probably the reason. But we have been operational for 2 years, and we are meeting all of the standards that they lay out.

Senator BURDICK. Thank you, Mr. Chairman.

Senator ABOUREZK. I would like to insert in the record at this point information on some of the Indian colleges mentioned by Ms. Locke.

[The material follows:]

ALASKAN COLLEGES

Kuskokwim Community College
Northwest Community College
Kodiak Community College
Kenai Peninsula Community College

These colleges are affiliated and linked with the University of Alaska through an Anchorage based program, the Alaska Native Human Resource Development Program and more recently, by the recent establishment of a University of Alaska position, Vice President for Rural Education and Native Affairs. The latter position is held by Elaine Ramos, a Tlinget.

The goals of both programs are to provide rural Alaska Natives with immediate access to higher education and skills training through an integrated regional and statewide education delivery system.

The rural education programs are based on the following concepts:

A. The educational process must take place as close to home or place of employment as possible, because:

The student can continue to participate in the life of the community and can take part in seasonal/subsistence activity.

The failure/drop-out rate among Alaska Natives in college is largely attributable to cultural transition difficulties and homesickness.

The increasing manpower demands of Native corporations formed under the ANCSA, including essential activities in such fields as health, education, and manpower training, make it imperative that those who are presently working in rural Alaska retain their jobs and stay where they can be most effective. In other words, not only is it often impractical for rural Native people to go to school in urban areas, but it has a "brain-drain" effect on Native corporations in particular and on supporting services in general.

B. Curricula must be geared to the expressed needs of the consumer population.

Local groups are acutely aware of their own needs, and can therefore help

determine areas where their competency levels need to be increased. Professional educators, for their part, can often provide useful advice to such local policy groups, but it must be advice and not decree. This means exploring the different applications of both degree-based and non-degree oriented programs to rural needs. For instance, while one person who is relatively free of other obligations may wish to pursue a degree in publication administration leading eventually to enhanced job opportunities, another person, working in a time-consuming job as administrator, may wish to attend a mini-course, symposium or seminar which deals with a particular aspect of public administration useful to his employment. (The American Society for Public Administration is currently offering seminars, accredited through the University of Alaska, which deal with issues of interest to rural administrators, such as: "Impact of the Trans-Alaska Pipeline"; "Alaska Regionalism: Prospects and Problems"; and "Planning for Sub-Arctic Communities." At this time these courses are of limited value to rural people because they are being held on the University of Alaska campus at Anchorage.)

C. Learning Programs must be flexible in both content and form.

We must realize that rural Native people and Native corporations are grappling with a bewildering array of laws, restrictions, and regulations, involving such fields as land management, law, economic planning, and the organization and administration of local government, all areas of vital concern. These concerns can be addressed in a variety of ways:

Through "continuing education" models such as the short-term, task-oriented seminar which covers a specific issue or set of issues.

Off-campus degree programs where such short courses are included in the larger context of AA or BA degree programs.

A regular "on-campus" degree program (directly through the local community college or through the extension service at an established "learning center.")

A combination of the above within the context of an internship program.

Off-campus degree programs must be tailored to meet the needs of the students where they work. Increasingly, we must adopt new standards of evaluation, as we deal with students who are really full-time employees, working ably in a job, but who desire credit for their accumulated work skills and experience in order to achieve upward mobility. These new standards of evaluation should include methods of measuring competency or performance, including use of competency- or performance-based models, and feeding results back to the system to help determine program effectiveness. In addition, evaluation and testing must measure levels of achievement in a way that takes cultural differences into account. Such differences must not be allowed to act as barriers to a student's progress toward an academic degree.

Important also, we must understand that a competency- or performance-based education model implies that individuals with competence in their field, but perhaps without formal university experience, can ably serve the role of instructor or mentor to the students.

D. Staff competency and sensitivity:

Last, but by no means least, the staff or faculty of any institution of learning designed to meet the educational needs of Native people must be composed of warm, flexible, innovative people. Those providing policy and administrative direction to such a program must have the breadth of vision necessary to fully understand the untraditional issues involved and to seek out meaningful, innovative solutions.

Plans are underway to assist the colleges in becoming increasingly responsive to Native needs.

Kuskokwim Community College began in September of 1972. The enrolled students are 85% Native. The college serves 53 villages in an area of sixty thousand square miles. A faculty of 25 serves some 522 students.

Northwest Community College in Nome serves 16 villages in a radius of 157

thousand square miles. The student body is 80% Native. There are 18 full time faculty. Associate of Atts and Associate of Applied Science degrees are offered.

Kodiak Community College with 564 enrolled students serves only 23% or 150 Native people. The service radius is 7,000 square miles with 3,300 Native population.

The Kenai Peninsula, with an enrollment of 729, serves some fifty Native people from five villages. This college program should be a challenge to the University of Alaska's program for Rural Education and Native Affairs.

EASTERN MONTANA TRIBAL COALITION

(Northern Cheyenne, Crow, Fort Peck and
Fort Belknap Indian Reservations)

GENERAL CHARACTERISTICS

All four tribes are located in Montana's sparsely populated eastern half. The Crow reservation rests on the Wyoming-southern Montana border, 63 miles east of Billings. It sprawls over 2½ million acres, over three times the size of Rhode Island. Its population of 5,400 residents includes 2,700 adults. (All figures from 1971 OEO statistics.)

The Crow reservation shares its western boundary with the Northern Cheyenne, 110 miles southwest of Billings. This reservation covers 455,000 acres with a population of 2,900 residents.

The Fort Peck reservation is located in the northeastern corner of the state, 300 miles northeast of Billings. Its population of 6,218 residents is spread over an area of 2,900,000 acres, 400,000 acres larger than the Crow reservation.

Directly west of the Fort Peck reservation lies the Fort Belknap reservation, 47 miles west of Havre. It stretches over 616,047 acres, inhabited by 1,688 residents.

Economic Information

Crow Tribe

Income: 72% of the working force earns less than $3,000 annually.

Unemployment: Male - 30%; Female - 42%

Housing: 27% substandard

Northern Cheyenne Tribe

Income: 18.5% of the families have income less than $3,000 annually

Unemployment: Male - 30%; Female - 31%

Housing: 57% substandard

Fort Peck

Income: About 28% of the families receive emergency food supplies, and a larger percentage have an annual income under $3,000.

Unemployment: 60% of total work force.

Housing: 55% substandard.

Fort Belknap

Income: 69.6% of the families have income less than $3,000 annually.

Unemployment: Male - 70.6%; Female - 88.5%.

Housing: 74.5% substandard.

DESCRIPTION OF EXISTING EDUCATIONAL PROGRAMS

In 1975, the Fort Peck Sioux/Assiniboine, Crow, and Fort Belknap tribes initiated plans to develop a coalition with the Northern Cheyenne Indian Action Team. For two years, Miles Community College has aided the Northern Cheyenne Team in developing a curriculum designed to meet tribal-specific education needs. The Eastern Montana Tribal Coalition will share these materials and other resources developed in the future. With assistance from Miles Community College, all four reservations hope to develop and/or upgrade the following: 1) educational administrations; 2) curricular programs; 3) instructional facilities; 4) student services programs; 5) nursing (R.N.) programs; 6) library services programs; and 7) pre-accreditation programs.

Northern Cheyenne

The Indian Action Team Program located on the Northern Cheyenne Indian reservation is a federally funded program to train carpenters, plumbers, heavy equipment operators, automotive mechanics, and welders. If funding from Title III is granted, these programs will become available to the Crow, Fort Belknap, and Fort Peck tribes with Miles Community College assistance.

Fort Belknap

Under an Urban Rural Education grant, the tribe is operating an on-site

college. This year, six persons achieved a Bachelor of Science degree in elementary education accreditation by the College of Great Falls. There are presently 22 other tribal members enrolled in this teacher training program. Tribal members of the Fort Belknap reservation are Assiniboine Sioux, Gros Ventre, and Chippewa/Cree. The name of their enterprise is the Intertribal Bicultural Education Center funded by Title IV. The equivalent of the Board of Regents is composed of 20 members that are called the School Community Council. The College of Great Falls has been providing sporadic courses for the past five years. Nearly 20 tribal members have received their teaching credentials in the past two years.

The tribe wants their college to become fully tribally controlled and wishes to develop graduate accreditation. Twenty-five students are expected to attend classes next semester. The budget was $250,000 for 1975.

Crow

The Crow tribe is still waiting implementation monies. In the spring of 1976, after two years, 28 tribal members will have received their Bachelor of Science degree. There are some 2,700 adults on the reservation. The Central Education Commissioner believes that Montana House Bill 389 will aid in overall education efforts.

NEEDS AND PROJECTIONS

These four tribes share economic and social problems common to most Indian reservations: substandard housing and health care, unemployment rates far greater than the national average, and educational achievement much lower than that of all other U.S. populations. However, these tribes have a unique problem; a problem that can also be the means of breaking the cycle of inadequate, irrelevant education and subsequent unemployment, and achievement of true tribal self-sufficiency.

Vast coal reserves have been discovered on all four reservations. The

Northern Cheyenne reservation has in excess of 5 billion tons of strippable deposits; the Fort Peck reservation has strippable lignite reserves estimated at several billion tons, and the Crow reservation has from 4 to 4.5 billion tons of strippable coal.

It is obvious to tribal leaders that these reserves can provide jobs for the unemployed and substantially improve life on the reservation. They may also create unwanted industrial complexes on their land, controlled by non-Indian interests and inhabited by thousands of non-Indians. Tribal leaders are determined that the riches of their reservations be used to benefit the tribes and to gain control of their own destinies. But the tribal members must be trained and prepared. And because they are so culturally and geographically isolated, they must be trained on the reservations. With the assistance of Miles Community College, the tribes will provide vocational and managerial training to prepare them for inevitable economic development.

True self-determination for the tribes means that they must also be prepared to manage their own education systems. With the aid of Miles Community College, the University of Montana and the University of Colorado, the tribes plan to launch programs to develop tribal-specific curriculum, train Indian faculty and education administrators, improve student services and library services, and train badly-needed Indian registered nurses. A conservative projection of the student population immediately benefitting from these programs is 300-400 tribal members.

Flaming Rainbow College

Narrative

Flaming Rainbow's history of attempts to receive development and implementation funds from the Office of Education does not reveal the sensitivity and responsiveness to American Indian Education that the policy of the Office of Education has implied.

The institution approached the Office of Education three years ago with the plans to develop a four-year academic program controlled by and for American Indians. At the time this was the only four-year college for American Indians in the stage of implementation.

A grant in the amount of $86,000 was received from the Office of Education during academic year 1974-75. The demands placed upon the institution in carrying out the terms of this grant were far beyond the terms of the proposal and many of the concerned were beyond the capabilities of any education to answer. Examples of these demands are:

1. "How can you assure the financial survival of Flaming Rainbow as an institution?: During our first year of development we were being asked to answer a question that hundred of higher education institutions throughout the nation were coping with.

2. "How do you evaluate the quality of academic experience of students? This is a question that we were answering in the traditional methods, evaluation of student's work by a qualified academic staff and quality assured through the accreditation processes. This was unacceptable to the Office of Education.

3. During this year the Office of Education spent 12 hours in visiting the institution without any evaluative goals. The results of these visits was that Flaming Rainbow was not creditable, based on a very subjective visit. Flaming Rainbow was not informed of the concerns expressed but found out through the gossip of higher-education. Three evaluations by outside evaluators expressed no concern about the validity of the program at that present stage of development but commended Flaming Rainbow for their progress in developing a creditable academic program for American Indians. These outside evaluators were: A Private College President, The Chancellor of a Large State University, The Academic Dean of a Large State University, An Open Education Consultant recognized as such by the Office of Education and the Academic Dean and Program Developer of a small American Indian community college.

These evaluation reports were sent to the Office of Education and signed for by the Office of Education. Flaming Rainbow was hasseled by OE for these reports and when informed that signed receipts for these reports were available requested more copies of these reports be sent. They were. During a visit to our assigned OE Coordinator these reports were found in our file along with a letter to our Senatorial and Congressional representatives that the program was poorly administered in spite of the fact that the evaluation reports commended the mangement and administration for a job well done.

During academic year 1974-75 the funds were reduced to $42,000 in spite of well justified need. The reason expressed that funds were not available and that we had input into Interior funds, which we did not.

Flaming Rainbow College

Flaming Rainbow is a four-year undergraduate program for American Indians offering Bachelor of Arts and Sciences Degrees. The degree has candidate for accreditation status from North Central Association of Colleges and Secondary accreditation from the Oklahoma Regents for Higher Education. There are presently 120 students enrolled and working full time toward an undergraduate degree.

Flaming Rainbow presently has facilities located in Tahlequah and Stillwell, Oklahoma. This location is central to the largest American Indian population in the United States. A very conservative estimate of Tribal governments and Economic Development Administration is that between 50 and 60 thousand American Indians live within a 75 to 100 mile radius of Tahlequah. Because Flaming Rainbow presently appeals to and provides services for a student population who's ages range from 17 to 58 without any age range being predominant, the ratio of potential students to population far exceeds that of the traditional higher education institution. The program is developed around a small strong case academic staff well trained in open education and uses adjunct faculty as part-time staff to provide a well rounded program to the students. There are eight faculty on campus and 25 visiting professors from nearby colleges and universities available to us.

The Institution has received federal assistance at a very low level during it's development. In academic year 1973-74 a grant in the amount of $86,000 from Fund for the Improvement of Post Secondary Education and academic year 1974-75 a grant in the amount of $42,000 also from Fund for the Improvement of Post

Secondary Education. During the present academic year 1975-76, the school is being operated on tuition received from students an amount that comes to approximately $60,000.

The income level of $60,000 is insuficient to meet the needs of the College and about one half of the staff time has been received on a donated basis without pay.

Annual funding at $300,000 to $350,000 five years would create a fully developed four year American Indian college serving 350 to 400 American Indian students completely free of the need of outside funding requirements.

We believe that the model developed by Flaming Rainbow for becoming self sufficient will provide a model for others to follow. Also, this could answer the question raised by proliferation of American Indian colleges.

Our present financial problems were created out of the inadequate financial aids funds available to the local BIA Higher Education Scholarship Director and unresponsiveness of the Office of Education to consider our needs when funding minority group programs.

During academic year 1974-75 a program for Special Services for Disadvantaged Students was rejected. This proposal was commended for it's suggested approval but disapproved because of "a lack of funds."

For academic year 1975-76, all proposals were rejected by the Office of Education. The excuse - insufficient funds available by OE for the only four-year Indian controlled academic program in the Nation.

During this past year the attempts of Flaming Rainbow to receive campus based financial aids for students were reduced at the OE Regional level from $350,000 requested to $7,200. Only through an appeal at the Washington level was Flaming Rainbow able to get those requested funds raised to $72,000 which are expected to be adjusted to the State ration of about $30,000. During this time a request from a minority group without a program or a student was funded at the $300,000 level from the Region OE - HEW.

This is a small history of Flaming Rainbow's attempt to enter the mainstream of higher-education funding. (The full history of the frustrations and failures would require a $30,000 or $40,000 grant to develop into a written form.)

Flaming Rainbow has submitted three grant requests for academic year 1976-77 to the Office of Education. The outlook or future of these requests are questionable. The future of Flaming Rainbow doubtlessly in in the God-like hands of OE. Whatever the outcome, Flaming Rainbow requests an advanced appropriation of time for testimony before next year's committee meeting on Indian Education.

## HUALAPAI - HAVASUPAI TRIBES

(Note: These two small Arizona tribes have joined together to form the Hualapai and Havasupai Colleges of Postsecondary Education. Their characteristics, educational programs and needs shall be described in tandem.)

### Characteristics:

#### Havasupai:

The Havasupai people numbering 331 living on-reservation, are isolated at the bottom of the lower Grand Canyon in the small village of Supai, Arizona, by an eight mile trail from the nearest unpaved road atop the Canyon. Walking and horseback are the only means of reaching the village. Outside visitors pay $260.00 for a helicopter to reach the village.

Highway 66 is 62 miles south of Hilltop. The nearest towns are Kingman, 124 miles away and Flagstaff, 168 miles away. Food is sent in via U.S. Mail on a mule train. All supplies including furniture, equipment and lumber are airlifted via helicopter from the 3,100 foot high Canyon wall. 63.3% of the adults are unemployed. There is only a two room Bureau of Indian Affairs elementary school building at the village for grades K through 6. After completing grade 6, a child must leave his home and family to continue his education outside the Canyon. This family disruption is unconscionable. It is unimaginable that most American families would accept this forced removal of their children.

Hualapai:

Of the Hualapai, numbering 1,133, 870 tribal members live on-reservation. 35.33% of the tribal membership is unemployed. Kingman, Arizona is 50 miles from Peach Springs and Flagstaff is 140 miles distant. There are school facilities for the Hualapai children only up to the eighth grade. After that, children must be bussed to Kingman each day, a 100 mile round trip. Other post-elementary age children numbering 73 must go out of state to the Stewart boarding school in Nevada, Sherman Institute in California and to the boarding school in Phoenix for the nine month school year.

At the Grand Canyon Caverns tourist enterprise 12 miles away, no Hualapais are employed. Most employment comes from woodcutting, at the doll factory and from tribal government programs relating to River Running Tours.

Post Secondary Educational Programs:

Each of the Hualapai and Havasupai Tribal Councils on February 7, 1976, passed enabling legislation to establish and charter the Hualapai and Havasupai Colleges of Post Secondary Education. There are joint By-laws and Articles of Incorporation that are in the process of being reviewed by tribal attorneys. The Colleges would have joint administration and would contract with cooperating institutions to provide accreditation (Yavapai College and Mojave College).

Mojave Community College offered courses for 119 tribal members at Peach Springs, Arizona. 94 students or 79% completed courses for the 1975 fall semester. The attrition rate was 21% (or 25 students). Since 1971, courses offered included typing, welding, surveying, child development and family relationships, math, business communications, general educational development,

childhood diseases, History of the Hualapai, Principles of Management, Bilingual/bicultural education, and accounting.

The Havasupai have had 13 classes total on site from Yavapai College beginning in 1974. Adults must sit on chairs and at tables designed for fifth graders. In the Fall of 1974 the following courses were offered: American National Government, General Math and Havasupai History. In the Spring of 1975, Office accounting and Development of Classroom Tools were offered. In the Spring of 1976, 110 students were enrolled in Carpentry, Emergency Medical Training, Fundamentals of Oil Painting, Reading and Writing Havasupai, Fundamentals of Math, Shorthand and Fundamentals of Music. Fifteen students enrolled in Typing I which was cancelled because no typewriters were available.

Needs and Projections:

The Havasupai people state that, "The most critical need of the Supai people is to establish an Indian run college." They declare that this is the most direct way to raise the standard of health, economic and social welfare for the tribe. Their second most critical need is to establish a small industry of silversmithing or other marketable art enterprises through the tribal college.

The Hualapai have a similar need to receive postsecondary education in order to improve the quality of life, to develop and train their own people in the professional and managerial skills that would provide needed services on the reservation.

The two tribes have submitted a proposal to Title IV - The Indian Education Act, that requests $141,340.00 to hire teachers and staff, to provide a

Library and Culture programs, a Building Trades program, a Home Economics program, an Arts and Crafts program, an Academic program and equipment in order to make their hopes and colleges a reality. Title IV allocates the least amount of its total monies to adult education. Applicants must compete with some 800 Indian tribes and organizations throughout the country.

ORDINANCE OF THE HUALAPAI TRIBAL COUNCIL
OF THE HUALAPAI TRIBE

ORDINANCE OF THE HAVASUPAI TRIBAL COUNCIL
OF THE HAVASUPAI TRIBE

An ordinance approving the By-Laws of the Advisory Boards of the Hualapai and Havasupai Colleges of Continuing Education.

WHEREAS, the Hualapai Tribal Council and the Havasupai Tribal Council desires to provide opportunity for higher education on the Hualapai Reservation and on the Havasupai Reservation to promote the health and economic and social welfare of the Hualapai Tribe at Peach Springs, Arizona, and the Havasupai Tribe at Supai, Arizona.

WHEREAS, for such purposed both tribes desire to establish a College of Continuing Education in each community, governed by its own Indian Advisory Board of Continuing Education, which will be appointed by the Tribal Council.

The responsibility of offering appropriate college courses, efficient staffing and granting of degrees will be given the colleges; Mohave Community College of Kingman for the Hualapai and the Yavapai College for the Havasupai, which will be under the direction and approval of the Advisory Boards.

The Colleges of Continuing Education, with the approval of the Advisory Boards, may also contract with other public and private agencies provided, however, that all such agreements shall obligate only the College of Continuing Education and not obligate the Hualapai Tribe or Havasupai Tribe.

WHEREAS, the Hualapai and Havasupai Tribes consider it advisable to give to the Advisory Boards, the responsibility and power to regulate all higher education coordinated by the Continuing College of Education.

NOW THEREFORE, BE IT RESOLVED, that the Hualapai Tribe and the the Havasupai Tribe hereby approves the By-Laws that will establish and govern the education centers to be known as the HualApai College of Continuing Education at Peach Springs and the Havasupai College of Continuing Education at Supai which will contract the services of the college serving the county and contract with other public and private agencies when necessary. Each Advisory Board will generally coordinate and regulate all higher education on the two reservations. Each tribe issues to the colleges the By-Laws attached hereto and incorporated by reference herein, to take effect when funds are granted by the Office of Indian Education, for the purpose of establishing the colleges, all in accordance with the terms and conditions of the By-Laws, to be approved by the Advisory Board which shall regulate the affairs of the Colleges of Continuing Education.

C E R T I F I C A T I O N .

I, Margorie Querta, as Secretary of the Hualapai Tribal Council, hereby certify that the Hualapai Tribal Council is composed of 8 voting members of whom 7 members constituting a quorum were present at a meeting duly called and held on February 7, 1976, at Peach Springs, Arizona; that the foregoing ordinance was therefore adopted by an affirmative vote of 7 for; 0 against; that said ordinance is in full force and effect unless by legal enactment of the Council it shall be amended or rescinded.

Margorie Querta
Marge Querta, Secretary
Hualapai Tribal Council

ATTEST:

Wilfred Whatoname
Wilfred Whataname, Chairman
Hualapai Tribal Council

C E R T I F I C A T I O N

I, Steve Hirst, as Secretary of the Havasupai Tribal Council, hereby certify that the Havasupai Tribal Council is composed of 7 voting members of whom 6 members constituting a quorum were present at a meeting duly called and held on February 14, 1976, at Supai, Arizona that the foregoing ordinance was therefore adopted by an affirmative vote of 6 for; 0 against; that said ordinance is in full force and effect unless by legal enactment of the Council it shall be amended or rescinded.

Stephen M. Hirst
Steve Hirst, Secretary
Havasupai Tribal Council

ATTEST:

Leland C. Jade, Jr.
Havasupai Tribal Chairman

PROPOSED

BY-LAWS
OF THE ADVISORY BOARDS
THE HUALAPAI COLLEGE OF CONTINUING EDUCATION
THE HAVASUPAI COLLEGE OF CONTINUING EDUCATION

The Hualapai Tribe and the Havasupai Tribe hereby approves the establishment of the Colleges of Continuing Education on the Hualapai Reservation and the Havasupai Reservation which affairs will be regulated by Advisory Boards of Continuing Education, for the purpose of bringing higher educational programs from other institutions, public or private which can grant degrees and certificates, especially that of the Associate of Arts degree.

ARTICLE 1

NAME, ETC.

(a) The names of the education centers are:
Hualapai College of Continuing Education
Havasupai College of Continuing Education

(b) The existence of the Corporation will be perpetual.

(c) The principal office of the two colleges will be at Peach Springs on the Hualapai Reservation.

ARTICLE II

PURPOSES

The purposes for which the Advisory Boards and Colleges of Continuing Education are formed, and the business and objectives to be carried on and promoted by them are as follows:

(a) On a non-profit basis, to provide educational programs and/or to establish and operate educational institutions at the post-secondary level on the Hualapai and Havasupai Reservations.

(b) The Colleges of Continuing Education are irrevocably dedicated to and operated exclusively for, non-profit purposes; and no part of the income or assets of the Colleges shall be distributed to, nor inure to the benefit of, any individual.

ARTICLE III

POWERS

(a) The Advisory Boards will have the power to direct, and regulate all higher education on the reservations.

(b) The Hualapai and Havasupai Adult Education Program, funded by the Office of Education, will contract the services of the Counties' public and private institutions and coordinate the needed educational functions in the communities with the approval of the Advisory Board.

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(c) The Mohave Community College, of Kingman, serving the Hualapai Tribe and the Yavapai College, of Prescott, serving the Havasupai Tribe will assume the responsibility of offering appropriate courses for the health, economic, and social welfare of the two tribes, developing curricula that will lead to certificates or degrees, especially the Associates of Arts Degree.

The colleges will act upon requests and directions for implementing or correcting any situation that the Advisory Board deems necessary for efficient operation of the Colleges of Continuing Education.

(d) The Hualapai Tribe and the Havasupai Tribe shall not be liable for the debts or obligations of the Colleges of Continuing Education except in so far as it may hereafter expressly obligate itself in writing.

## ARTICLE IV

## DISPOSITION OF ASSETS

In the event of the dissolution of the Colleges of Continuing Education or the winding up of their affairs, the assests shall not be conveyed or distributed to any individual or organization created or operated for profit, but shall be conveyed or distributed by the Advisory Boards to an organization or organizations created or operated for non-profit purposes similar to those of the Colleges of Continuing Education and so recognized by the Hualapai Tribal Council and the Havasupai Tribal Council.

## ARTICLE V

## ORGANIZATION

The Advisory Boards of the Colleges of Continuing Education should consist of: President, Secretary, and 4 board members. The officers shall serve without compensation.

The Advisory Board will be appointed by the Tribal Council.

The officers, President and Secretary, shall be elected from and by the membership every two years.

Two members shall be appointed for 1 year.
Two members shall be appointed for 2 years.
Two members shall be appointed for 3 years.

Two new members should be appointed by the Council to replace the two outgoing members every year for 3 years then each two members for a two-year term.

ARTICLE VI

MEMBERS

The membership shall consist of 6 which includes the president and secretary.

Each member shall be a member of the Hualapai Tribe and a resident of Peach Springs, a member of the Havasupai Tribe and resident of Supai.

Any appointed member may be removed for cause by a majority vote of the membership of the Advisory Board.

The Council shall fill any vacancy created by resignation, death, or removal for cause of an appointed member.

ARTICLE VII

MEETING

There shall be a monthly meeting called by the president to review the progress and activities of the Colleges of Continuation Education, or to make recommendations to the responsible college.

ARTICLE VIII

AMENDMENT

Upon the vote of the majority of members of the Advisory Board; the Advisory Board may petition the Tribal Council for amendment of these By-Laws.

January 11, 1976

# HAVASUPAI EDUCATIONAL NEEDS SURVEY

## SUPAI, AZ

Figures based on a house to house survey taken in November and December, 1975. Total population ON RESERVATION, January, 1976, is 331

| ARTS | TOTAL |
|---|---|
| Silversmithing | 49 |
| Oil Painting | 17 |
| Art (Basic) | 9 |
| Ceramics-Potter | 19 |
| Basketmaking | 12 |
| Beadwork | 16 |
| Kachina Carving | 4 |
| Music Lessons | 11 |
| Piano | 22 |
| Guitar | 3 |
| Voice | 2 |
| Instruments | 3 |
| Leathercraft | 16 |
| Knitting/Crocheting | 16 |
| Tanning Hides | 10 |
| TOTAL | 209 |

| HOME ECONOMICS | |
|---|---|
| Alcohol Facts, Related problem | 2 |
| Child Development and Care | 5 |
| Cooking | 26 |
| Diabetic Food Planning | 2 |
| First Aid & Safety | 11 |
| Gardening | 1 |
| Haircutting | 10 |
| Home Decoration | 5 |
| Home Nursing | 3 |
| Managing Family Money | 1 |
| Marriage & Home Life | 3 |
| Nurse Assistant Training | 9 |
| Nutrition | 1 |
| Sewing | 24 |
| Upholstering | 6 |
| GED | 30 |
| TOTAL | 139 |

| BUSINESS | TOTAL |
|---|---|
| Accounting (office) | 4 |
| Small Business Mgt. | 3 |
| Typing | 10 |
| Shorthand | 8 |
| Basic Math | 5 |
| Basic English | 4 |
| Reading Improvement | 6 |
| Store Mgt | 2 |
| Cashier | 9 |
| Stocking | 0 |
| Produce | 0 |
| Meat Cutting | 4 |
| Marketing | 1 |
| TOTAL | 56 |

| HISTORY | |
|---|---|
| Hualapai History | 2 |
| Havasupai History | 27 |
| Southwest History | 0 |
| US History | 1 |
| TOTAL | 30 |

| VOCATIONS | |
|---|---|
| Refrigeration (Stove repairs) | 3 |
| Electricity (fundamentals) | 18 |
| Welding | 9 |
| Auto Mechanics | 8 |
| Woodworking | 9 |
| Carpentry | 7 |
| Masonry | 4 |
| Plumbing | 3 |
| Surveying | 5 |
| Law Enforcement | 3 |
| Fire Science | 2 |
| Teacher's Aide | 10 |
| Veterinary Medicine | 5 |
| Horseshoeing | 2 |
| Care of Cattle | 0 |
| Home Repairs | 6 |
| TOTAL | 94 |

GRAND TOTAL 523

# HUALAPAI EDUCATIONAL NEEDS SURVEY

## PEACH SPRINGS, ARIZONA

Figures based on a house to house survey taken in August, September, October, January, and February, 1975-76. (November, December in Supai). Total population ON RESERVATION is 870, based on 1972 BIA figures.

| ART | TOTAL |
|---|---|
| Silversmithing | 55 |
| Oil Painting | 16 |
| Art (Basic) | 15 |
| Ceramics-Potter | 20 |
| Basketmaking | 17 |
| Beadwork | 22 |
| Kachina Carving | 9 |
| Music Lessons | 24 |
| Piano | 9 |
| Guitar | 10 |
| Voice | 6 |
| Instruments | 4 |
| Leathercraft | 25 |
| Knitting/Crocheting | 23 |
| Tanning Hides | 24 |
| Hualapai Language | 6 |
| TOTAL | 265 |

| HOME ECONOMICS | |
|---|---|
| Alcohol Facts | 11 |
| Child Development | 18 |
| Cooking | 37 |
| Diabetic Food | 7 |
| First Aid & Safety | 11 |
| Gardening | 8 |
| Haircutting | 16 |
| Home Decoration | 16 |
| Home Nursing | 7 |
| Managing Family Money | 11 |
| Marriage & Home Life | 10 |
| Nurse Assistant | 29 |
| Nutrition | 12 |
| Sewing | 35 |
| Upholstering | 12 |
| GED | 27 |
| TOTAL | 267 |

| BUSINESS | |
|---|---|
| Accounting | 27 |
| Small Business Mgt. | 20 |
| Typing | 37 |
| Shorthand | 23 |
| Basic Math | 19 |
| Basic English | 6 |
| Reading Improvement | 9 |
| Store Management | 3 |
| Cashier | 12 |
| Stocking | 6 |
| Produce | 3 |
| Meat Cutting | 7 |
| Marketing | 5 |
| TOTAL | 177 |

| HISTORY | |
|---|---|
| Hualapai History | 34 |
| Havasupai History | 8 |
| Southwest History | 15 |
| US History | 9 |
| TOTAL | 66 |

| VOCATIONS | |
|---|---|
| Refrigeration | 12 |
| Electricity | 18 |
| Welding | 28 |
| Auto Mechanics | 43 |
| Woodworking | 23 |
| Carpentry | 17 |
| Masonry | 17 |
| Plumbing | 19 |
| Surveying | 11 |
| Law Enforcement | 14 |
| Fire Science | 6 |
| Teacher's Aide | 12 |
| Veterinary Medicine | 13 |
| Horseshoeing | 8 |
| Care of Cattle | 8 |
| Home Repairs | 16 |
| Drafting | 1 |
| TOTAL | 266 |

GRAND TOTAL 1,061

HAVASUPAI

ADVISORY BOARD OF THE COLLEGE OF CONTINUING EDUCATION

February 14, 1976

We have reviewed the future proposal for funding of the Hualapai and Havasupai Adult Education Program and approve its submission to the Havasupai Tribal Council and to the Office of Indian Education.

Clark Jack

Evalina Hamidreek

Lucinda Leehuis

Leon Rogers

Jimmy Uqualla, Jr.

Nora Uqualla

HUALAPAI

ADVISORY BOARD OF THE COLLEGE OF CONTINUING EDUCATION

February 6, 1976

We have reviewed the future proposal for funding of the Hualapai and Havasupai Adult Education Program and approve its submission to the Hualapai Tribal Council and to the Office of Indian Education.

Sylvia Querta
Sylvia Querta, President

Carrie Bender
Carrie Bender, Secretary

Betty Escogame
Betty Escogame

Monroe Beecher
Monroe Beecher

Earl Havatone

HAVASUPAI

RESOLUTION NO. 8 - 76

WHEREAS, there is a dire need to continue Adult Education for Hualapai and Havasupai Indian people, and

WHEREAS, it is necessary to file an application for federal assistance with the U. S. Office of Education in order to obtain a grant to carry on the Tribes' work with the Adults on the two (2) Reservations.

NOW, THEREFORE, BE IT RESOLVED BY the HAVASUPAI TRIBAL COUNCIL in meeting assembled this 14th day of February, 1976, that it authorizes the filing of an application for grant with the U. S. Office of Education (Indian Education) and authorizes and directs the Chairman, Clark Jack and/or the Vice-Chairman, Agnes Chamberlain, as the official representative of the Havasupai Tribe to act in connection with the application and to provide such additional information as may be required. A copy of said application is attached hereto.

C E R T I F I C A T I O N

I, the undersigned, as Chairman of the Havasupai Tribal Council do hereby certify that the Tribal Council of the Havasupai Tribe is composed of (7) members, of whom 6, constituting a quorum were present at a regular meeting held this 14th day of February, 1976; and that the foregoing resolution was duly adopted by the affirmative vote of 6 for to 0 against; pursuant to the Constitution and Bylaws approved March 27, 1937, and amended July 22, 1967, June 18, 1968, and September 28, 1972.

Clark L. Jack, Jr.
Chairman, Havasupai Tribal Council

ATTEST:

Stephen M. Bird
Secretary, Havasupai Tribal Council

## LITTLE HOOP COMMUNITY COLLEGE

### GENERAL CHARACTERISTICS OF THE TRIBE

The people of the Fort Totten reservation, the Devils Lake Sioux, number 2,400. Of this number, 980 people are within the age range of 18 - 50 years. Devil's Lake Reservation is located in Northeast North Dakota, 13 miles south of the City of Devil's Lake. The original reservation was established in 1872 and today the total acreage remaining is 48,400.

Unemployment on the reservation at the present time is far above the national average, reaching between 44% and 45%.

Agricultural development of the fertile lands is made difficult due to checkerboard land pattern ownership.

Plans are presently being implemented to develop a recreation based economy with major emphases on water recreation.

### EXISTING EDUCATIONAL PROGRAM

A local college located 13 miles from Little Hoop Community College has not been responsive to the reservation. Only five students per year have utilized these facilities. To date, only 12 tribal members have received an AA degree from this institution.

Little Hoop Community College was tribally chartered in October of 1975 by the Devil's Lake Sioux Tribe. It has provided college courses to 485 students since its implementation. Of this total, 420 are in general college courses with 65 being enrolled in the Adult Basic Education Program.

Little Hoop Community College was developed upon the philosophy that Indian students deserve an education system responsive to their needs and concerns. The basic purpose of the college is to provide an education system in which students can experience success and reinforcement as Indian people in a multicultural world.

Under a bilateral arrangement with Lake Region Junior College, a Title III

Office of Education Program, Little Hoop Community College offers programs of study and courses accepted by the University of NOrth Dakota, North Dakota State University and the State Colleges of North Dakota.

The curriculum provides all courses necessary to obtain an Associate of Arts degree. Other courses offered include the Dakota Language, Tribal Management: Applied Theory, Tribal Law and Government, Indian Relations, Astronomy and Indian Legends, Environmental Studies and Indian History.

PROJECTIONS AND GOALS

Objectives of the College are: to develop and preserve tribal cultural values; to provide academic foundations for the transfer of students to a senior college or university; to provide assistance to tribal programs of community service and development; and to provide for the development of a cooperative education program that reflects the needs and desires of the tribe.

Projected operational costs and planning and development are as follows:

| | Operational Cost | Planning & Development |
|---|---|---|
| 1st year | $ 243,380 | $ 50,000 |
| 2nd year | 244,840 | 50,000 |
| 3rd year | 246,380 | 40,000 |
| 4th year | 250,840 | 40,000 |
| 5th year | 254,880 | 30,000 |
| TOTAL | $1,240,320 | $ 210,000 |

## LUMMI SCHOOL OF AQUACULTURE

General Characteristics:

Located five miles west of Bellingham, Washington, the reservation is a peninsula crossed by the Red and Nooksack Rivers which empty into Lummi and Bellingham Bays in Puget Sound. The resident Indian Reservation numbers 1,500.

Substandard housing still exists within the 40% range.

Current Post-secondary Programs:

Pursuant to a plausibility study in 1969, findings were made determining that marketable fish and oysters could be grown in a controlled environment at a much faster rate than in the wild.

In order to have Lummi people working in these areas, they launched a training program in 1969, which over the span of three years, trained 80 Lummis as aquaculture technicians.

Due to development of hatcheries on other reservations the Lummi Tribe developed its Aquaculture Training Program.

Now in its third formal year, the Lummi School of Aquaculture has trained over 100 Indian people from over 25 reservations and has experienced over 75% success in placing its graduates. As of last September LISA carried a capacity of 50 students. There is a current waiting list of 37 students. Students attending must complete 70 objectives and 20 credits of general education requirements at Whitcom Community College to qualify for an Associate of Arts degree.

The objective of the training courses is to enhance employability of individuals by providing basic training to potential aquaculturists from Indian enterprises across the United States. While the emphasis is mainly on fisheries development, the total experience also applies to the following areas: Surface

and ground water resource quality, suitability of water resources for agriculture, fisheries and wildlife expansion for recreation, long range reservation conservation program development and evaluation of on and off reservation water development.

Total funding to promote these activities in the 1975-76 school year amounts to $432,890.

Funding is precarious for this important national focus school. It offers a program that is not duplicated anywhere in the United States. The uniqueness of the school that operates a fish hatchery for over 10 million fish; oyster hatchery producing over 100 million seed oysters annually, 750 acre sea pond for fish and oysters; an aquaculture research and harvest ship; water quality laboratory; fish and oyster disease control laboratory, and nutrition laboratory is critically important to all tribes that need to develop aquaculture programs from the Southeast to Alaska and on both coastlines. Future employability for literally hundreds of tribal members depends on continuation of this school.

## OJIBWAY COLLEGE OF THE KEWEENAW BAY INDIAN COMMUNITY

### GENERAL CHARACTERISTICS

The Keweenaw Bay Indian community includes members of three bands of Chippewas: L'Anse, Lac Vieux Desert, and Ontonagon. Presently, there are 1,200 Indians residing on or near the reservation.

The reservation consists of 13,000 acres within Baraga and Ontonagon counties.

The unemployment rate is more than double that of the state, with 52% of the Indian households having incomes of less than $3,000 per year.

The initiation of industrial and commercial businesses as well as the inception of tourism potential industries which can provide an economic base has developed. Small businesses have, of late, begun to meet base agricultural and economic growth. Development has been started on the first phase of a park program with the inception of land clearing, camp site construction, and road construction.

Marina facilities are also in their first phase with prospectus for a hotel and restaurant to compliment the water recreation facilities.

The tribe is also currently engaged in raising buffalo and beef for wholesale marketing and have initiated a supermarket on the reservation lands.

Housing on the reservation remains partially substandard. However, tribal concerns have focused on ways and means to initiate a tribal housing industry to help alleviate this problem. At present, the tribe has successfully completed the construction of 34 new homes with 45 now under construction. There is a need for 60 more in addition to the above. Nineteen new trailerhouses have been installed to meet continuing demands for adequate housing.

### EXISTING EDUCATIONAL PROGRAMS

The need for postsecondary education in this region is intense. The nearest

community college, Gogebic is located 110 miles from the reservation. Public transportation is non-existent and the already prohibitive cost of private transportation discourages members from commuting to this distant college.

The Ojibway College, in cooperation with Michigan Insitute of Technology, has conducted classes in managerial training and office occupation. In a cooperative agreement with Northern Michigan University, they have conducted courses in business and office occupations. Courses are offered in a cooperative agreement with Soumi college in all areas necessary as prerequisites for an advanced degree. They have currently applies for a Title IV grant to fund a building trades program through Soumi to accomodate 20 students.

PROJECTIONS AND GOALS

Continued educational development will promote incentives among the people to manage tribal government programs. The tribal members will, through the college, receive educational courses needed to achieve certificates, degrees promotions, job skills, and other career objectives. The college will also provide courses needed to overcome educational deficiencies, including basic education, G.E.D. programs and drop-out prevention programs.

Key linkage in broad career development concepts will allow and encourage Indians now in paraprofessional roles to gain competence to fill professional roles. The tribe wishes to develop a slow-scan television program to provide university courses for credit. There is a great need for college facilities including trailer classrooms, administrative and library space.

## THE MISSISSIPPI BAND OF CHOCTAW

The Mississippi Band of Choctaw are in the planning and developmental stages of initiating their own community college.

The Mississippi Band of Choctaw Indians consists of approximately 3,800 Choctaws residing in seven scattered reservation communities in East Central Mississippi. They are descendants of those Choctaw who refused to leave their homelands during the period 1830-1903 in which the majority of the Tribe was removed to Oklahoma by the Federal government. Those Choctaws who remained received no federal services until 1928, most having either lost the land given to them by treaty or having never been given the allotment to which they were entitled.

Although schools were established for Mississippi Choctaws by missionary groups prior to the removal period, these schools ceased to operate after that period, and those Choctaws who remained in Mississippi were left without an opportunity for formal education until the Bureau of Indian Affairs began to establish elementary schools in the seven communities in 1928. Discrimination in the public schools had also effectively deprived most Choctaw adolescents of a secondary education until the Bureau of Indian Affairs established Choctaw Central High School in 1964.

Since the opening of the high school and with the recent emphasis on self-determination in Indian communities, considerable educational development has taken place at Choctaw. The Tribal Council has inaugurated a Head Start Program in conjunction with a Parent-Child Development Program, an Adult Basic Education Program, a Follow Through Program and has contracted a Higher Education Grants program from the Bureau of Indian Affairs.

In 1972, the Tribal Council chartered the Choctaw Board of Education, with the intention that this popularly elected body would eventually govern most of the education programs on the reservation. At present, the Board operates a Title VII bilingual program, a Title IV, Part A, Non-LEA Career Education Program and a Community Information Project funded by the Donner Foundation. It is making plans for contracting the instructional programs in all six reservation schools now operated by the Bureau of Indian Affairs, beginning June 15, 1976. In addition to the regular academic program, these schools operate a Title I, ESEA program.

STATEMENT OF NEED

Despite the significant increase in the availability of educational programs from early childhood through late teens, convenient and relevant higher education remains inaccessible to many Choctaw people. Very few adults in their most productive years have completed more than twelve years of schooling. A recent study by Spencer et al reported that only about 13% of Choctaw adults between the ages of 25 and 34 had completed more than twelve years of schooling and that only 4.4% of adults between 35 and 44 had received formal education past the twelfth grade.* These two age groups comprise over 40% of the 2118 persons in the age range 16-65 and older. Even when younger adults are taken into consideration (only 15.9% of those in the age range 20-24 have completed more than twelve grades), the effect is that there is a decided lack of Choctaw manpower with the professional or administrative training necessary to direct the programs and services of an expanded Tribal government. This is indicated in Spencer's 1974 study which reported that only 1.4% of 1481 Choctaw's surveyed identified themselves as professional or administrative employees while 84.5% reported themselves in the semi-skilled or unskilled sector of the labor force.

This disparity between levels of skills development has created a situation in which most services in Tribal government continue to have directors and management personnel who are non-Indians.

With the increase of educational programs has come an expansion of the number of Choctaw adults employed as paraprofessionals. There are planned career development components in five of the existing education programs. These programs have all provided college-level courses on the reservation and all offer some degree of career progression.

Although it must be said that the existing career development components have aided many paraprofessionals in beginning the progression toward a college degree and have no doubt improved their professional skills, all have a number of critical defects:

1) they depend on the flexibility of the cooperating institution of higher education.
2) they offer limited career guidance.

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*Barbara G. Spencer, John H. Peterson, Jr., and Choong S. Kim. Choctaw Manpower and Demographics Survey, 1974 - unpublished report, p. 18.

3) they tend to offer courses convenient to the IHE rather than those that meet the needs of the program in question.
4) they are damnably slow in enabling the paraprofessional to advance on the career ladder. Only one person to date has received a college degree through this mechanism.
5) they tend to deny credit for competencies already possessed by the student and retaught in formal classes.

The net effect of these deficiencies is that Choctaw paraprofessionals are limited in the extent to which they can move toward the goal of a collegiate degree and professional advancement to the degree that these problems are not addressed.

Professional development opportunities for Indian adults are limited by a number of factors which have roots in the realities of life within the Indian community.

Early marriages and pregnancies with large, often extended families to care for have meant that residential attendance at a college or university has been an onerous burden, if not an impossible task, for many young adults. Those young people who obtain the financial resources to attend a residential institution often drop out in the early months of attendance due to reasons having to do with lack of preparation or feelings of alienation from the institution.

## OBJECTIVES OF THE PROJECT

It is with the aforementioned considerations in mind that is proposed that a community college be extablished on the Mississippi Choctaw Reservation. It is proposed that this college become a fully operative arm of Tribal government, making higher education available to all Choctaw citizens. The objectives of this project, therefore, are to:

1) conduct a detailed needs assessment for the purpose of identifying further areas of curricular emphasis.
2) develop a chartering document for the college and submit it to the Tribal Council for action.
3) develop a curriculum for the college.
4) develop a management system for the college
5) develop a accrediting relationship with a regionally accredited institution in order that student's may obtain credits for courses which may be transferred, if desired.
6) develop a constitution, bylaws, and policies for the college.
7) initiate the first term of classes for the college
8) seek financial assistance for the expansion of the college.

71-843 O - 76 - 9

1. Conduct a detailed needs assessment for the purpose of identifying further areas of curricular emphasis.

Although there is reasonably good information leading to the needs previously identified, further areas of need can be ascertained by survey and analysis. Some additional needs might arise in the following areas:

a) Resource and recreation management. The Tribe intends to develop a commercial recreation facility bordering a resevoir to be built on the Pearl River. Operation of this facility will require personnel trained in recreation management.
b) There is very little teaching and library material written in Choctaw and other eastern Indian languages. There is also no regional center for the study of Indians of the Southeast. A community college operated by an Indian Tribe might well become a focus for such study.
c) The Tribe operates a small industrial park in the Pearl River Community and although present prospects of industrial expansion are uncertain, as the park begins to grow, there will almost certainly be a need for management and technical personnel that a community college curriculum might anticipate.

2. Develop a chartering document for the college.

At present, there are few guidelines for the governance of a reservation community college. A planning team consisting of a member of the Tribal Council, a member of the Choctaw Board of Education and the educational planner/project director will be appointed to collect examples of charters from other community colleges and write a proposed charter to be submitted to the Tribal Council for action.

3. Develop a curriculum for the college.

The planning team will develop a curricular outline, taking into consideration the following data:

a) Results of detailed needs assessment.
b) Site visits to examplary Indian Higher Education Programs including, if possible: Sinte Gleska College, Lummi School of Agriculture, Humbolt State, Navajo Community College, and the University of New Mexico - Items of study will include program structure, operations, curriculum, manage-

ment, and attendance at a meeting of the institutions Regents, if possible.

The curricular document developed by the team will be presented to the governing body of the college for approval.

4. Develop a management system for the college.

The planning team will utilize the data gathered in 3 above and further study of community college organization to develop a system for managing the college. The document developed will be presented to the governing body for approval.

5. Develop an accrediting relationship with a college or university in order that students may obtain credit for courses which may be transferred, if desired.

Site visits will be arranged to potential cooperating institutions to discuss accreditation of courses to be initially offered by the college. Relationships will be sought with regionally accreditated institutions.

6. Develop a constitution and bylaws for the college.

The planning team will develop and submit a recommended constitution and bylaws to the governing body for action.

7. Initiate academic classes at the college.

It is anticipated that classes in the college could begin in January, 1977. A minimum of two classes with a total enrollment of 50 persons will be scheduled for this period.

8. Seek financial assistance for expansion of the college.

As areas of need are further identified, proposals will be developed to secure the resources necessary to meet them. Anticipated needs include permanent facilities, additional faculty, transportation, library and audio visual materials. Possible sources of aid include:

a) Direct aid from the Bureau of Indian Affairs.
b) The fund for the improvement of Post Secondary Education.
c) Title III of the Higher Education Act (Grants for Developing Institutions.

| Project Activities - By Quarter | Responsible Agency |
|---|---|
| **First Quarter/July 1 - September 30, 1976** | |
| *Appoint members of planning team | Choctaw Board of Education, Tribal Chief, Tribal Council |
| *Collect charters from other Indian colleges study, refine and adopt | Planning Team |
| *Take proposed charter to Choctaw communities for study and discussion and for recommendation for curriculum and objectives | Planning Team |
| *Develop and administer needs assessment device | Educational Planner |
| *Study curricula of other Indian Higher Education programs and of junior colleges as a whole | Planning Team |
| **Second Quarter/October 1 - December 31, 1976** | |
| *Site visits to Indian Higher Education programs | Planning Team |
| *Visits to potential cooperating institutions | Planning Team |
| *Complete work on Charter | Planning Team |
| *Submit completed Charter to Tribal Council and School Board for approval | Planning Team |
| *Elect/appoint governing body for college | Will be determined by Charter |
| *Develop constitution and bylaws for governing board | Planning Team |
| *Develop curriculum outline | Planning Team |
| *Complete arrangements for course accreditation | Planning Team |

Third Quarter/January 1 - March 31, 1976

| | |
|---|---|
| *Begin classes for a minimum of fifty (50) students | Interim Administrator/Instructors |
| *Develop management system for college | Educational Planner/ Governing Body |
| *Develop and submit proposals for funding project expansion | Educational Planner/ Governing Body |

Fourth Quarter/April 1 - June 30, 1976

| | |
|---|---|
| *Prepare college bulletin for 1977-78 academic year | Interim Administrator |
| *Prepare summer course programs | Interim Administrator |
| *Prepare policies and procedures for governing body action | Educational Planner |
| *Evaluate project | External Evaluator |

## PROJECT EVALUATION AND DISSEMINATION

Due to the fact that this project represents an important first in that there are no Eastern Indian tribes which have established colleges on a reservation, this effort may well result in a regional center for Indian Higher Education. It is important, therefore, that every effort be made to examine the procedures used in developing the institution and to provide for dissemination activities which would assist other Indian tribes in developing their own capacity to provide higher education.

Evaluation of the project will be done on contract to the Planning Resources in Minority Education Office of the Western Interstate Commission for Higher Education. This office has been instrumental in encouraging the development of Indian higher education and has the capacity to thoroughly assess its effectiveness.

Dissemination will be accomplished through the development of a resource packet which details the steps in development of the project and includes copies of the planning schema and which will be offered without charge to interested Indian groups.

## PROJECT STAFF

The project will be directed by a planner/interim administrator with experience in planning educational programs for Indian tribes and who has had administrative experience in higher education.

The project will employ an intern from a program which trains community college administrators and who will assist the project director as required.

BUDGET DISPLAY
July 1, 1976 - June 30, 1977

| | |
|---|---|
| **PERSONNEL** | |
| Educational Planner/Interim Administrator | $18,000.00 |
| Administrative Intern | 8,500.00 |
| Secretary | 7,000.00 |
| 3 part-time instructors for 1 course each @ $12.00 per course | 3,600.00 |
| Fringe Benefits @ 14% for full-time staff | 4,690.00 |
| TOTAL PERSONNEL | $41,790.00 |
| **SUPPLIES** | |
| Office supplies @ $60 per month x 12 months | $ 720.00 |
| Printing supplies for informational brochures, copies of documents, etc. @ $40 per month | 480.00 |
| TOTAL SUPPLIES | $ 1,200.00 |
| **OFFICE EQUIPMENT** | |
| 3 desk @ $125 | $ 375.00 |
| 1 typewriter | 625.00 |
| 3 chairs @ $100 | 300.00 |
| 3 file cabinets @ $100 | 300.00 |
| 4 Book cases @ $100 | 400.00 |
| TOTAL EQUIPMENT | $ 2,000.00 |

| | |
|---|---|
| **CONTRACT AND CONSULTANT SERVICES** | |
| 4 Consultants on Community College Organization, Administration @ $100.00 per day for 2 days | $ 800.00 |
| Contract for Evaluation | 2,500.00 |
| TOTAL CONTRACT AND CONSULTANT SERVICES | $ 3,300.00 |
| **TRAVEL** | |
| Local travel for project staff at 200 miles per week X 52 weeks @ 12¢ per mile | $ 1,248.00 |
| Travel for planning team to visit exemplary Indian higher education programs and accrediting institutions | 4,800.00 |
| Consultants Travel | 1,200.00 |
| TOTAL TRAVEL | $ 7,248.00 |
| **OTHER COSTS** | |
| Dissemination | $ 2,500.00 |
| Telephone | 900.00 |
| Space Rental & Utilities | 2,400.00 |
| Postage | 600.00 |
| TOTAL OTHER COSTS | $ 6,400.00 |
| TOTAL | $61,938.00 |
| **Indirect Cost Rate** | |
| 6.6% of $59,438.00 for 3 months | 981.00 |
| 10% of $59,438.00 for 9 months | 4,458.00 |
| TOTAL INDIRECT COST | $ 5,439.00 |
| GRAND TOTAL | $67,377.00 |

MISSISSIPPI BAND OF CHOCTAW INDIANS

RESOLUTION CHO 57-76

A RESOLUTION TO INVESTIGATE THE FEASIBILITY OF A CHOCTAW COMMUNITY COLLEGE

WHEREAS, the Tribal Council of the Mississippi Band of Choctaw Indians does recognize the importance of educating our children, and

WHEREAS, it has become increasingly important that education be extended beyond the secondary school for our youth, and

WHEREAS, adult members of the community should not be denied access to higher education due to its expense or the distance of the institution from their homes, be it therefore

RESOLVED, that the Tribal Council does hereby invite representatives of the Western Interstate Commission on Higher Education to address the Council on the feasibility of establishing a community college on the Choctaw Reservation, and be it also

RESOLVED, that the Tribal Chief is authorized to pay the travel expenses of one representative of the Western Interstate Commission on Higher Education to address the Council, and be it also

RESOLVED, that the Choctaw Board of Education be asked to attend any meeting of the Tribal Council wherein the feasibility of establishing a community college is discussed.

CERTIFICATION

I, the undersigned as Secretary-Treasurer of the Mississippi Band of Choctaw Indians, certify that the Tribal Council of said Band is composed of 16 members of whom 15, constituting a quorum, were present at a Regular meeting, thereof duly called, noticed, convened, and held this 14th day of January, 1976, that the foregoing resolution was duly adopted at such meeting by the affirmative vote of 15 members for, 0 against, and 0 abstained.

Dated this 14th day of January, 1976.

ATTEST:

Calvin J. Isaac
Chief, Tribal Council

Secretary-Treasurer

RECOMMENDED:

Robert C. Bassett
Superintendent, Choctaw Agency

2-6-76
Date

## WHITE MOUNTAIN APACHE

The White Mountain Apache is in the planning stage. They have now decided after 10 months' consideration that they will initiate the White Mountain Apache College and "run our own show" to give education to our people." Northland College is only 30 minutes away, but there are no Apache on the Board of Regents, on faculty, or in any decision-making positions. Not even an Indian janitor is hired.

Northland would give Apaches an advisory board but not real power. Apaches are discontent with their lack of determination of policy.

Northland has recently offered courses in Beginning Drawing, Painting with Color, Introductions to Algebra, Geometry, Business, Accounting, History I, English I & II, Horseshoeing, Psychology, American Government and Tribal Law and Order. The Apaches want more influence into the curriculum to match the cultural and economic needs of the tribe.

Wesley Bonito, the tribal educational planner, is particularly concerned that the older persons with cultural knowledge will die before this knowledge is recorded for the benefit of the tribe. The education committee is now recording the medicine songs of a most pwoerful healer, Scott Clay. The tribe wants undergraduate education tailored to their needs.

Ms. LOCKE. Thank you Mr. Chairman.
Senator ABOUREZK. Thank you all very much.
[The prepared statement of Ms. Locke follows:]

STATEMENT OF PATRICIA LOCKE, DIRECTOR, PLANNING RESOURCES IN MINORITY EDUCATION, BOULDER, COLO.

My name is Patricia Locke, Director of Planning Resources in Minority Education at the Western Interstate Commission for Higher Education, located in Boulder, Colorado. With me is William Tegoseak of the Inupiat University of the Artic, Sam Cagey of the Lummi Indian School of Aquaculture, Carl McKay, Chairman of the Devils Lake Sioux and representing the Little Hoop Community College and Mitch Diementieff, member of the Tanana Chiefs Land Claims College Advisory Council.

We are here to tell you of the great need that we Indian people have for post-secondary education and to make strong recommendations for concepts that should be included in any legislation that would provide grants to support American Indian post-secondary institutions. The rest of our written testimony provides information about several existing colleges, tribes in the developmental stages of initiating colleges, and historical perspective of the Indian college trend, and some recommendations to improve the quality of Indian post-secondary education.

On March 4 and 5, 1976, PRIME at WICHE convened a meeting of persons representing 26 tribal post-secondary initiatives. Those attending represented: The Blackfeet College of Browning, Montana; Flaming Rainbow of Tahlequah, Oklahoma; Haskell Indian Junior College of Lawrence, Kansas; the Hualapai-Havasupai Colleges of Arizona; the Institute of American Indian Arts at Santa Fe, New Mexico; the Inupiat University of the Arctic, Point Barrow, Alaska; Kuskokwim Community College, Alaska; the Lummi School of Aquaculture, Washington; Little Hoop College of North Dakota; Ojibway College of L'Anse, Michigan; the Southwest Indian Polytechnic Institute, Albuquerque, New Mexico; the Tanana Chief's Land Claims College of Alaska; the Northwest Community College of Nome, Alaska; the Mississippi Band of Choctaw, the White Mountain Apache of Arizona, the Crow, Northern Cheyenne, Fort Belknap and Fort Peck Tribes of Montana and the Minnesota Chippewa Tribes—Fond du Lac, Leech Lake, Mille Lacs, Nett Lake Band, Grand Portage and White Earth.

These representatives met because they have strong commitments toward, and concerns for, achieving higher education, equal opportunities for American Indians and Alaskan Natives and because these concerns were not completely addressed in the language or intent of Senate Bill S. 2634 introduced by Mr. Abourezk and Mr. McGovern.

There was a concensus recommendation by representatives at the WICHE meeting that any legislation to be introduced to the Congress of the United States supporting the planning, development, operation and improvement of Indian post-secondary institutions should contain the following six concepts:

1. Legislation to support Indian post-secondary education should provide support for the planning, development, operation and improvement of Indian colleges and universities in all of their diversity and as tribes deem them to be appropriate to the cultural, linguistic, and economic goals of the individual tribes. Such diversity would include:

Planning and developmental programs
Operational—chartered colleges and universities
2 year colleges
4 year colleges
Colleges with graduate capability
Colleges having Incorporated Indian Boards
Colleges having Tribally Controlled Boards
Colleges having All Indian Boards not Tribally Chartered
Majority Indian Boards Serving Indian Students
National Focus Colleges
Members of Tribally Sponsored Consortia
Members of Non-tribally Sponsored Consortia

Acceptance of tribal college diversity is in keeping with the federal policy of Indian self determination.

2. Legislation to provide for grants to initiate or operate Indian colleges must give authorization to the Secretary of the Interior to make basic support

grants in accordance with the provisions of the legislation to be developed. The Office of Education—DHEW would provide supplementary grants to the colleges from such programs as Title IV, Title IV–D, Title III, Title VII, The Fund For the Improvement of Post Secondary Education, etc.

The following quotation from a letter to Senator Henry M. Jackson from the Comptroller General of the United States reinforces the supplementary concept as described above:

OFFICE OF EDUCATION AND BUREAU PHILOSOPHIES

"The supplementary concept results from the granting of citizenship to Indians in 1924 and from the special relationship between Indians and the Federal Government based primarily on treaties and agreements, whereby Indian tribes have surrendered vast tracts of land to the Government. In return the Government agreed to provide community services such as health, education and public safety."

3. Criteria for eligibility for tribes and Indian colleges and universities to receive support and grants under any legislation such as a Bill to authorize grants to Indian post-secondary institutions must first be decided upon in a concensus meeting by all tribes and Indian colleges that are serving or wish to serve Indian students. Criteria for eligibility must be developed consensually and democratically by the Indian higher education community concerned prior to the introduction of any bill. Criteria must reflect the diversity of tribal initiatives toward post-secondary education.

4. Any legislation authorizing the Secretary of Interior to provide grants, for the planning and operation of Indian post-secondary institutions must specify that grants continue as long as the grass shall grow in accordance with the treaties and because the policy of the Bureau of Indian Affairs—Department of the Interior, as stated in the winter of 1975, is that education for Indians is a right, (rather than a privilege).

5. Legislation authorizing the Secretary of the Interior to provide grants for the operation of Indian post-secondary institutions must include provisions for facilities, including classroom space, administrative offices, faculty housing and other remodeling that may be required in order to conduct classes and operate the college.

6. In making grants under legislation supporting Indian post-secondary institutions, the Secretary of the Interior must direct the Director of Education Programs—BIA to consult with an American Indian/Alaskan Native education organization that is national in scope and whose Board of Directors is selected from a national constituency and/or a national American Indian/Alaskan Native organization whose Board of Directors is elected by the elected leaders of the federally recognized tribes.

Further, there must be established within the Bureau of Indian Affairs an Office of Post Secondary Education within the Division of Education Programs.

THE NEED FOR ADDITIONAL FEDERAL SUPPORT OF INDIAN POST-SECONDARY EDUCATION

The following brutal statistics from the 1970 Census relating to educational attainment and other indices of poverty stress the need for equal higher educational opportunity for American Indians and Alaska Natives.

EDUCATIONAL ATTAINMENT

By 1970, 55 percent of all Indians lived in rural areas. Thus, Indians remain the most rural group in the United States population. 48 percent of rural Indians have not gone beyond the elementary school level. Only 24 percent of rural females and 23 percent of rural males were high school graduates. 55 percent of the total United States population were high school graduates.

1.2 percent of rural Indian males and 1.1 percent of rural Indian females had completed four years of college or more, compared to 7.8 percent of the United States total population had completed four years of college or more.

In 1970, for rural Indian males the median schooling years was only 9.4 percent. For rural Indian females the median schooling years was 9.7 percent. The United States total years of median schooling is 12.1 percent. There is an 88 percent retention rate for all Indian students in the 14–17 years age range.

Rural Indians who do move to urban areas to attend college usually do not return home on completion of their education, thus further decreasing the potential number of rural Indians with college educations. The 1970 Census shows an alarming exodus from rural to urban areas by young Indians who have completed their basic education and who do not have opportunities for higher education, except in the cities.

INDICES OF POVERTY

The income of rural Indians presents a picture of total poverty unmatched elsewhere in our society. Almost two-thirds (64 percent of all Rural Indian men have an income less than $4,000 per year. Only 5 percent of rural male Indians have an income of $10,000 or more and a mere 1.5 percent of female Indians have an income of $10,000 or more.

The median income for rural male Indians is $2,749.00 compared to $7,609.00 for all males in the United States total population.

The median income for rural female Indians is $1,356.00 the lowest for any group in the United States.

In rural areas, almost half of all Indian dwelling units do not have toilets. Two thirds of all rural Indians live without water in their houses. This proportion is eight times greater than the proportion in the total United States rural population. Nearly a third or 151,616 of rural Indians have no automobile. In these most isolate and remote areas of the nation a public transportation system is not a viable alternative means of transportation.

Although the Indian Health Service is funded to provide sanitation facilities to all the reservation Indians in its service areas (85 percent of all rural Indians), 76.4 percent of rural Indians are not served by a public sewage system, and 41.3 percent are not served by a public water supply.

ALASKA SOCIO-ECONOMIC DATA

According to the 1970 Census the Native population numbered 50,819 and comprised about 17 percent of the total population of Alaska. 83 percent of the Native population lived in rural areas (90 percent of Eskimos, 71 percent of Indians and 78 percent of Aleuts compared to about half of all Alaskans).

Of every 100 Alaskan Native adults 16 years of age and over, only 33 are actually employed. Of that 33, 20 are employed in low status jobs, including 12 in service occupations, five as operatives, and another three as laborers.

Per capita income of rural Alaskan Indians is $1,728.00. Eskimos and Aleuts have a per capita income of $1,232.00. The per capita income of Alaskan White persons is $4,308.00. For White Alaskans, 6.7 percent of the population is below the low-income level, while 41.3 percent of the Native population is below the low-income level.

EDUCATIONAL ATTAINMENT

Median schooling for all Alaska Natives in 1970 was 9.1 percent. The rural male population had only an 8.6 percent of median schooling. The rural female Native had 8 percent of median school years completed. Only 27.7 percent of the total rural Native male and 22.7 percent of the rural Native female population had completed high school. 55.2 percent of the rural male Native population had eight years or less of school completed. 1.5 percent of Alaskan Indians had completed four years of college or more.

From the preceeding statistics one can only deduce that the Bureau of Indian Affairs—Department of the Interior and the Office of Education—Department of Health, Education and Welfare have been negligent in providing equal post-secondary educational opportunities to American Indians and Alaskan Natives.

The mainstreaming system of higher education that has been promoted by the Federal Government is largely antithetical to the value systems, belief systems, languages and cultures of the diverse tribal people and has caused many of our college graduates to forsake their own cultures and people. Too many of our physicians, dentists, veterinarians, attorneys, educators, engi-

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Source: A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume III American Indians. HEW Publication #(05)75–122.
Source: Supplementary Report. 1970 Census of Population; Native Population of Alaska by RACE: 1970, United States Department of Commerce, September, 1974.

neers and administrators do not practice their professions on the reservations.

Even when monies have been provided for higher education, scholarships from the Bureau of Indian Affairs, they have been inadequately appropriated to serve all who need to attend college. Office of Education programs, such as Title IV, Title VII, Title III, Title IV–D, the Fund for the Improvement of Post Secondary Education, The Ethnic Heritage Act, and others, provide insufficient grants to Indian higher education initiatives. Some reasons for this might be that many Indians are not sophisticated proposal writers, OE programs have not hired Indian staff or persons sensitive to the higher educational needs of Indians, there are too many other groups and colleges competing for the same money and total appropriations are not sufficient to serve all who are in need, especially the least educated, American Indians.

There has been a tendency for OE programs to excuse themselves for not granting monies to tribal higher education initiatives by saying that the Indian Education Act—Title IV should support all Indian programs. The fact is that Title IV allocates the least amount of money to Part C, the adult education programs.

The Bureau of Indian Affairs and the Office of Education have failed to plan for the present and future of higher education for and with Indians. Only three of the 16 tribally chartered colleges are receiving BIA line item grants. There appears to be an insufficient concern for equity.

The Office of Education tends to fund higher education university and college programs that have little or no input and support from the tribes, but that purport to serve Indians.

There is a great need for both the Office of Education and the Bureau of Indian Affairs to bring higher education to the people where they live. This education must be on our own tribal terms in keeping with the concept of self determination.

### THE INDIAN COLLEGE MOVEMENT

There are several unique characteristics of the burgeoning Indian college trend that include the 16 colleges chartered by tribes and located on the reservations, the seven other colleges serving Indians but not tribally controlled, and the 15 other tribes that are now planning to initiate tribal colleges.

These characteristics are:

1. The tendency toward Indian control in management, educational policy, and operation of the college by the tribe and located on-reservation.

2. Tribal enrollees in the colleges range in age from 16 years to 70 years of age. This indicates that local college courses are a great convenience and a necessity for adult members who are economically and culturally bound to their reservations.

3. Funding support for operational needs is scarce and impedes progress. Lack of transportation, facilities, and personnel is due to insufficient funding.

4. Curricula is directed to meet the cultural and economic needs of the individual tribe. There is an increased tribal desire to be educationally prepared to manage tribal programs and contract with Federal programs.

5. Student rights or student government appears not to be an issue of the individual tribal schools. This may be because of differing behavior expectations or that students tend to be older and more mature than students in non-Indian colleges.

6. Health care is not formalized. The Indian Public Health Service has not recognized that Indian colleges are growing.

7. The most frequently found model is the dispersed learning center concept. That is, persons in the remote districts that cannot afford transportation need courses brought to them.

8. Tribal-specific cultural and economic development programs are integral to each college.

9. Full time equivalent students per school year range from 34 to 961.

It is evident that each tribal member has a right to an equal educational opportunity. If a tribe is very small and wished to initiate advanced schooling for its adult members, then the tribe should be provided that opportunity, especially if it is isolated. It is irrational for state or federal officials to arbitrarily mandate a minimum enrollment before recognizing a college.

10. Adult basic education, career education, vocational education, as well as academic and cultural education are emphasized in varying degrees by the diverse tribes.

11. Accreditation dependency appears to be a universal problem. Colleges inability to recognize tribal emminent persons as "competent" or "qualified" is an impediment. Many non-Indian colleges have difficulty with accepting tribal languages as valid.

12. There are varying stages in the assumption of policy control.

After the establishment of the first Indian controlled college, Navajo Community College in 1968, numerous other tribes began to plan for their own higher education programs. They have grown like Topsy.

In October of 1972, the Planning Resources in Minority Education program supported by Western Interstate Commission for Higher Education (WICHE) hard monies, contacted the directors and/or presidents of Navajo Community College. D–Q University, Sinte Gleska Community College, Lakota Higher Education Center; the planners for the Sisseton-Wahpeton, Standing Rock and Turtle Mountain Chippewa tribes and educational personnel from the Institute of American Indian Arts, Haskell Junior College and Southwest Indian Polytechnic Institute, with the purpose of convening these groups for a planning meeting.

One major objective of this meeting was to discuss ways that the OE–Bureau of Higher Education, particularly Title III-Developing Institutions, could become more responsive to Indian higher education. The office of American Indian Affairs in the Health Education and Welfare-Office of Education helped to arrange a Washington, D.C. meeting and to bring in concerned OE-Bureau of Higher Education, particularly Title III-Developing Institutions, could become more responsive to Indian higher education. The Office of American Indian Affairs in the Health Education and Welfare—Office of Education helped to arrange a Washington, D.C. meeting and to bring in concerned OE-Bureau of Higher Education officials and members from the tribes who needed transportation. WICHE also assisted with expenses. The participants requested that the Director of Planning Resources in Minority Education (PRIME) prepare a proposal to develop a consortium that would serve the existing Indian colleges and that would be submitted to Title III and Title IV–D.

In December of 1972, at the Phoenix, Arizona office of the Navajo Community College, the proposal was modified and accepted and mutual agreements were made to form the American Indian Higher Education Consortium. An attorney, from the Native American Rights Fund, assisted in the proposal revision and drafted the by-laws and constitution of the new organization. AIHEC subsequently received grant monies from Title III and Title IV–D and established offices in Denver, Colorado in July of 1973.

Since 1972, numerous tribes have been assisted by PRIME in planning higher education programs. Tribes have been assisted in conducting planning and feasibility studies, in staff development, in curriculum development, in accreditation searches, accreditation negotiations, in proposal writing and grantsmanship techniques and in other supportive services.

In 1972 and 1973, PRIME focused much of its attention on the tribes in North Dakota, South Dakota and Nebraska by assisting them with planning and early development of colleges. Recent efforts of PRIME have been directed toward the tribes in Alaska, Montana, Washington, Arizona, and Michigan.

Beginning in Fiscal Year 1973–74, the Cheyenne Consulting Corporation, an Indian organization, under a two-year grant from the Fund for the Improvement of Postsecondary Education conducted a feasibility study for the initiation of a University and Research Center of the Northern Plains. Tribes in North Dakota, South Dakota and Montana were systematically interviewed at the Council and district levels. The principal investigators report that the data strongly supports a need and desire for a localized program to meet the postsecondary needs of the tribes. Another finding is that alternative educational modalities are needed.

Most institutions of postsecondary education that have been approached appear to be willing to provide accreditation to reservation educational programs. There are very few exceptions. The exceptions are those colleges that are committed to on-campus study. One northern university refused a tribal request to bring accredited courses to the reservation on the grounds that Indian people need to be on-campus and exposed to the academic and predominant society's life style.

Often, tribes must conduct a search or "shop around" until they find an institution that is willing to meet tribal educational priorities.

RECOMMENDATIONS

All existing Indian controlled colleges, tribes planning colleges and the Indian higher education community must meet to plan for the future of Indian post secondary education. The Bureau of Indian Affairs and the Office of Education—The Bureau of Higher Education and the Office of Indian Education should co-sponsor and attend such a meeting. The proliferation of Indian colleges must be considered as well as adequate and equitable funding, accreditation and other issues that tribes need. Technical support in developing their higher education programs is a vital concern that must be addressed.

Such programs as Title III, Title IV–D, Title IV, FIPSE, etc. must continue to support and expand programs for Indian colleges. Other programs such as Teacher Corps and the Center for Minority Mental Group Health, Title VII, the Bureau for the Education of the Handicapped, and the Office of the Gifted and Talented, the National Institute of Education must provide funding for the support of Indian colleges.

Indian colleges will continue to develop. Higher education should not be an expanding wedge between the Indian/Alaskan Native student, and the rest of society. It can become a bridge that persons of several cultures can learn to cross.

Senator ABOUREZK. The next panel is panel No. 3, member institutions of American Indian Higher Education Consortium led by Thomas Atcitty, president of the consortium and also of Navajo Community College.

Mr. Atcitty, would you introduce the other members of your panel so the reporter can have their names?

Mr. ATCITTY. Thank you, Mr. Chairman.

Senator ABOUREZK. I would like to welcome the South Dakota members specifically to this hearing.

Senator BURDICK. I would like to welcome the North Dakota members.

**STATEMENT OF THOMAS E. ATCITTY, PRESIDENT OF THE CONSORTIUM AND NAVAJO COMMUNITY COLLEGE; PHYLLIS HOWARD, PRESIDENT, FORT BERTHOLD COMMUNITY COLLEGE, NEW TOWN, N. DAK.; LOUIS LAROSE, CHAIRMAN OF THE WINNEBAGO TRIBE AND DIRECTOR OF THE AMERICAN INDIAN SATELLITE COMMUNITY COLLEGES OF NORTHEAST NEBRASKA, WINNEBAGO, NEBR.; W. LARRY BELGARDE, PRESIDENT, TURTLE MOUNTAIN COMMUNITY COLLEGE, BELCOURT, N. DAK.; STEVE BALDY, ACTING PRESIDENT, HEHAKA SAPA COMMUNITY COLLEGE, D–Q UNIVERSITY, DAVIS, CALIF.; LIONEL BORDEAUX, PRESIDENT, SINTE GLESKA COMMUNITY COLLEGE, ROSEBUD, S. DAK.; THOMAS SHORTBULL, PRESIDENT, OGLALA SIOUX COMMUNITY COLLEGE, PINE RIDGE, S. DAK.; JAMES SHANLEY, PRESIDENT, STANDING ROCK COMMUNITY COLLEGE, FORT YATES, N. DAK., ACCOMPANIED BY DAVID GIPP, EXECUTIVE DIRECTOR OF THE CONSORTIUM, AND RICHARD NICHOLS, DIRECTOR OF ACCREDITATION OF THE CONSORTIUM**

Mr. ATCITTY. Thank you, Mr. Chairman. My name is Thomas E. Atcitty and I am the president of the American Indian Higher Education Consortium and Navajo Community College. I would like to introduce the panel members.

To my immediate right is Larry Belgarde, president of Turtle Mountain Comunity College.

Senator ABOUREZK. Can I ask you to start at that end for the reporter's benefit. She is going to have to keep track of everybody.

Mr. ATCITTY. To my far right is Ms. Phyllis Howard, president of Fort Berthold Community College in New Town, N. Dak. To her left is Mr. Louis Larose who is director of the American Indian Satellite Community Colleges of Northeast Nebraska and is also chairman of the Winnebago Tribe.

To his left is Mr. Larry Belgarde, president of Turtle Mountain Community College in Belcourt, N. Dak. To my left is Mr. Lionel Bordeaux, president of Sinte Gleska Community College in Rosebud, S. Dak. And next is Mr. Thomas Shortbull, president of Oglala Sioux Community College in Pine Ridge, S. Dak.

Next is Mr. Steve Baldy who is acting president of the Hehaka Sapa Community College of D–Q University in Davis, Calif. At the far end is Mr. James Shanley, president of Standing Rock Community College at Fort Yates, N. Dak.

Thank you, Mr. Chairman, for the opportunity of appearing before you this morning. I would like to read the summary of our testimony which you have with you.

The American Indian and Alaska Native colleges in the 1960's and 1970's emerged from a need for community-oriented education, the thrust of self-determination and a growing awareness that existing higher education efforts were not effective at a local reservation and/or community level.

Social unrest in the United States during the past decade resulted in an intense examination of values, lifestyles, social attitudes and institutions. The growth in numbers of students, especially minority students, in American universities was concurrent with a search for innovative, and responsive, that is "relevant," educational models.

The community college concept was seen as an efficient and adaptable avenue for higher education service delivery. Community colleges differ from 4-year institutions, in that they fulfill specific community needs and individual student career goals. They have (1) close linkages to local industry, business, and government; (2) career-oriented curricula.

Indian and Alaska Native communities exercising their rights to self-determination, adopted the community college concept to unique community, that is tribal, needs. Substantial differences in the service population included lower educational achievement levels, and undeveloped or limited reservation economies. Beyond this, the tribes realized the necessity of full community involvement.

If education was to be effective, it had to reach and be accountable to the "grassroots" Indian. Indian control and participation at all institutional levels was required.

The Indian-controlled community colleges of AIHEC are, with one exception, located on Indian reservations; that is, basically rural base. Their board of regents, or board of directors, are Indian. A major proportion of the administration and faculty are Indian. Their student bodies are mostly Indian, and the average

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student age is 25 to 30 years. The curriculums reflect cultural contributions and philosophies. The colleges are innovative in instructional methodology and service delivery. The majority of these colleges are less than 4 years old and are small and developmental.

Other aspects of the American Indian Higher Education Consortium colleges include the following:

(1) The colleges are tribally chartered and thus fall under tribal authority, and Federal trust responsibility. Public Law 93–638, the Indian Self-Determination and Educational Assistance Act, instructed the Secretary of Interior to provide "* * * a specific program, together with development and administration of Indian-controlled community colleges * * *." Public Law 93–638, title II, sec. 203.4.)

(2) The colleges actively reinforce Indian and tribal traditional culture, language, history, and values.

(3) The colleges are structurally adapted to tribal socioeconomic and geographic features. Navajo Community College and Hehaka Sapa Community College-D.Q. University are centralized campuses with community outreach programs. The other colleges utilize the dispersed learning centers approach with a centralized administration and classes in existent public facilities in several communities.

The functions and accomplishments of the AIHEC colleges include the following:

One: They act as bridges to off-reservation institutions by offering courses in GED, and remedial education.

Two: They are developing new educational materials and methodologies. Indian or tribal specific texts are being developed for the teaching of Indian languages, Indian ritual and religion, Indian history and culture. Ultimately, a bilingual approach is envisioned for the teaching of all subject matter in the native languages.

Three: They provide skills training for local industry, business and resources development. Among developing new programs are Navajo Community College's health careers and human services program, and their emergency medical technicians program; the Sinte Gleska College psychological institute; the Oglala Sioux Community College tribal laws, treaties, and Government curriculum; courses in community agriculture education, range and livestock improvement, farm management, and so forth.

Fourth: Their courses are utilized by other community and public agencies. Indian studies and language courses are used as orientation and training for non-Indian public school teachers and medical personnel.

The viability, vitality and success of these institutions is demonstrable, but their existence is endangered by lack of sufficient, substantive and stable financial support. In answer to expanding needs, and a chronic lack of human and financial resources, the Indian-controlled colleges formed the American Indian higher education consortium to build support for themselves and other Indian and Alaska Native colleges.

The AIHEC colleges, on their own initiative and upon invitation by congressional people, sought to develop legislation for sup-

port of their schools. In hearings on Public Law 93–638, the Indian-controlled community colleges recommended an authorization for the Secretary of Interior to grant planning, developmental, and operational funds for the member colleges of the consortium.

Mr. Frankel this morning alluded to a study that was made by the consortium. This study was made to obtain data at two different levels: (1) Institutional data under 12 categories specified by the Bureau of Indian Affairs; and (2) data pertaining to local community attitudes about reservation-based Indian-controlled higher educational centers and related issues.

The survey completed in late August 1975 covered a total of 30 American Indian and Alaska Native communities. Out of this total, 15 operational colleges were surveyed. Two of these did not meet the Indian-control criteria. Another 15 sites were surveyed as projected Indian community college locations.

The Bureau, however, had not by October 2, 1975, fulfilled its responsibility to provide a specific program and detailed legislative recommendations. Instead, the five volume AIHEC survey report was submitted to Congress. While the AIHEC report suggests various legislative and BIA program options, it lacked the authority and specificity that was the task of the Bureau to develop from the data supplied in the report.

In pursuance of his interest in the four consortium member colleges located in South Dakota, Senator James Abourezk introduced Senate bill 2634 on November 6, 1975.

Mr. Chairman, we have some recommendations to make with respect to the bill that was introduced.

Senator ABOUREZK. Mr. Atcitty, I am going to instruct the subcommittee staff to very carefully study all of those recommendations and to work with you directly on how these recommendations can be best incorporated into the legislation.

What I would like to do is just ask you to submit the recommendations for the record. I think the staff has some questions that we would like to ask you at this point, rather than hear you read the recommendations at this time.

Mr. ATCITTY. Thank you.

Mr. STRONG. I have some questions for you, Mr. Atcitty. If the colleges take the recommendation of the administration, that of using tuition money to cover the cost of operating the schools, what would be the charge to your students?

Mr. ATCITTY. Presently our institutions are leaning upon the fact that many of our people in the community cannot afford to pay tuition. I think this is a picture that is generally true across the country where an enormous amount of student aid is made available to established colleges and universities, so that for the general population there are legislative provisions made to assist students in the predominent society, whereas the Indian communities, to which we cater, because of certain constraints, are not eligible for these student assistance programs. So that to rely on tuition to support institutions is not realistic.

I might ask Phyllis Howard to express her experience in that area.

Ms. HOWARD. Mr. Chairman, Senator Burdick and staff, I would like to read a statement on student assistance and financial aid.

The administration's emphasis on providing assistance directed to students rather than educational institutions is unrealistic, unfair, and again inadequate where needs are concerned.

Financial aid to Indian students is unequally distributed and under-budgeted. Moreover, the administration's policy on this issue is grossly unfair to some economic groups of people in America. To expect American Indian students to subsidize their own educational institutions shifts the responsibility, and the moral and legal obligations of the Federal Government onto the shoulders of Indian communities that have no resources to meet these burdens.

In addition, this source of revenues, student tuition or student financial aid would not provide a stable source of operating funds for our schools. For instance, Oglala Sioux Community College if it received all of the tuition moneys which now goes to their cooperating institutions, the student financial aid would take care of only 30 percent of their operating costs.

There is also evidence, in current criticisms, that abuses of student financial aid by students occur at institutions. Any funding cutback in the future would jeopardize the stability we seek for operational costs.

Another example is Fort Berthold Community College of which I am the director. Our students receive only their monies for fees and books, the majority of tuition funds except for a couple of dollars goes to our cooperating institutions. We don't receive any of the tuition payments.

Mr. STRONG. Could I ask if any of the Indian community colleges receive any State aid at all?

Mr. BELGARDE. Speaking for Turtle Mountain Community College we receive no State aid and have been informed we are not under State jurisdiction. It would be highly unlikely we would be eligible for any State aid of any sort.

Mr. STRONG. The Navajo Community College is receiving special funds now. How is that working out? Are they receiving sufficient funds?

Mr. ATCITTY. To be truthful and frank, not very well. We have—the Congress I think, congressional representatives are all aware that every since the law passed, Public Law 92–189, that Navajo Community College had to come back and request for add ons. This has made it very difficult for the college to not only plan for developing a stable institution, but even to plan for the future. So that this is—this has been most difficult for us in terms of this special legislation.

Funding has not been adequate to assure us of successful operation.

Mr. STRONG. I have one last question. The administration feels that this legislation would not require the Indian community to be responsive to the needs of that Indian community. They feel that programs they administer now are more responsive. I wonder if we could get your feeling about their opinion of colleges not being responsive under this legislation.

Mr. BORDEAUX. Could you repeat the question, sir?

Mr. STRONG. I say the administration feels that this legislation would not require the Indian community colleges to be responsive to their respective Indian communities. They feel that the programs they administer now require more responsiveness. That was in their testimony in what they were saying about this morning.

How do you feel about their position?

Mr. BORDEAUX. They are stating that in order to provide qualitative work, that what they have in existence now, they are recommending that they go with these rather than community colleges. I guess I am still not clear. Maybe somebody else has a better answer.

Mr. ATCITTY. Mr. Larose.

Mr. LAROSE. I was appalled at their statement saying that we could not provide the kind of quality education that they deemed necessary. I would like to challenge them on the kinds of quality education that they provide at their three major schools—at Haskell, SIPI and the other one—because I know a lot of tribal members who leave the reservation, who go to Haskell until they get kicked out. They will go to SIPI until they get kicked out. Then they will go to Santa Fe. And they just make the circuit, and in 3 years they will be eligible to go back to Haskell again.

I think that kind of education model that we have witnessed indicates that their system is not working. I don't know why they are getting on us. I think we ought to take a very close look at how much it costs them to educate a student at Haskell or SIPI. What is the cost per student ratio.

We have an approximate student ratio of 2,500 hours per year on student on FTE. Now what does it cost? I would like to see an analysis that would compare. Because we operate on the premise that we don't take the students away from the reservation. We try to reverse this by bringing teachers to the reservation and bringing teachers to the reservation and bringing them into the classroom where Indian students are. We think that is a cheaper, more efficient method of educating members of our tribe.

So I don't—I have not accepted their premise that they are providing quality education.

Mr. ATCITTY. I would like to also answer the question with the fact that I think the Indian communities, especially—I can speak for the Navajo Community College, the Bureau historically has denied various approaches to education. For instance, bilingual education. In our experience we were punished for using our language. It was the Indian who asked for this approach to education.

Rough Rock brought in the concept of bilingual education on the Navajo. Now we have bilingual education across the country through various legislation. It was the Indian communities, the Navajo Community College again here sought to answer the need for higher education programs in the Indian communities. Because of the need there, the Navajo asked for a higher educational institution to be located there.

So I think that the Indians have begun to exert themselves in self-determination by developing programs historically not available through the Federal agencies such as the Bureau of Indian Affairs.

Even today the Bureau of Indian Affairs has not established any type of a program to address the need in providing assistance to higher education. They have higher education in Haskell and other postsecondary schools and yet in their own structure they don't have a way of addressing this area of need.

So we feel that we are in the better position and have records to indicate that we are addressing and are responding to the needs of our communities.

Mr. STRONG. I have another question. The administration this morning feels that section 5A of the bill waives the minimum standards and waives the standards that have been required already. I understand that that was not the intent of the bill. Can you respond to that?

Mr. ATCITTY. In our recommendation we are addressing that area. I would like to read as a possible paragraph that that would be included. We recommend that the language in section 5A be deleted and replaced by the paragraph, eligibility for authorizations under this act shall not supplant eligibility to receive Federal financial assistance under any program authorized under the Higher Education Act of 1965 or any other applicable program for the benefit of institutions of higher education, community colleges, or postsecondary educational institutions. Assistance under any program authorized by the Higher Education Act of 1965 or any other applicable program shall be supplemental to assistance authorized under this act. The member colleges of the American Indian Higher Education Consortium do not advocate or support the elimination of minimum statutory eligibility requirements for institutions participating in the Federal education programs.

Our concern is that we not be denied eligibility where we qualify.

Mr. LAVIS. Mr. Atcitty, you made reference a minute ago about your funding difficulties with the Bureau of Indian Affairs.

This morning Mr. Frankel spoke very highly and very supportive of something called a band analysis system.

My question to you is, and to any other member of the panel who would care to respond, is the band analysis system an appropriate method for determining levels of support for a community college or is the band analysis system really a matter for the tribe itself?

Mr. ATCITTY. Mr. Lavis, with respect to the Navajo Community College in our experience with the Bureau of Indian Affairs the band analysis is or was introduced subsequent to the passage of Navajo Community College Act. I thought we had arranged a very workable agreement between the BIA and the college with respect to our funding process. They did not work. I see the same type of an arrangement through the band analysis. I have expressed this concern at the area level and to the budget people here and in the Bureau, that we had a small example of a band analysis with the Navajo Community College and it has not worked to date.

How can we expect the thing to work on a broad scale with many tribes? We are therefore attempting to pursue that Navajo Community College be placed outside of the band. We feel it has been used against us. We have also raised the question whether the

Bureau is willing to add additional money because of the legislation of the Navajo Community College Act, so that the other programs that the Bureau historically has provided for education on the Navajo Reservation do not suffer.

And we have not received that guarantee that we will be—that the same amount of money will be always made available to the Navajo Community College. It would be up to the Navajo Tribe to see who suffers at the local level. This is our concern with respect to the band analysis. We feel it is not going to work. It has not worked, and it is not going to work in our case.

Mr. LAVIS. Would you welcome language in the bill to exempt Navajo Community College and other community colleges from the band analysis system?

Mr. ATCITTY. I believe so.

Senator ABOUREZK. Senator Burdick.

Senator BURDICK. I have just one or two short questions directed to Phyllis Howard and Larry Belgarde. Have you contacted the Board of Education in North Dakota for assistance?

Mr. BELGARDE. I have not met with them for awhile. Unfortunately my last conversation with the assistant commissioner of education was very hostile. He hung up on me. I was at that point submitting a title III grant and we came to a disagreement about the amount of need. He specifically wanted to cut out one of the instructors I thought was vitally necessary. When I insisted I thought he was still needed he hung up on me. That was the last conversation I have had with the board of higher education.

I did have one very humiliating experience with them about a year ago when I was meeting with them and with our cooperating institution. They insisted that Turtle Mountain Community College did not exist, that we should never refer to it as that—that we should take care of our people—and this was the entire relationship I had with the board and the staff at this point.

I have not met with them for a couple of years, because again the institution we assist to provide services feel that it is their responsibility to speak to the board of higher education. I have not been invited to attend their meeting.

Senator BURDICK. When did they arrange this jurisdiction argument?

Mr. BELGARDE. This was when we met with the staff people of the assistant commissioner for higher education again, and it was felt that this—this was 2 years ago.

Senator BURDICK. Do other members of your panel in their States—do they get State support? In other words, universities don't get any State support?

Mr. BORDEAUX. Sir, in South Dakota I feel that Sinte Gleska College has a favorable relationship with the board of regents, but when it comes to funding the college, any type of State commitment for funds, there is absolutely none or very little support. We were able to get in on State appropriated funds that authorized $90.000 to the Indian studies program at Black Hills State College and the University of South Dakota.

Basically, through our relationship with these schools we approached the respective presidents of each institution and requested that they fund a staff member out of this $90,000 for our institution.

Fortunately, due to our working relationship, Black Hills State did give us $12,000 for this year and the University of South Dakota gave us $14,000 for a staff position this year. Through the adult education department of the State, we were able to get $9,000 from them this year.

Senator BURDICK. That was part of their institution?

Mr. BORDEAUX. Right. There is no type of legislative support known on behalf of our college.

Senator BURDICK. I might ask this of the chairman and the staff. Do you have any breakdown here, any summary of what the Federal Government is now paying for transportation, for housing, for tuition, for Indian schools outside their territory? Do you have a breakdown on that so that you can lay that against what the requests are in the present community colleges? Do we have anything like that?

It might be helpful in meeting some of the objections of the Department.

Senator ABOUREZK. We don't have that, but I think it is a good idea.

Mr. ATCITTY. I believe we have some good information in our main testimony. There are comparative figures with the three federally operated institutions—Haskell, SIPI, and IAIA in Santa Fe. There is a gross difference.

Senator ABOUREZK. Are there any more additional statements anybody wants to make.

Mr. ATCITTY. Mr. Chairman, I might just qualify our position with respect to those three federally operated institutions. We by no means want to be derogatory with respect to the funding and operation that they have. I think they have done some good and we don't want you at their expense to ask for legislation.

I would like to, Mr. Chairman, if you would ask for a short comment from Tom Shortbull of Pine Ridge.

Senator ABOUREZK. All right, Tom?

Mr. SHORTBULL. First off, Mr. Chairman, I would like to express my thanks to Senator Abourezk for his help he has given to us. We basically feel there are a number of reasons for congressional assistance. One of those is the Indian treaties.

The Indian Treaty of 1868 as a basis of trust responsibility for the Federal Government. There is simply no tribal or State money available to us. This is another need for Federal assistance. Especially at Pine Ridge. We feel that we are a vehicle for change. You know the situation at Pine Ridge. We feel we act as a neutralizing force. Maybe we can be one of the vehicles for Congress to take action to solve those problems at Pine Ridge.

We don't say we have all the answers, but there is the slightest chance that we may be of some assistance. I think there is a need for congressional assistance.

Senator ABOUREZK. We took care of a lot of these problems last month.

Mr. SHORTBULL. We hope that works out, Senator Abourezk. Second, we are aware that Congress cannot fund every Indian tribe that wishes to start a college. We don't think there is that much money available. However, our position at Pine Ridge is that Congress should fund those institutions that are viable in providing service to the Indian reservation.

If Congress is to fund these organizations, they may wish to establish criteria that establishes the institutions' viability. The following are some of the viability standards that Pine Ridge has stated.

One, that there be Indian control.

Two, that there be a majority of Indian enrollment.

Three, that there be an adequate student population to sustain an ongoing college.

Four, community size—that there by an adequate community size that would assure that it would be ongoing for the future.

Five, that the institution be in existence for a period of time to evaluate it as to whether or not it would continue to grow.

It is within this framework we feel Congress can justifiably fund Indian community colleges. The data you have, from the institutions you heard from is from institutions in developing stages who are petitioning Congress to fund them, we feel that those colleges are in initial stages of development and should utilize title III of the Higher Education Act for some development moneys until they reach a stage of viability or become established community colleges. We prefer to use those vehicles. When they reach the stage that we are at, these institutions on this table, that is where we think they should receive permanent funding by Congress.

That is basically what we are asking for, Mr. Chairman. We are asking for permanent and adequate funding. BIA has said that we have existing funding sources, but those funding sources do not exist. For tuition at Pine Ridge, we ought to bill the Bureau for $75,000. They only have $10,000 available to them, so we will lose $65,000 in tuition. So tuition cannot benefit us.

Through the Snyder act, we only receive $200,000. We feel we need an additional $750,000 to operate. So I think clearly the record is we need more funding and that it be permanent.

Mr. ATCITTY. Mr. Chairman, I would like also to ask Mr. Bordeaux to make a short statement.

Mr. BORDEAUX. I will confine my remarks to the Snyder act, which I heard so many glowing things about this morning. I guess I have been reading the wrong act, and surely have been talking to the wrong people, because I was led to believe that the Snyder act was pretty well dead as a contracting authorization. Especially in the eyes of OMB and BIA.

I am glad to have made this particular trip, because I see that the Snyder act is alive and well here in Washington. I just hope they can convey the same interpretation back to our local agencies.

But the difficulty that we have had with the Snyder act, and there are only two institutions here of the consortium who utilize the Snyder act. As I understand it, there are two other institutions, as previous testimony has stated that also use the Snyder act.

Mr. Senator, we have been in this since 1966. It took us 5 years before we received dollar one from the Bureau, and it was only after some long, continuous and difficult times in trying to get the solicitor general's opinion as to whether we could use the Snyder act or not.

Finally, around 1971 we did. We received approximately $40,000. Thereafter, the Snyder act yielded only $200,000 which to date, is still the level of funding that we receive from the Bureau. Every year, as you are aware, we go back for supplementals. Each year we are turned down.

We have always asked in the area of $500,000 to $600,000. We heard the band analysis mentioned earlier. The band analysis should be thrown out. It is a detriment to Indian colleges, to any upstart institution or program, because it confines itself to a 5 percent increase of funding. Any time you have an upstart institution you need capital above and beyond that which the nature of the band analysis can provide, and, also that which the tuition plan they are talking about can provide.

Yes, if we had buildings and adequate staff, then maybe tuition could cut it. I have my doubts though. I seriously doubt that tuition could handle it even then.

I know the danger of the band analysis today. We have been in that band analysis since 1972 and to no avail. We have yet to receive even our own local line item in the budget at the BIA. We have always been told by OMB and by BIA up here, do not place yourself in the line item because then you are vulnerable. You are conspicuous. Allow yourself to be hidden in the career development line item of your agency. This is necessary because you don't have legislation.

All right, so we have, but to what end? $200,000, again which is 25 percent of our total budget. The rest we must get out, and scrape and scrounge for the major portion of the $600,000 to $800,000 additional we have been operating on from year to year.

In 1974 we were cut out completely. At the end of fiscal year 1974 Sinte Gleska College lost its BIA funding. Sandy McNabb, through his assistance pulled us back in, but at that time we were told that we did not have specific legislation, that OMB would not accept the Snyder act authorization at that time because it did not address itself to our type of institution. That is why I am very puzzled this morning because all of a sudden the Snyder act comes to life.

Recently the BIA area office personnel told me that Public Law 93–638 would supersede the Snyder act. Therefore we could not use the Snyder act anymore, rather, we must now use Public Law 93–638. So I wish somebody would uncross their wires and get their message straight so that we out in the field can understand exactly who and what we are dealing with.

Senator ABOUREZK. I thought you knew who you were dealing with.

Mr. BORDEAUX. Sometimes I am still puzzled. Every time I come to Washington there is a new angle thrown at me. I guess basically my concern is that for sure we need specific legislation, not only for ourselves, but for the upstart colleges, and colleges in Alaska. They all need feasibility study money. They need developmental money.

Those of us who have been in existence for so long we desperately need operational money, we need capital money. I guess basically what it amounts to is the fact that without specific legislation we get into something that the United States went into when it went into the Vietnam War based on an unpopular document called the Gulf of Tonkin Resolution. We all know the consequences of that particular resolution. I hope to hell the Indian colleges don't have to suffer the same fate because they are also being pushed towards some kind of an existing broad, ambiguous legislation that does not address itself to Indian colleges, namely the Snyder act. Let the Indian-controlled colleges have their own official identity through specific legislation. Thank you.

Senator ABOUREZK. Thank you.

Mr. LAVIS. I was very impressed with your articulation of the band analysis problem. It is a particular problem for us in Arizona. Let me just ask you one other question.

Who determines for your college the amount of money to be allocated in the band analysis? Does the tribe determine that, or do you determine that?

Mr. BORDEAUX. We determine our need and the tribe concurs but it has been a lesson in futility. The BIA doesn't take our request seriously. Although, we do have a letter from the Commissioner to the local BIA agent telling us that if it is a tribal desire then we should be on the band analysis. But unfortunately the local agency and the area office kicked the fiscal responsibility back to Washington and said that until such time they allocate or appropriate extra amounts of money specifically for the college then we can only go with that which is given to the agency's regular educational budget which is endorsed by the tribe, and through which we obtain our annual $200,000 for operational support.

Mr. LAVIS. So in the spirit of Indian self-determination you don't participate in the band analysis?

Mr. BORDEAUX. No. If we were allowed to, it still would not do us any good. The very nature of the band analysis prohibits sound fiscal planning.

Senator ABOUREZK. I would like to thank all of you for an excellent presentation. We appreciate your contribution very much.

Mr. ATCITTY. Mr. Chairman, I would just like to add one statement here with respect to quality that was brought out this morning by both agencies.

Mr. Belgarde here would like to share an experience he had in that respect.

Mr. BELGARDE. One of the things that was mentioned was—I would like to specifically address myself to the Office of Education's testimony that we are currently eligible for all programs, and thus there is no need for special legislation.

I think the Office of Education fails to realize what the eligibility criteria really says. One of the chief means they use to judge the quality of an institution is whether that institution is accredited. We were aware of this.

Any funds that are expended on the reservation currently have to come through an accredited institution. Thus Turtle Mountain Community College has no funding bases of its own, but only shares

as an assisting agent with other colleges who will provide courses on the reservation.

My board became aware of this and recommended to me that I pursue accreditation, which I did. Because virtually every program, as I say, in the Office of Education requires you to be accredited or a candidate for accreditation. The results were that I sent a status study to the North Central Accreditation Association and was refused candidacy because they said "you have no funding base."

So basically the situation we are in is this. We cannot get a funding base from the Federal Government because we are not accredited. We cannot get accreditation because we have no funds.

Senator ABOUREZK. That is identified as "Catch 22."

Mr. BELGARDE. I believe so, sir. I have read the book. Specifically the letter did commend us on our excellent status report and said at such time we receive a funding base they would welcome a reapplication.

So I hope with 2634 perhaps a funding base could be achieved.

Thank you.

Senator ABOUREZK. Thank you. Once again I want to thank all of you very much. It is an excellent presentation.

Mr. ATCITTY. Thank you, Mr. Chairman.

[See appendix I, for additional material submitted by the American Indian Higher Education Consortium.]

Senator ABOUREZK. The last witness will be Dr. Tirrell who just wants to submit his statement and make one brief comment.

Dr. Reaves Nahwooksy has already submitted his statement in support of the legislation.

Dr. Tirrell.

## STATEMENT OF DR. JOHN E. TIRRELL, VICE PRESIDENT FOR GOVERNMENTAL AFFAIRS, AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Dr. TIRRELL. Thank you. There is a statement for the record. The two sentences are: Our association represents 1,000 2-year colleges in all parts of the United States. On February 6 our commissioner on governmental affairs very carefully studied this legislation and had a unanimous resolution to support S. 2634.

Thank you.

Senator ABOUREZK. Thank you very much. We are very grateful. It is a good endorsement.

[The prepared statements of Dr. Tirrell and Dr. Nahwoosky follow:]

STATEMENT OF DR. JOHN E. TIRRELL, VICE PRESIDENT FOR GOVERNMENTAL AFFAIRS, AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Mr. Chairman and members of the Subcommittee, my name is John E. Tirrell. I am Vice President for Governmental Affairs of the American Association of Community and Junior Colleges, which represents 1000 two year institutions that last fall enrolled over 4,000,000 credit students. I am speaking before you today with the full support of the Association's Commission on Governmental Affairs, which at its meeting on February 6, 1976, approved a resolution for the concept of federal support to Indian community colleges.

Such support is consistent with other actions of the Association. For example, we supported the development and passage of P.L. 92-189, supporting Navajo

Community College, and know that this aid has materially helped that college. Also, since 1972 the Association has had special projects promoting educational opportunity for American Indians. One aspect of the projects involved concentrated effort to assist community colleges generally in improving their services to Indian students. This was a consciousness raising effort and it did successfully help the colleges understand American Indian students and develop programs better suited to their needs. Another aspect of the project has provided administrative internships in community colleges to American Indians interested in leadership careers in this field.

As a matter of interest I might note that Office of Civil Rights statistics for Fall 1972 (the latest figures that seem to be available) indicate that the total undergraduate American Indian student population was 32,234. Of these, 11,770 are listed as attending two-year institutions—that is about one third of the total. This figure includes enrollments in Indian-controlled two-year colleges as well as in community colleges generally. The P.L. 93–638 Indian community college survey indicates that full time equivalent enrollments in these colleges for 1974–75 approximated 1,488. Thus it is clear that AACJC's concern for the quality of education offered to American Indian students must extend to all two-year institutions. We also believe that there should be a cross-fertilization between Indian-controlled and (for want of a better term) majority-based community colleges. We would frankly not like to see a situation where all American Indians attend Indian-controlled colleges. We believe that both types of colleges have substantial contributions to make—to students and to the nation. And we believe that both the Native American sudents and the majority students benefit from contact with each other.

However, these remarks should not be taken as opposition to legislative support for Indian-controlled community colleges, which we are here to support. Consistent with our belief that community colleges should be community-based and responsive to the needs of their communities, and our belief that diversity in education is beneficial to all, we believe that Indian-controlled community colleges, located on reservations or other places accessible to Native American students are an appropriate part of the mix.

The situation of Native Americans in this country is unique. The problems they confront on a daily basis cannot be compared with any other group of Americans. They are the most disadvantaged, as any set of statistics will demonstrate. America has not done well by its Native population. The current assertiveness of the Native American groups is serving to call attention to their problems and to draw diverse groups together to work toward improving the situation. The development of Indian-controlled community colleges is a part of this trend, in which the Native Americans are grappling with their problems themselves, trying to improve the quality of life in an Indian setting, respectful of their own customs and belief systems. Integration into majority society should not be forced on the American Indian; for some, it has not worked. The development of a viable social and economic life on reservations and other Native American environments should be a national goal, providing a workable option for those who want it.

This is where the Indian-controlled community colleges come in. They can be conveniently available to Native Americans in their own environments, with educational programs geared to the elementary and secondary educational backgrounds of their students. They can help preserve the Indian heritage while providing education for effective relationships with majority society and occupational training based on realistic job possibilities. And most importantly, these determinations can be made by the Indians themselves, rather than being based on others' interpretations of their needs.

Now, since one of the American Indians' chief problems is that they are not very well funded, obviously external support is needed to assist them in the needs assessments, prior planning, and establishment and operations of these colleges. The proposed legislation would provide this assistance.

We have been in touch with some of the Indian groups and understand that they plan to propose some changes in S. 2634. As we understand these changes, they would broaden the base of the bill making aid available not only to the already established colleges listed in S. 2634 but to others that may develop in the coming years. Also the specific mention of the American Indian Higher Education Consortium (for providing technical assistance) would be deleted in favor of a more inclusive term covering other organizations with similar purposes which may provide technical assistance to colleges not presently members of this particular Consortium. Additionally, program

administration would be under the Department of the Interior rather than the Commissioner of Education, which is viewed as more in keeping with traditional federal-Indian relationships. These changes seem to us both wise and just.

In conclusion. Mr. Chairman, let me repeat that the American Association of Community and Junior Colleges strongly supports this legislation. We hope that it can be moved through Congress with appropriate dispatch and that the much needed aid it proposes will indeed become available to the Indian-controlled community colleges.

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STATEMENT OF DR. REAVES NAHWOOSKY, ON BEHALF OF BACONE COLLEGE, MUSKOGEE, OKLA.

In the absence of an opportunity to present a statement in person, the following testimony is submitted to the hearing on Senate Bill 2634 of the Committee on Interior and Insular Affairs with an earnest plea that the members give their careful attention to this data. This is presented on behalf of Bacone College, a private, two-year liberal arts college with programs in the Humanities, Liberal Arts, Mathematics, Physical and Life Sciences, Nursing, Applied Arts, Health and Physical Education and Social Sciences.

We applaud the overall intent of Senate Bill 2634 to provide grants to "Indian postsecondary educational institutions," but urge that the references to the ten specific "Indian community colleges" be eliminated from the final draft of the bill. This is so because the bill, if enacted in its present state, eliminates from consideration for such grants an institution such as Bacone College, which continues to serve Native American students as it has served them for over ninety-five years.

Perhaps some history of Bacone's involvement in Indian higher education is in order here. The antecedent to Bacone College was begun in a one-room schoolhouse in 1880 at the Cherokee Baptist Mission in Tahlequah, Oklahoma. This makes Bacone, which was then known as Indian University, the oldest continuing center for higher education in Oklahoma. By the end of the first year, the school had outgrown its facilities with fifty-six students and two faculty members. An appeal was made to the Creek Tribal Council; land in excess of one hundred and sixty acres was deeded by the Council to the school for educational purposes; and the college moved to its present site in Muskogee in 1885. In 1910, it was renamed for its founder and first president, Almon C. Bacone. Since the early days in which the college operated its entire program out of a single building made possible by a ten thousand dollar gift from John D. Rockefeller, much growth and progress have been made to accommodate the growing needs of the student body and today the campus includes thirty-four buildings on two hundred and thirty acres.

While Bacone now serves students from all ethnic backgrounds, the main thrust continues to be to serve Native American youth with their unique needs. The current year's student body includes 318 Native American students which represents over 57 percent of the total. In addition, minority students other than Native Americans comprise another 13 percent of the student body. The strength of the program of the college is indicated by the fact that students come from a wide geographic area. Currently nineteen states and a combination of eighty-six Indian tribes are represented among the student body.

Bacone College is incorporated under the laws of the state of Oklahoma, and accredited by the Oklahoma State Regents for Higher Education and the North Central Association of Colleges and Schools. It is governed by a self-perpetuating Board of Trustees of thirty members, nine of which are Native Americans. While affiliated with the American Baptist Churches, U.S.A., it is like all other ABC-related colleges, completely autonomous and free of church control.

Charles D. Holleyman was elected by the Board of Trustees in 1974 as the first Indian President of Bacone. A graduate of Bacone, he brings to the presidency a unique knowledge and understanding of American Indian youth, for he, a Creek himself, came to Bacone as a young man and faced many of the same problems that students are still facing today. Before coming to Bacone, Mr. Holleyman served as teacher in the public schools, a high school principal, and superintendent of schools for a large school system in Oklahoma. In addition to Mr. Holleyman, the Dean of Students and thirteen other faculty and staff members of the college are Native Americans.

Within Bacone's curriculum, current course offerings specifically oriented to cultural identification for Native Americans include Indian Art, Indian Humanities, Indian Oratory, Contemporary Indian Affairs, American Indian History, Silversmithing I and II, and Jewelry I and II. Further, because cultural differences often mean different learning patterns, a developmental program which assists those students with academic problems is fully operational. Another special feature of the college is its nursing program which allows students to earn the associate in arts in nursing and to qualify for the examination for the Registered Nurse license. A new nursing education facility which is to be completed in April, 1976 will greatly enhance this increasingly popular program. Federal aid through a matching fund grant was of incalculable assistance in erecting this building.

Cultural activities which focus on Native American heritage include the choir which performs in native dress and incorporates Indian sign language into its programs, the Native American Indian Dancers (NAID) who engage in the beautiful and meaningful dances of their people, and the Indian Club whose purpose it is to convey information and foster awareness of the affairs of Native Americans. This group also sponsors several pow-pows each year and hosts Indian dinners.

It is clear that there is no other institution in the United States that shares Bacone's long history of service in Native American higher education. Supported completely by private funds for the first eighty years of its life, Bacone made provision for its Indian students all those years when neither the Bureau of Indian Affairs (BIA) nor other federal agencies had any interest in higher education for Native Americans. It was not until the late fifties that any federal aid flowed to Bacone and then it was in the form of student aid. The first BIA grants were carried by students to private colleges in the late sixties and, when coupled with other forms of federal student aid, afforded students the opportunity to choose a college like Bacone.

Beyond student aid, the amount of federal support available to colleges like Bacone has been limited. The College has received since 1969 some Title II, Title III and Title VI grants, in addition to National Science Foundation grants and these, while relatively small, have been of inestimable value to the educational program of the college. At the same time the cost of educational programs, such as those at Bacone which stress individual learning, have risen astronomically and increased federal support has not been forthcoming.

The Indian community colleges listed in Senate Bill 2634 are limited to three major geographic areas: the Dakotas, the Pacific Southwest, and Nebraska. Because of its Oklahoma location, Bacone College serves a large geographic area which these colleges do not touch, and one which encompasses a significant Native American population. Even in those areas served by these Indian community colleges, Bacone continues to attract large numbers of students because of its reputation for a quality education which takes seriously the particular needs of Native American students.

It is our conviction that Senate Bill 2634 has tremendous potential for providing assistance to institutions which are committed to providing "continued and expanding opportunities for Indian students to pursue a course of post-secondary educational study." We affirm the direction planned in the present draft of the bill to provide grants for "planning and development of educational programs and activities, basic operational costs, employment of instructional and administrative personnel, curriculum development, student services, and community service program . . .," but strongly object to the exclusion of institutions beyond the ten Indian community colleges named.

We are concerned that careful guidelines be developed to restrict the grants to those institutions which have demonstrated "adherence to stated goals and/or philosophy and/or plan of operation which primarily serves American Indian communities" and which have a "majority American Indian enrollment" as stated in House Bill 11220. However, we urge that the bill not be drawn to exclude the funding of private institutions which meet those criteria. The best public good is going to be accomplished if assistance is granted to both public and private institutions whose goal it is to serve the higher education needs of Native Americans.

Senator ABOUREZK. The hearing is adjourned.

[Whereupon, at 12:05 p.m. the hearing was adjourned.]

# APPENDIXES

## Appendix I

Documents Submitted by American Indian Higher Education Consortium

71-843 O - 76 - 11

# American Indian Higher Education Consortium

INTRODUCTION

Mr. Chairman and Honorable Members of the Subcommittee and Committee:

In behalf of the ten member institutions of the American Indian Higher Education Consortium, I should like to extend our appreciation for being invited to appear before the Subcommittee today. I am Thomas Atcitty, President of the Consortium and the Navajo Community College at Tsaile, Arizona.

As indicated, some of the representatives of the member institutions are here on the panel. Each of these panelists are active Indian educators and are presidents or directors of their respective schools.

To my right is:

Phyllis Howard, President of Fort Berthold Community College at New Town, North Dakota;

Louis LaRose, Tribal Chairman of the Winnebago Tribe and Director of the American Indian Satellite Community Colleges of Northeast Nebraska at Winnebago, Nebraska;

W. Larry Belgarde, President of Turtle Mountain Community College at Belcourt, North Dakota;

Steve Baldy, Acting President of Hehaka Sapa Community College at D-Q University near Davis, California;

To my left is:

Lionel Bordeaux, President of Sinte Gleska Community College at Rosebud, South Dakota;

Thomas Shortbull, President of Oglala Sioux Community College at Pine Ridge, South Dakota; and

James Shanley, President of Standing Rock Community College at Fort Yates, North Dakota.

Two other member institutions of this Consortium are Cheyenne River Community College, Eagle Butte, South Dakota and the Sisseton-Wahpeton Sioux Community College at Sisseton, South Dakota.

Mr. Chairman, we are requesting that the full text of our written testimony, which includes an overall Consortium statement and ten institutional narratives with supportive addenda, be included in the written record, since this day marks the first time any public hearings have been held on "Indian-controlled community colleges."

If permissible, I will present a summary of the Consortium statement and recommendations, followed by a brief institutional summary by each of the panelists. The colleges not represented here have also submitted written testimony for the record.

For those unaware, the American Indian Higher Education Consortium (AIHEC) was founded by six schools in late 1972, being formally organized in the Spring of 1973. Since that time we have added four member institutions and are considering adding new schools. AIHEC has served as a mechanism for self-improvement among the member institutions and as a means of strengthening our efforts in providing community-based education to our respective and diverse Tribal populations. While our ten-person staff is located in Denver, Colorado, the member schools are in five different states. The Consortium staff concentrates in curriculum development, human resources, research and data, financial resources, accreditation and other general assistance for the schools.

Each member institution is represented in the Consortium through its local college president or chairman of the board of regents. Although we have an associate membership for those institutions which may have advisory boards, any postsecondary or higher education institution may become a full

voting member if it meets the following conditions:

1. It must be a subdivision of a tribal government or an American Indian or Alaskan Native community or has been formally endorsed by a tribal government or an American Indian or Alaskan Native community;
2. It must be governed by an all American Indian or Alaskan Native board of directors or regents;
3. It must primarily serve American Indian or Alaskan Native communities; and
4. It must have a majority of American Indian or Alaskan Native students.

American Indian and Alaska Native Colleges emerged on the educational scene during the late 1960's and early 1970's. Much of the impetus behind their evolution grew out of the need for community oriented education, the thrust of self-determination and an awareness among Native American leaders that existing routes of higher education simply did not meet the needs of people at the local reservation and/or community level. These communities, in general, can be characterized as being isolated from the mainstream of American life: geographically, economically, socially and culturally.

Previous efforts aimed at improving conditions for Indian and Alaska Natives through higher education had some inherent deficiencies and therefore were not fully effective in terms of local impact. The need for consideration of alternative approaches became increasingly clear and represented a challenge to be met based on the Indian and Alaska Native experience. Tribal leaders around the country responded to this challenge and began to explore such approaches, including the concept of locally based higher education centers commonly referred to as community colleges.

Over the decades since about 1920, community colleges in the United States received relatively modest recognition as a significant educational development until the 1960's when their growth and proliferation increased dramatically. As everyone here knows, this was a time of intense examination of American values, lifestyles, social attitudes and institutions, including education at all levels. Riding the crest of this wave of heightened awareness, the community college came into its own.

Community colleges are different from four-year institutions and should not be evaluated on the same criteria. Their goals are primarily to serve the

needs of a specific community and the personal career or educational goals of their students in a practical way. They perform tasks consistent with a community's needs. Ideally, the have close linkages with local industry, business and government, and have the capability of orienting their courses to fields in which their students are likely to find jobs. And despite a definite focus, they are not constrained by centuries of western European educational tradition; thus, they are free to exist as innovative and responsive learning centers.

It was predictable therefore that American Indian Tribes and Alaska Natives would eventually be attracted to this flexible concept of post-secondary education which is easily adaptable to the needs of their home locales. And although community colleges in the larger American society served as conceptual prototypes, some significant variations and adaptations pertaining to the philosophical base and rationale underlying Indian community colleges should be taken into consideration.

The phenomenon of Indian and Alaska Native community colleges represents a tangible example of self-determination, particularly within the context of Indian (or Alaska Native)-controlled higher education endeavor. Beyond that premise, however, they are rooted in more fundamental precepts and conditions endemic only to that segment of American society which is directly descended from the aboriginal inhabitants of this land. This distinction is highly relevant in that what we are discussing today would probably not be necessary if the American Indian and Alaska Native experience was not so different from other peoples in the United States throughout history up to the present time.

It might be useful to touch on the concept of "community," for instance, from an Indian perspective. This concept as perceived by Tribal

peoples is far more encompassing than the typical notions of community held by most Americans. Among Indians, "community" is the basis for individual self-awareness. Identity is based on participation in and knowledge of the traditional life of the "community" as embodied by the Tribe. The Tribe is perceived as a natural and sacred group with commonalities in language, kinship, religion, social organization and government. The Tribe is further related to the land-base in an holistic bond. The land-base known to each Tribe as their reservation is what is left of the sacred trust and responsibility. The Tribe's relationship to the continent was formalized before the founding of this nation.

An Indian is a citizen of his Tribe, and not just another "ethnic" American or member of a minority group. This is the basis of his relationship with the federal government. The Indian perception of "community" is further differentiated by reservation existence. Beyond linguistic, social and cultural differences, substantial differences exist in comparative economic and educational achievement. The annual per capita income for the United States as a whole is $3,700. On the Navajo Reservation this figure is $735. On the Rosebud Sioux Reservation annual income per family is $3,423. On the Pine Ridge Oglala Sioux Reservation over half (63%) of the Indians live in households where the annual income is below $3,000. Among Full-Bloods, this figure goes up to 81% as compared to 47% for Mixed Bloods. These are but three examples.

Unemployment ranges on the reservations, from 63-60% on the Omaha, Santee and Winnebago Reservations served by the Nebraska Satellite Community College to 26% on the Rosebud Sioux Reservation. Commonly, among the other communities our colleges serve, it falls around 40%.

The average educational achievement level for the nation stands at 12 years. On the Navajo Reservation this figure is at 5 years, at Rosebud it is at 8.3 years. Among the other reservation communities, the average educational achievement levels is between 8 and 9 years.

When one relates the term "community college" to general American education, one is usually referring to an institution that is tied into local industry, business and government. When we refer to an "Indian-controlled community college", we are talking about an institution that is tied into an undeveloped or limited local industry or business, and also a form of government that is different from the city, county and state forms common to most Americans. Because of the endemic poverty environment, the communities served are also skills and resources development starved. If our people are to take advantage of economic and community development programs, the skills needed must be supplied. This is not to say that the Indian colleges are based only on vocational-technical or career educational curricula. Far from this, their curricula offerings are broad. It is the aim of the colleges to provide the individual student with an awareness of himself, his various psychological strengths and weaknesses, and also the societal, cultural and political forces, that condition his environment and his response to it.

The Indian-controlled community colleges were founded on a commonality of needs, among them to provide higher education to segments of reservation and Indian communities traditionally neglected. The main precept behind the founding of these colleges has been "Indian-control". In line with this, the ten colleges of the Consortium all have several unique features in common. With one exception, all are located on Indian reservations. The Board of Regents or Directors are Indian people. The majority of their administrators and faculty are Indian people. Their student bodies are

mostly Indian and represent both young and older adults and leaders from the community. The curricula reflect cultural contributions and philosophies, as well as academic requirements. They are innovative in instruction, methodology and delivery of educational programs. Finally, the majority of these institutions are less than four years old and are unique, small and developmental.

Each of these points contain other specific concerns that should be clarified. The fact that these colleges are on Indian reservations infers that they fall basically under the expanding definition of tribal jurisdiction and the authority of the Bureau of Indian Affairs. Relevant to this fact is the recent passage of Public Law 93-638, also known as the "Indian Self-Determination and Educational Assistance Act", which gives Tribes expanded authority and control over their basic institutions, including education. This is an area of special concern and involves more specific delineation of the rights and authority of Indian Tribes, relative to the authority of federal and state governments. Although most of our colleges are incorporated in their respective states, they are established under charters from their respective Tribes. Significantly, we feel that their success is based on the basic difference from the other higher education institutions or programs which have previously been on reservations. The criteria of total Indian-control must be a basic tenet for developing successful and relevant legislation.

Another unique aspect of the AIHEC schools is their active reinforcement of Indian and tribal culture, language, history and values in their respective communities. While American educational institutions derive

mainly from an empiricist tradition, the Indian colleges are incorporating this tradition within their own holistic traditions and methodologies. Our schools are involved in the preservation of mythological, cultural and tribal heritage and committed to the reconstruction of history and the analysis of contemporary issues from an Indian and tribal perspective.

Another feature is that each school is structurally adapted to tribal socioeconomic and geographic factors. While Navajo Community College and Hehaka Sapa Community College at D-Q University have central campuses, their outreach programs also account for a considerable proportion of their student bodies. The other colleges primarily utilize the Dispersed Learning Centers (DLC) concept, which basically entails a centralized administration with classes offered in extent facilities in different communities. Oglala Sioux Community College offers courses in ten communities; Sinte Gleska Community College in nine Dispersed Learning Centers; Fort Berthold Community College and Nebraska Satellite Community Colleges each have three designated Dispersed Learning Centers; Standing Rock Community College offers courses in two Dispersed Learning Centers.

Among the many functions of our schools is that they act as bridges to off-reservation institutions. Because of various social and cultural factors, an astounding drop-out rate exists for Indian students attending off-reservation institutions. The colleges have helped to curb this figure. By offering courses in GED, remedial English, mathematics and reading, the other basic learning skills, these schools provide access for those students failed by the Bureau of Indian Affairs or public schools. Further, they provide an opportunity for students to work at their own rates and levels without fear of failing.

In furthering the concepts of Indian self-determination, our colleges are demonstrating considerable efficiency over other past programs. In utilizing more tribal persons in administrative, faculty, tutorial and student services areas, they are demonstrating that Indian participation and control are both viable and essential.

Perhaps the most resourceful area of growth has been in development of educational materials. Because of the severe lack of teaching materials that are tribal-specific, the lack of language texts, a lack of information on arts and crafts areas where expertise has been limited or lost, etc., the Indian colleges have had to develop these as curricula evolved. This has resulted in the revitalization and contemporization of native language, culture and ritual. In creating educational delivery systems that reach more isolated and rural areas, these colleges also reach the more traditional, full-Blood Indians. In this capacity they are bridging cultures and cultural institutions.

In addition, these colleges provide skills training for the growth of industry, business, and resource development. Our schools are involved in new and exciting curricular and programmatic activities. Navajo Community College has a Health Careers and Human Services program aimed at training mental health workers, alcoholism workers, social workers, etc., as well as an Emergency Medical Technicians training program. Sinte Gleska College, through its Psychological Institute, utilizes Lakota Medicine People and incorporates traditional methods in providing on-going therapy and counseling. Oglala Sioux Community College offers courses in Tribal Laws, Treaties and Government on the Pine Ridge Reservation. It is their feeling that

explosive political confrontation can be prevented with more knowledge about tribal government of the authority and powers of a tribe.

In line with this, almost all the colleges have courses on Tribal and Indian Law, or other legal issues. Often these courses are utilized by other public agencies. Indian Studies and Language courses are often used as orientation and training for non-Indian teachers and medical personnel.

The curricula at these rural colleges invariably includes Community Agriculture Education, Range & Livestock Improvement, and Farm Management and other similar courses. Often, these are taken by local ranchers and farmers, as well as younger students.

As indicated, the functions of these colleges are expanding as a result of their communities' growing expertise in utilizing them as tools for social change. These institutions are further involved in the identification of needs not previously dealt with such as programs for the adult-handicapped and disabled, for the mentally retarded and exceptional children, etc. The tremendous need for these institutions to maintain and expand their programs and functions has led them to promote communication and cooperation among themselves. Because of the ever expanding needs, and a chronic lack of both human and financial resources, the American Indian Higher Education Consortium, came into existence. The many objectives of our Consortium centered on building support for the efforts of American Indian and Alaska Native Tribes to develop their own post-secondary educational programs and institutions and to expand existing operations. Initially efforts were made to identify the existing sources of assistance which could be tapped, and to identify various programs and agencies of the federal government and to examine established legislation. The net conclusion was that available sources of developmental

assistance were basically limited or inconsistent with the need for definite and stable funding for the operation, development and improvement of these Indian-controlled community colleges.

The member colleges, as early as the Autumn of 1973, then decided to explore the possibility of legislation which would reflect a clearer, more specific authority on which such developmental assistance could be based.

The initial strategy was to amend Title II of P.L. 93-638, "The Indian Self-Determination and Education Assistance Act," then Senate Bill 1017. In subsequent hearings on S. 1017, the Consortium was representated by Mr. Lionel Bordeaux, President of Sinte Gleska Community College and at that time, President of the AIHEC Board of Directors, and Mr. David M. Gipp, Executive Director of the AIHEC Staff. The testimony submitted by Mr. Bordeaux recommended that the above Title include an authorization for the Secretary of the Interior to grant planning, developmental, and operational funds for the member colleges of the Consortium.

At that time, the kinds of institutional data needed to make reliable operational, facilities and maintenance cost estimates had not been fully developed by most of our member colleges, at least in terms of standardized approaches, formats and formulas. The mean level of planning and budgeting among most of the colleges was minimal and related mainly to the availability of funds to meet critical short-range needs for survival. This fact led to efforts to modify the planning and budgeting process to better fit the existing kinds of data and the limited previous systems approaches. In March 1975, a meeting coordinated by Mr. Perry Horse, AIHEC Director of Research and Data, was held to facilitate planning and budgeting based on academic program offerings. This system presented follows the standard conventions and practices most recently recommended by national organizations working in

the field of planning and budgeting.

The validity of any sophisticated planning and management approach is dependent on the availability and validity of the data used as variables including population and economic growth, rates and trends; educational attainment levels and trends, economic social and cutural needs identification. Since this kind of data related specifically to local higher education needs did not exist at that time among most of the AIHEC college communities, the approach was directed at a more basic level of coordinating existing data and devising needs assessments to elicit unavailable data. The need for planning among the Consortium schools was also discussed within the context of obtaining data for use in the justification of legislation for Indian-controlled community colleges. During 1973 through 1975, AIHEC has been contacted by various Congressional committees as the most visible representative of Indian-controlled community college movement and has been invited several times to submit testimony or written statements to these committees on various aspects of higher education, vocational education, community colleges and Indian education. Interest within Congress had grown, especially among those legislators whose constituency included areas served by the Consortium schools. These legislators generated continued requests for institutional and administrative data on present operations and future needs.

Concurrent with this activity was the enactment in January 1975, of Public Law 93-638 with a provision under Title II, Section 203.4, which instructed the Secretary of the Interior (through the Bureau of Indian Affairs) to prepare a "specific program together with detailed legislative recommendations, to assist the development and administration of Indian-controlled community colleges." Up to that point, the Bureau's familiarity with the Indian-controlled community colleges seemed to be largely limited to the issue

of student financial aid. The Bureau does not systematically grant operational and developmental funds to any post-secondary institutions other than those it operates which include: Haskell Junior College in Lawrence, Kansas; the Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque, New Mexico; and the Institute of American Indian Arts (IAIA) in Santa Fe, New Mexico.

The Bureau of Indian Affairs, however, administers P.L. 92-189, the Navajo Community College Act, and provides some supplemental monies to Sinte Gleska Community College and Oglala Sioux Community College through its field administrative offices in South Dakota. Otherwise, the Bureau's involvement with the Indian community colleges is insubstantial.

In order to obtain the necessary information and data on which to base its P.L. 93-638 report and recommendations, therefore, a contract was issued by the BIA to the Consortium in May 1975, to do a survey of "operational" and "projected" Indian-controlled community colleges.

Essentially, this study was designed to obtain data covering two general areas: 1) Institutional (or planning) data under twelve categories specified by the BIA: and 2) data pertaining to local community attitudes about reservation-based Indian-controlled higher education centers and related issues. The survey, completed in late August 1975, covered a total of thirty (30) American Indian and Alaska Native communities. Out of this total, fifteen (15) operational colleges were surveyed; two of these did not meet the Indian-controlled criteria. Fifteen (15) other sites were surveyed as "projected" Indian community college locations; two of these had not developed any substantive plans for establishing community colleges.

Because of the Consortium's involvement in the BIA-sponsored survey, there was concern among the AIHEC leadership about the lack of a substantive

response to the mandate of P.L. 93-638 based on the data gathered. The Bureau had not, by October 2, 1975, fulfilled its responsibility to provide a specific program and detailed legislative recommendations in support of the development of Indian-controlled community colleges. Instead, the Bureau simply submitted to Congress the five-volume survey report prepared by AIHEC. While the Consortium report suggests various legislative and BIA program options, it lacked the authority and specificity, that was the task of the Bureau to develop. BIA officials indicated an apparent problem in reconciling the mandate of P.L. 93-638 with policies of the Executive Branch in terms of restrictions placed on the federal bureaucracies from generating any new programs which might entail the need for significant increases in appropriations.

Faced with this seeming impasse, the Consortium staff and member colleges renewed efforts to call attention to the needs of Indian community colleges in terms of operational and funding support. At the request of Congressional members and staff, written statements and/or verbal briefings were provided concerning the colleges' operational and developmental problems.

Recognizing the need for all the above described activity to be translated into positive supportive action, and in pursuance of his interest in the four Consortium member colleges located in South Dakota, Senator James Abourezk introduced Senate Bill 2634 on November 6, 1975.

However, there are some aspects of Senate Bill 2634 that are inconsistent with the objectives of the AIHEC institutions. Historically, legislation and appropriations affecting American Indians or Native Alaskans has been referred to the Department of the Interior, Bureau of Indian Affairs,

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where the mechanism for service delivery to Indian tribes already exists. The familiarity of the Bureau of Indian Affairs with Indian tribal governmental structures and the problems of providing educational services to isolated Indian populations would seem to make them an obvious choice for authorization for S.2634.

Furthermore, we realize that we are in the forefront of a movement among American Indian and Alaska Native Tribes to assume more control of their destinies, and that Indian people must assume responsibility for the quality of their lives. This realization prompts us to stress "Indian-control" and not only the "Indianness" of an institution, whether that is defined by the fact that Indians are being served or that the content of research and instruction is Indian-oriented. Among the members of the American Indian Higher Education Consortium, an "Indian-controlled community college" means an institution of higher or postsecondary education that fulfills the following criteria:

A. a subdivision of a tribal government or an American Indian, Eskimo, or Alaska Native community or has been formally endorsed by a tribal government or an American Indian, Eskimo, or Alaska Native community;

B. an institution which is governed by an all American Indian, Eskimo, or Alaskan Native board of directors;

C. an institution which has demonstrated adherence to stated goals and/or philosophy and/or plan of operation which primarily serves American Indian, Eskimo, or Alaskan Native communities and which has been in operation for not less than six months;

D. an institution which has a majority American Indian, Eskimo, or Alaskan Native enrollment;

E. an institution which is accredited by a nationally recognized accrediting agency or, if not so accredited is an institution:

(a) with respect to which the Secretary has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose of which this determination is being made, that the institution will meet the accreditation standards of such an agency or association within a reasonable time or

(b) whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited.

Also, we feel that since the responsibility for determining eligibility will rest with the Department of Interior, that a mechanism be developed to insure the provision of quality education by the institutions responsive to the needs of an Indian constituency. Traditionally, peer institution evaluation, as demonstrated in the accreditation process, should address this factor. However, present accreditation agencies do not totally provide this assurance as indicated by the fact that Indians are not being justly served by the majority of accredited institutions. Peer Indian institution evaluation, such as our own membership review procedures, do provide such assurance. Recognition by, or membership in, an organization such as AIHEC insures a periodic review of the educational benefits provided constituent tribes by their colleges.

In the AIHEC community college survey, thirteen (13) institutions were identified as "operational" and "Indian-controlled" community colleges. These included the ten (10) member colleges of the Consortium:

American Indian Satellite Community Colleges, Winnebago, Nebraska
Cheyenne River Community College, Eagle Butte, South Dakota
Fort Berthold Community College, New Town, North Dakota
Hehaka Sapa College at D-Q University, Davis, California
Navajo Community College, Tsaile, Arizona
Oglala Sioux Community College, Pine Ridge, South Dakota
Sinte Gleska Community College, Rosebud, South Dakota
Sisseton-Wahpeton Sioux College, Sisseton, South Dakota
Standing Rock Community College, Fort Yates, North Dakota
Turtle Mountain Community College, Belcourt, North Dakota

In addition, three other colleges were identified as fulfilling these criteria. These are the Tanana Chiefs Land Claims College and Inupiat University of the Arctic, both in Alaska, and the Lummi School of Aquaculture in Washington. Thirteen (13) other tribal communities were identified as "projected sites", that is, planning is in progress by those American Indian or Alaska Native Tribes for the development of their own local higher education centers. The scope, strength and viability of this movement is even stronger.

Furthermore, the figure of $75 million in Senate Bill 2634 was computed on a formula that determined per pupil cost and operational figures for thirteen colleges. Since additional colleges may be able to qualify under the developed criteria for inclusion in this legislation, the above figure does not provide an accurate estimate of the appropriation costs. An open-ended figure, based on budget requests and operational costs of eligible colleges, would take into account the additional number of colleges that may qualify under this legislation.

Any legislation enacted should provide support for other tribes that have "Indian-controlled" community colleges. Under the trust responsibility of the United States, American Indians and Alaska Natives have a right to

education. However, this should not mean that every tribe should have its own college.

This legislation should take into consideration the fact that not every reservation will have the population or the resources to support a community college. Wherever feasible, such colleges should be supported, but, where the establishment of such colleges is not possible, these studies may be able to recommend alternative methods of providing higher education services to the population. For instance, Nebraska Satellite Community Colleges is responsible for providing educational services to three tribes. Therefore, it is necessary to build a mechanism to provide funds for feasibility studies to assist tribes in assessing their own unique situations and develop planning in a most efficient manner.

Efficiency may also be served by having a number of resources available to tribes in the area of technical assistance from Indian educational organizations.

The American Indian Higher Education Consortium, although sponsoring this legislation, recognizes that other American Indian or Native Alaskan national higher education organizations may also be able to provide services to the developing Indian-controlled community colleges. Wherever possible, a college should be able to pick an organization that would be most beneficial to their particular educational structure. By defining AIHEC as a sole resource, this legislation may be limiting the options of Indian-controlled colleges to provide the best possible higher education delivery system.

RECOMMENDATIONS

AIHEC observes and recommends the following on Senate Bill 2634:

1. That the authorization for S.2634 be changed from Commissioner of Education to Secretary of the Interior, since the latter has trust responsibility to Indian tribes as vested in the Bureau of Indian Affairs. Consequently, wherever the term "Commissioner" appears meaning the Commissioner of Education, the term "Secretary of the Interior" should appear.

2. That in Section 3 (2), and in any subsequent Section where the term "Indian Community College(s)" appears, the term "Indian-Controlled Community College(s)" should appear.

3. That the ten institutions listed under Section 3, Subsection (2) be deleted and replaced with the following criteria for Indian-controlled community colleges:

(A) a subdivision of a tribal government or an American Indian, Eskimo, or Alaskan Native community or has been formally endorsed by a tribal government or an American Indian, Eskimo, or Alaska Native community;

(B) an institution which is governed by an all American Indian, Eskimo, or Alaskan Native board of directors;

(C) an institution which has demonstrated adherence to stated goals and/or philosophy and/or plan of operation which primarily serves American Indian, Eskimo, or Alaskan Native communities and which has been in operation for not less than six months;

(D) an institution which has a majority of American Indian, Eskimo, or Alaskan Native enrollment;

(E) an institution which is accredited by a nationally recognized

accrediting agency or, if not so accredited is an institution:

(a) with respect to which the Secretary has determined that there is satisfactory assurance, considering the resources available to the institution, the period ot time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the prupose of which this determination is being made, that the institution will meet the accreditation standards of such an agency or association within a reasonable time, or

(b) whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited, and

(F) an institution which is recognized by the Indian educational agencies designated by the Secretary as providing assurance of quality education responsive to the needs of the Indian constituency.

4. That the paragraph, "The Secretary is authorized, upon the request of any American Indian, Eskimo, or Alaskan Native community to assist in planning and developing feasibility studies to determine justification to start and maintain Indian-controlled community colleges and to prepare budget requests and to provide funds which will provide services needed to insure successful operation of Indian-controlled community colleges," be inserted into S.2634, as Section 4, Subsection (c), and thus advancing the alphabetical notation of subsequent subsections.

5. That where the term "American Indian Higher Education Consortium" appears, the term "American Indian or Native Alaskan Higher Education Organizations," should appear.

6. That the paragraph, "The Secretary is authorized and directed to establish procedures to insure equitable annual funding for the maintenance and operation of Indian-controlled colleges, taking into consideration such factors as isolation and rural location to determine an annual amount necessary for efficient and effective operation," be inserted into S.2634 as Section 4, Subsection (G).

7. That in Section 6, the figure of $75,000,000 be deleted and reference be made to authorize to be appropriated a sum that will insure continued successful operation of each eligible institution and based on the budget request of such institution. Since the number of eligible colleges cannot be known previous to these hearings, an exact appropriation figure cannot be recommended. However, such appropriation should at least represent cost projections submitted by the thirteen operational Indian-controlled community colleges cited in the Bureau of Indian Affairs Survey of Indian-Controlled Community Colleges.

NOT FOR PROFIT

FILED in the office of the Secretary of State of the State of Colorado

DEC 18 1974

RESTATED
ARTICLES OF INCORPORATION
OF
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

The undersigned incorporators, being natural persons of the age of 21 years or more and desiring to form a non-profit corporation under the laws of the State of Colorado, do hereby sign, verify and deliver in duplicate to the Secretary of State of the State of Colorado these articles of incorporation.

ARTICLE I

Name

The name of the corporation shall be AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM, which shall be a corporation not for profit.

ARTICLE II

Period of Duration

This corporation shall exist in perpetuity from and after the date of filing these articles of incorporation with the Secretary of State of the State of Colorado, unless dissolved according to law.

ARTICLE III

Objects and Purposes

The objects and purposes for which this corporation

is organized and the nature of the business to be carried on by it are as follows:

1. To promote, foster, encourage, and implement programs for the improvement of post-secondary and higher education for American Indians, Eskimos and Alaskan Natives.

2. To promote methods and programs for the training of American Indians, Eskimos and Alaskan Natives for administrative, teaching, and staff positions in institutions of post-secondary and higher education, to establish information centers for post-secondary and higher education institutions upon which those institutions might call for advice and information, to facilitate and encourage the seeking of funds for implementing various of the corporation's programs from government or private sources, and to foster the development of any and all other programs, centers, plans, and ideas which have as their general goal the improvement of American Indian, Eskimo and Alaskan Native higher education.

3. To initiate and carry through, either singly or in joint cooperation with others, programs under federal or state law which have as their goals the development, training and education of persons who are dedicated to the purposes of the corporation.

4. To act as grantee, grantor, contractor, subcontractor, agent or otherwise with respect to the administration of funds

from any source which may be granted to it for operation or supervision of programs and proposals dealing with post-secondary and higher education of American Indians, Eskimos and Alaskan Natives.

5. To take, hold and acquire by purchase, lease, exchange, merger, or otherwise, and to sell, lease, mortgage, pledge, exchange or otherwise deal in real property and personal property of every kind, nature and description and any and all interest therein and wherever situated.

6. To construct buildings or other improvements upon its land or upon the land of others, and to furnish, manage and operate the same.

7. To act as agent, nominee, contractor, trustee or otherwise, either singly or in joint cooperation with others, as fully and to the same extent as natural persons might or could do.

8. In general to carry on any business or activity in connection with the foregoing and to have and exercise all of the powers and rights conferred by the laws of the State of Colorado upon corporations not for profit organized under such laws.

The foregoing clauses shall be construed as objects, purposes and powers, and the matters expressed in each clause shall be in no way limited by reference or inference from the terms of any other clause, but shall be regarded

as independent objects, purposes and powers; the enumeration of specific objects, purposes and powers shall not be construed to limit or restrict in any manner the general powers and rights of the corporation as provided by law, nor shall the expression of one object, purpose or power be determined to exclude another, although it be of like nature but not expressed.

All of the foregoing purposes shall be construed to be exclusively for such public charitable and educational purposes as are within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954 as it is currently and shall hereafter be in force and effect. Nothing herein contained shall authorize the doing of any act which would require the approval of any department of the State of Colorado. No part of the net earnings of the corporation shall enure to the benefit of any individual, and no substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation.

ARTICLE IV

Corporate Powers

The corporation shall have all those powers granted to corporations under the laws of the State of Colorado and any lawful additional powers which from time to time the board of directors may see fit to bestow upon it for

the efficient operation of its business; provided, however, that nothing contained herein shall be construed to empower the corporation to carry on any activity not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954 as it is currently and shall hereafter be in force and effect.

ARTICLE V

Membership

Section A. Regular Members. Any institution of post-secondary or higher education which (1) is a subdivision of a tribal government or an American Indian, Eskimo or Alaskan Native community or has been formally endorsed by a tribal government or an American Indian, Eskimo or Alaskan Native community; (2) is governed by an all American Indian, Eskimo or Alaskan Native board of directors or regents; (3) primarily serves American Indian, Eskimo or Alaskan Native communities; and (4) has a majority of American Indian, Eskimo or Alaskan Native students shall be eligible to be a member of the corporation. Membership shall be granted only upon application by an eligible institution and then only upon the affirmative vote of 100 percent of the members; provided, however, that at such time as the membership shall exceed ten institutions, then membership shall be granted upon the affirmative

vote of 75 percent of the members.

Section B. Associate Members. Any institution of post-secondary or higher education which (1) is a subdivision of a tribal government or an American Indian, Eskimo or Alaskan Native community or has been formally endorsed by a tribal government or an American Indian, Eskimo or Alaskan Native community; (2) has an all American Indian, Eskimo or Alaskan Native advisory board; (3) primarily serves American Indian, Eskimo or Alaskan Native communities; and (4) has a majority of American Indian, Eskimo or Alaskan Native students shall be eligible to be an associate member of the corporation. Associate membership in the corporation shall be granted in the same manner as full membership provided in Section A above. Associate members shall have the right to attend all meetings of the corporation, the right to participate in corporation programs, the right to obtain such information as is available to all members and such other rights as the members or board of directors may from time to time bestow upon them. Associate members shall have no vote at any meeting of the corporation nor any right to representation on the board of directors.

Section C. Member Representation. Each member shall be represented in the corporation by the chairman of its board of regents or board of directors and its

ARTICLE VII

Board of Directors

Section A. Number. The board of directors of the corporation shall be composed of one representative from each member institution. At no time, however, shall there be fewer than three directors. The representative from each institution shall be either the chairman of the board of regents or board of directors of that institution or the executive director or president of that institution. If it shall be impracticable or impossible for the duly selected member of the corporation's board of directors to attend any meeting, he or she shall delegate as his or her alternate with full voting rights the other officer of that institution who by this section is eligible to serve on the corporation's board of directors, or, in the event that the regular alternate is not able to attend a meeting, the regular member may designate in writing a special alternate with full voting rights.

Section B. Authority. The board of directors shall have overall responsibility for the operation of the corporation. It shall set policy and establish goals which are compatible with the purposes of the corporation. The board shall have full authority and power to manage and conduct the business and property of the corporation. It may delegate such authority as it deems appropriate to

executive director or president as its two delegates. Each member entitled to vote shall have one vote at all meetings of members which vote shall be cast as the two delegates may between themselves decide. In the event the delegates cannot agree on how to cast the member's vote, each delegate shall cast one-half vote.

Section D. Withdrawal. Any member or associate member may withdraw from the corporation at any time by submitting in writing a statement of withdrawal. All benefits of membership in the corporation shall cease effective on the date of withdrawal and all monies, property, contracts, and other assistance shall be returned to the corporation or cancelled. The corporation may require an audit of the withdrawing member if it believes an audit to be necessary for any reason.

ARTICLE VI

Meetings

The corporation shall meet at least twice each year in regular meeting of its members during the months of April and October. When possible, the annual meetings shall be held at the campus of a member institution. Special meetings of the members of the corporation may be called by the board of directors at any time with notice as provided in the bylaws.

appointed officers and it may create and designate such standing and special committees as it feels are necessary to effectuate the business of the corporation.

Section C. Executive Committee. The board of directors may elect an executive committee of no more than three directors who may also be officers of the corporation to serve as an executive committee of the board of directors to handle and manage the affairs of the corporation between the meetings of the board of directors. The executive committee shall be empowered to do any and all things, not otherwise proscribed, which the board of directors might do.

Section D. Meetings; Quorum. The board of directors shall meet regularly at least four times each year in January, April, July and October. At any regular or special meeting of the board of directors a quorum shall be a majority present in person of the number of directors then holding office. The chairman of the board of directors shall call a special meeting of the board of directors upon petition of one-third of its members and, in any event, the chairman of the board of directors may call a special meeting of the board of directors at any time he deems it necessary.

Section E. The First Board. The first board of directors of the corporation shall be comprised of the

following persons representing the member institutions listed opposite their names:

| | |
|---|---|
| Thomas Atcitty | Navajo Community College<br>Many Farms Rural Post Office<br>Chinle, Arizona 86503 |
| Stanley Red Bird | Sinte Gleska Community College<br>Rosebud, South Dakota 57570 |
| Gerald One Feather | Lakota Higher Education Center<br>Pine Ridge, South Dakota 57770 |
| Carol Davis | Turtle Mountain Community College<br>Belcourt, North Dakota 58316 |
| Glen Eagle | Standing Rock Community College<br>Fort Yates, North Dakota 58538 |
| David Risling | Hehaka Sapa at D-Q University<br>P. O. Box 409<br>Davis, California 95616 |

These directors shall serve until the first regular meeting of members or until their successors are elected and qualified.

Section F. Procedure. Roberts Rules of Order, revised edition, shall govern all proceedings of the board of directors and the members' meetings unless provisions inconsistent therewith shall be set forth in these articles or bylaws of the corporation, in which case the articles and bylaws shall control.

## ARTICLE VIII

### Officers

Section A. Officers. The officers of the corporation shall be president, vice president, secretary and treasurer.

The offices of vice president, secretary and treasurer may be held by the same individual, but in no event shall the president hold the additional office of secretary.

Section B. Appointment of Officers. The officers of the corporation shall be appointed for one year terms by the board of directors at its regular annual meeting. In appointing the officers of the corporation, the board of directors shall vote by secret ballot.

Section C. Vacancies. Should any office of the corporation other than president become vacant or be declared vacant for any reason the president shall appoint a successor who shall serve until the next regular meeting of the board of directors at which time the board of directors shall appoint a successor to fill the vacancy until the next regular annual meeting of members. In the event the office of president is declared or becomes vacant the board of directors shall elect one of its number to fill the unexpired term of the president.

Section D. Duties of Officers.

1. The president shall be the chief executive officer of the corporation and shall preside at all meetings of members and of the board of directors.

2. The vice president shall preside at all meetings in the absence of the president. He shall perform such other duties as the president and the board of directors may prescribe.

3. The secretary shall keep the minutes of all meetings and maintain all records of the corporation.

4. The treasurer shall collect and receive all monies of the corporation. He shall be the custodian of all corporate monies and shall deposit them in a bank or other depository designated by the board of directors. The treasurer shall have the authority to sign checks on behalf of the corporation and, by vote of the board of directors, shall have the authority to disburse corporate funds for duly authorized purposes. The treasurer shall also be responsible for the day to day financial operation of the corporation and shall devise and promulgate bookkeeping and accounting methods which shall be consistent with requirements of any grants or other donations made to the corporation. He shall also be responsible for setting up and carrying out such audits as may be required by the corporation's grantors or donors or as may be required by the corporation's board of directors. The treasurer shall present a complete financial report at each meeting of the board of directors and of the members.

Section E. Officers Need Not Be Directors. The officers of the corporation need not be directors of the corporation.

Section F. Initial Officers. The initial officers of the corporation who shall serve until the first regular

meeting of the board of directors are:

| | |
|---|---|
| President | Gerald One Feather |
| Vice President | Thomas Atcitty |
| Secretary-Treasurer | David Risling |

ARTICLE IX

Registered Office and Registered Agent

The address of the initial registered office of the corporation is 1506 Broadway, Boulder, Colorado 80302, and the name of the initial registered agent at such address is Scott E. Little. Either the registered office or the registered agent may be changed in the manner provided by law.

ARTICLE X

Distribution on Dissolution

Upon dissolution of the corporation, no person shall be entitled to any distribution or division of its remaining property or its proceeds, and the balance of all money and other property received by the corporation from any source, including its operations, after the payment of all debts and obligations of the corporation of whatsoever kind and nature, shall be used or distributed, subject to the provisions of the laws of the State of Colorado, exclusively for purposes within those set forth in Article III of these articles of incorporation and within the

intendment of Section 501(c)(3) of the Internal Revenue Code of 1954 as the same may be amended from time to time.

ARTICLE XI

Amendments to Articles of Incorporation

These articles of incorporation shall be amended in the following manner: the board of directors shall adopt a resolution setting forth the proposed amendment or amendments and directing that it or they be submitted to a vote at a meeting of members entitled to vote thereon which may be either an annual or a special meeting. Written notice setting forth the proposed amendment or amendments or a summary of the changes to be effected thereby shall be given to each member entitled to vote at such meeting not less than ten nor more than fifty days before the date of the meeting at which the vote on the amendment or amendments will be held. Any amendment to these articles shall be approved upon the affirmative vote of at least two-thirds of the members voting, either in person or by proxy.

ARTICLE XII

Voting Procedures

Any member entitled to vote may vote in person or may vote by proxy executed in writing by the member or by his duly authorized attorney in fact. No proxy

shall be valid after eleven months from the date of its execution unless otherwise provided in the proxy. There shall be no voting by mail.

ARTICLE XIII

Indemnification of Directors

The corporation shall indemnify every director or officer, his or her heirs, executors and administrators, against expenses reasonably incurred by him or her in connection with any action, suit or proceeding to which he or she may be made a party by reason of his or her being or having been a director of officer of the corporation, or at its request of any other corporation of which it is a stockholder or creditor and from which he or she is not entitled to be indemnified, except in relation to matters as to which he or she shall be finally adjudged in such action, suit or proceeding to be liable for negligence or misconduct; in the event of a settlement, indemnification shall be provided only in connection with such matters covered by the settlement as to which the corporation is advised by counsel that the person to be indemnified did not commit such a breach of duty. The foregoing right of indemnification shall not be exclusive of other rights to which he or she may be entitled.

ARTICLE XIV

Bylaws

The board of directors shall adopt bylaws of the corporation which shall be consistent with the provisions of these articles of incorporation and which shall prescribe procedures for the orderly operation of the corporation. The bylaws may be amended from time to time by a majority of the board of directors.

Thomas Atcitty
President

Attest:

Yvonne Wynde
Secretary-Treasurer

I hereby certify that I am the president of this corporation and that these restated articles of incorporation of American Indian Higher Education Consortium include all amendments thereto voted by the members at a regular meeting of members held in Denver, Colorado on October 20, 1973.

Thomas Atcitty

STATE OF Colorado )
) ss.
COUNTY OF Denver )

Subscribed to and sworn before me by Thomas Atcitty this 16th day of December, 1974.

Notary Public

My commission expires:

My Commission expires Jan. 30, 1977

UNITED SIOUX TRIBES
RESOLUTION NUMBER U.S.T.
76-003

WHEREAS, the United Sioux Tribes of South Dakota Development Corporation was established on May 19, 1970, to promote the general welfare, economic development, program development, educational opportunities, and provide assistance to the Indian reservations in the State of South Dakota; and

WHEREAS, there presently prevails a philosophy of Indian self-determination throughout the Sioux Tribes today that calls for educated minds; and

WHEREAS, the need for educated and trained Indian young people to work for reservations, tribal, and Indian related programs is a continuing and growing concern; and

WHEREAS, the need for education and educational services have increased programs that are locally acceptable and tailored to the special educational needs and priorities of Indian students; and

WHEREAS, it is a responsibility of this tribal body to support and encourage these young people in their efforts to obtain an education; and

WHEREAS, no mechanism for formal policy presently exists in the Bureau of Indian Affairs Education Program administrative structure that relates directly to assisting the operation and development of Indian controlled Community Colleges;

NOW THEREFORE BE IT RESOLVED: that this body hereby supports the movement toward Indian and tribally controlled programs, such as that embodied in S-2634 and HR-11220 that will aid Indian students in obtaining higher education degrees; and

BE IT FURTHER RESOLVED: that the United Sioux Tribes encourages and urges the United States Congress and the President of the United States of America to enact such legislation as is necessary to support and operate such Indian-controlled Community Colleges.

CERTIFICATION

WE DO HEREBY CERTIFY: that the United Sioux Tribes passed this resolution with a quorum present at a duly called meeting of the Board of Directors on 20th day of February 1976, at the Holiday Inn Oahe Room in Pierre, South Dakota.

Percy Archambeau, President
United Sioux Tribes

Michael B. Jandreau, Secretary
United Sioux Tribes

STATE OF SOUTH DAKOTA

RICHARD F. KNEIP
GOVERNOR

EXECUTIVE OFFICE
PIERRE
57501

March 2, 1976

Senator James Abourezk
U.S. Senate
Washington, D.C. 20510

Dear Senator Abourezk:

I would like to express my support for S. 2634 which provides for grants to certain Indian post secondary educational institutions (Indian Community Colleges).

As you are aware, we have in the State of South Dakota four Indian Community Colleges. I believe that in addition to providing much needed training and education to Indian young people in their local reservations areas, these institutions are an enhancement to better race relations within our State. Sinte Gleska Community College at Rosebud will graduate five non-Indians this year. Its present student enrollment is 30% non-Indian.

It is my hope that your committee will look favorably upon this important piece of legislation.

Sincerely,

RICHARD F. KNEIP
GOVERNOR

RFK:jrd

# Board of Regents

State of South Dakota
State Capitol
Pierre, South Dakota 57501
(605) 224-3455

MEMBERS
John E. (Matt) Sutton, Jr., Agar, President
Russell Peterson, Revillo, Vice President
Celia Miner, Yankton, Secretary
James J. Dee, Mitchell
Leslie W. Jensen, Hot Springs
David E. Morrill, Sturgis
Vincent J. Protsch, Howard

Commissioner of Higher Education
Robert H. DeZonia, Ph.D.

GOVERNING BOARD FOR
South Dakota State University
University of South Dakota
Dakota State College
University of South Dakota/Springfield
South Dakota School of Mines & Technology
Northern State College
Black Hills State College
School for the Deaf
School for the Visually Handicapped

March 3, 1976

Senator James Abourezk
Chairman, Sub Committee on Interior
and Insular Affairs
Senate Office Building
Washington, D.C. 20510

Dear Senator Abourezk:

I am writing regarding two pieces of proposed legislation being considered by the ninety-fourth Congress: S.2634 and H.R.11220. I understand that you and Senator McGovern jointly sponsor S.2634 and Representative Abdnor has introduced H.R.11220.

Based on what I perceive to be successful efforts involving campuses in the Regents' system of higher education and the Lakota Higher Education Center at Pine Ridge and the Sinte Gleska Community College at Rosebud, I see merit to providing additonal support from the federal government for Indian community colleges. Consequently, the proposed legislation, in my judgment has merit.

Permit me to suggest, however, that the two bills be merged in some way to draw strength from each other. I can see, for example, that accreditation (noted on pages 2 and 3 of H.R.11220) is of crucial importance to assuring a level of quality which will be pursuasive on the Congress for the proposed new funding.

I am aware of the efforts of South Dakota's Indian community colleges to seek accreditation, and I see accreditation as a very real incentive to qualitative developments at each of the community colleges.

I am also suggesting that the Secretary of Health, Education, and Welfare, and the Commissioner of Education be brought into the process through a bill which can gain the united support of the South Dakota Congressional delegation. While I recognize the key role of the Department of Interior and the Bureau of Indian Affairs, I also see a need for coordination with HEW.

I hope these comments are helpful. I will be available for any assistance you may deem necessary.

Sincerely,

Robert H. DeZonia

Robert H. DeZonia
Commissioner of Higher Education

RHD:mat

cc: Representative James Abdnor
Senator George McGovern
Dr. Ronald Reed, Secretary
Department of Education and Cultural Affairs

STATE OF SOUTH DAKOTA
COORDINATOR OF INDIAN AFFAIRS
PIERRE, SOUTH DAKOTA 57501
TELEPHONE (605) 224-3415

March 1, 1976

RICHARD F. KNEIP
Governor

ROCHELLE D. SMITH
Coordinator

Senator James Abourezk
United States Senate
Washington, D. C. 20510

Dear Senator Abourezk:

I would like to express my support for S. 2634, the "Indian Postsecondary Education Assistance Act of 1975".

This bill, if passed, will provide the necessary financial assistance Indian Community Colleges so desperately need. For too long, Indian Community Colleges have been placed on the bottom rung of the Indian Education financial needs ladder. In spite of this, they have annually provided higher education opportunity for many Indians and non-Indians who might never have had that opportunity.

Indian Community Colleges have brought higher education to the local reservation level and placed it within the reach of all Indian people, young and old alike.

Indian Community Colleges have fostered better race relations between Indian and non-Indian by opening their doors to all. Sinte Gleska College in Rosebud, South Dakota will graduate five (5) non-Indians this year. It's present enrollment is 30% non-Indian.

I hope that the Indian Affairs Sub-committee will act favorably upon this important piece of legislation.

Sincerely,

Rochelle D. Smith

Rochelle D. Smith
Coordinator

# TANANA CHIEFS LAND CLAIMS COLLEGE

## 1975-1976

Enrollment First Semester approximately 200

Anticipated Enrollment Second Semester, at least 200

Projected Enrollment, Fall 1976 -- minimum 300
possibly 500

Annual Budget is anticipated to augment by 10%/yr.

Facilities: classroom space is rented in 43 villages

@ $1,500/yr. $64,500/yr.

Sub-regional offices (4) are rented

@ $250/mo. $12,000/yr.

## LAND CLAIMS COLLEGE BUDGET
## 1975-76

TOTAL $347,450

Sources:

Indian Education Act, Title IV
Contracts with BIA and State of Alaska for
Adult Basic Education
Contracts with CETA for village management training

## STAFF (March 2, 1976)

Director
Administrative Asst.
Registrar
Secretary
Five Instructors
ABE Coordinator
Media Coordinator
Engineer ½time
Producer- director ½time
media Specialist

## ESTIMATED BUDGET 1976-77

TOTAL $800,000

Inupiat University of the Arctic

statement to the

Subcommittee on Indian Affairs

## 1. Basic Support

### A. General Need

A good bill providing for approximately one-third of Inupiat University's funding would complete the stable base needed to assure it's survival and healthy growth. Inupiat University was founded on the basis of strong financial support locally, through tuition grants from the North Slope Borough. It has also been approved by the Alaska Postsecondary Commission for receiving state tuition grants offered to students attending private colleges and universities. Federal participation could provide the additional margin needed. The following illustrates immediate needs.

### B. Full-time Students, Cost & Financing

| | 1975-76 | 1976-77(est.) | 1979-80 |
|---|---|---|---|
| Cost per student (approx.) | $7,800 | $8,500 | $10,000 |
| Revenue Sources per FT student: | | | |
| North Slope Borough | 6,000 (77%) | 3,900 (46%) | 3,500 (35) |
| State of Alaska | 1,800 (23%) | 1,800 (21%) | 1,800 (18) |
| Federal Government | 0 0 | 2,800 (33%) | 3,500 (35) |
| Private; special projects; other | 0 0 | 0 0 | 1,200 (12) |

It will be noted that a part of the need results from a decrease in the participation of local funds. Although the North Slope Borough Assembly willingly supported fully the University's launching, they also believe that the Borough's participation should not remain the primary source but should be reduced over the next three to five years until it stabilizes at approximately one-third of the total required. Tuition grants from the State of Alaska are set by the Alaska Legislature, and may or may not be changed; hopefully, the amount will be increased. However, if the Federal Government will participate by providing approximately one-third of the total costs per student, it is anticipated that eight to twelve per cent of needed financing can be raised, by diligent effort, from private sources, special project funding, and other sources if necessary to supplement the State tuition portion.

### C. Part-Time Students, Cost & Financing

The problem of part-time students, which affects most students in the smaller villages, is in some ways a greater problem. Partly this is because

71-843 O - 76 - 14

of increased costs resulting from expenses of transportation and less efficient use of an instructor's time. Partly it is because the Borough's formula for tuition grants does not cover as great a portion of the total costs. Although it is extremely difficult to precisely define costs for part-time students after only a year of operation, the following figures represent the best available approximations.

| | 1974-75 | 1975-76 | 1976-77 | 1979-80 |
|---|---|---|---|---|
| Cost per unit | $500 | $600 | $675 | $900 |
| Revenue Sources, per unit: | | | | |
| North Slope Borrough | 135( ) | 135( ) | 135( ) | 135( ) |
| State of Alaska | 0 | 120( ) | 120( ) | 120( ) |
| Federal Government | 0 | 0 | 325( ) | 325( ) |
| Special Projects | 355( ) | 355( ) | 95( ) | 200( ) |
| Private & Other | | | | 120( ) |

## 2. The Question of Other Minority Colleges

Having been informed the the U.S. Office of Education intends to oppose the proposed legislation on the grounds that if money is given for Indian colleges other minorities will want the same thing, Inupiat University wants to make the following points.

### A. Federal Government Has Unique Relationship To Indians

The Federal Government has a relationship to Indian problems unlike it's relationship to any other group, including other minorities. It is a position well established in law and in the precedents of special legislation for meeting Indian needs. Personnel of the U.S. Office of Education should be fully aware of this difference, and it is incomprehensible that they would advance arguments which do not take it into full consideration.

### B. Geography and Accessibility

Indian colleges and universities are located in rural areas where similar opportunities have not been provided by other institutions of education. Support of these colleges is essential to providing equal education opportunity to Indians living in geographically isolated areas. In general, other minorities are concentrated in urban areas where one or more institutions of higher education are within easy access geographically. In these situations, it is possible to provide for the special cultural and other needs through programs of special studies within an existing institution. Whether this potential is reached in reality is another question, but even the possibility is not available to the Indians served by special Indian institutions. These colleges and universities have, in fact, been developed with great effort to meet a very real and very serious need.

NAVAJO COMMUNITY COLLEGE
Tsaile, Navajo Nation (Arizona) 86556

OFFICE OF THE PRESIDENT

Chairman of the Committee
on Interior and Insular Affairs
Washington, D.C.

Dear Mr. Chairman:

This supportive statement contains a brief description of our reservation economy, our people, and Navajo Community College (NCC). It is an account of the principal factors that call for our College to meet the economic, social, and educational needs of our Navajo citizens -- a challenge that NCC can better meet and reinforce with the resources proposed under the Indian Postsecondary Educational Assistance Act of 1975. It is respectfully requested that this supportive statement, augmented by addenda containing statistical data, be included in the written record of the Senate hearings on this Act.

As dramatic as the establishment of NCC has been, its real goal is attainment of needed education and community service programs for our people, the excellence of which should be a hallmark of every great institution of higher learning. It is not enough to be a good Indian community college, NCC is striving to be one of the very best.

Mindful of its historic mission of instruction, skill training, and community service, NCC will strive for quality. If I may paraphrase Browning, our reach must always exceed our grasp in this effort. We will seek to achieve superiority in each endeavor which S.2634 properly engages us.

I am mindful also of all who have contributed to this school in the past, as well as those of you who serve it well today. In a very meaningful way, you are presiding over the destiny of all our Consortium colleges.

NCC must not only reflect and serve the Navajo Tribe of Indians from whence it springs. It must also reflect the fabric of Navajo society and improve the quality of Navajo lives. It is a sacred trust, to be met with the highest dedication, renewed, enlarged, and passed on to the generations which will succeed us unmarred by failures and undiminished in its intent.

NCC consists of many persons: student, faculty, staff, regents, alumni, and the dedicated and concerned senators and representatives of our Congress. It has vast cultural resources, and the potential of performing much-needed services for our Indian people. Enactment of S.2634 will be living testimony that our efforts and accomplishments of the past have been successful, and that our hopes for tomorrow are brought closer to realization.

Sincerely yours,

Thomas E. Atcitty
President

WRITTEN TESTIMONY SUBMITTED

BY

THOMAS E. ATCITTY, PRESIDENT
NAVAJO COMMUNITY COLLEGE
TSAILE, ARIZONA

Honorable Chairman and distinguished members of the Committee. As President of the American Indian Higher Education Consortium and President of Navajo Community College, I am pleased to submit for your consideration the following written testimony in support of S. 2634, an Act to Provide grants for the Development, Operation, and Improvement of Indian Community Colleges which are designed to insure continued and expanded opportunities for Indian students to pursue a course of postsecondary educational study.

I would like to express my gratitute to you for allowing me to so present our needs and our desires to improve Indian community colleges for your consideration.

Thomas E. Atcitty

SUPPORTIVE STATEMENT

FOR THE RECORD

NAVAJO COMMUNITY COLLEGE progress during the eight years of our existence is a tribute to the dedicated and timely effort and support the Navajo people have received from individuals such as the members of the Senate Committee on Interior and Insular Affairs, and their expert and cooperative staff.

My name is Thomas E. Atcitty, President of Navajo Community College (NCC), and I'm pleased to submit with the overwhelming support of our Board of Regents and our students this request that the "Indian Postsecondary Educational Assistance Act of 1975" (S. 2634), be approved by this Committee and be enacted into law by the Congress as soon as possible. The grants provided by this proposed legislation for the development, operation, and improvement of Indian community colleges are urgently needed as evidenced from the statement which follows, and by those of other member schools of our American Indian Higher Education Consortium.

As NCC grows, we are in a transitional phase, faced not only by all our Consortium colleges, but by all developing institutions of higher learning. This phase is expensive but necessary until we are operating at a point of optimal efficiency. There are services which must be provided to students, faculty, and personnel, regardless of the size of our institution. We are most encouraged that S. 2634 addresses itself to assisting our institutions to continue and to expand opportunities for our Indian youth to pursue a course of postsecondary educational study. By designating necessary funds for the planning and development of educational programs and activities, basic operational costs, employment of instructional and administrative personnel, curriculm development, student services, and community services programs, NCC will be able to provide our young people with such an expanded opportunity for higher education. Just as important, our out-reach programs will enable us to provide the skill training and leadership needed by adult Indian citizens in full conformity with the objectives of S. 2634.

THE RESERVATION ECONOMY AND ITS PEOPLE

The Navajo Reservation encompasses approximately 25,000 square miles (16 million acres), or one-fifth of all Indian lands in the U.S. It extends into the States of Arizona, New Mexico, and Utah. Today, there are approximately 146,000 Navajo Indians who comprise the largest Indian tribe in the U.S. Our average family size is 5.6 persons, and our population is increasing at the rate of between 2.4 and 3.4 percent each year. By the year 2000,only a generation from now, Navajo population is projected as 348,000. The average age of Navajos is 19.6 years, compared with 28 years for the rest of the nation. Thirty-six percent of our Navajos are in the 5 to 18 age range.

Navajo unemployment estimates vary from a low of 35 percent to a high of 65 percent.[1] The situation the Navajo people now find themselves in is that of a traditional society being forced for economic reasons to adapt to the technologically advanced society which surrounds us. The rapid growth of the Navajos, coupled with the current rate at which our land is deteriorating, makes it no longer possible for the majority of Navajos to choose the traditional style of living -- livestock herding -- and, at the same time meet growing demands for an improved standard of living, without extensive subsidization from both within and outside of the Navajo Tribe. (According to BIA figures, more than 40 percent of the Navajo population presently receives some form of welfare.)

Influenced by improving educational opportunities, which have brought with them an enhanced appreciation of economic realities, more and more Navajos are adopting a less traditional way of life in order to share in the benefits of an improved standard of living.

The average number of years of school completed is five years for Navajos, compared with 12 years for the U.S. as a whole. According to the 1970 Census, only 27 percent of the Navajo people over age 18 have completed 12 years or more of schooling.[2] Since less than one-third of the Navajos are high school graduates, one may easily see why the "community" NCC serves must include a large number of adults without previous formal schooling who wish to make their contributions to the improvement of Navajo life through NCC community or outreach programs. Lack of present sufficient funding to expand NCC's programs of community service and outreach has prevented us from implementing much-needed efforts in this direction.

The educational gap referred to above is directly reflected in the average income of the Navajo which is now at the level prevailing in many underdeveloped countries, rather than at a level even approaching that of the average non-Indian American.[3] Where the annual per capita income for the U.S. as a whole is about $3,700, that of the Navajo is estimated at only $735 (1970 Census figures). In other words, the average person in the U.S. has approximately $2,950 more to spend on food, clothing, shelter, and education than the Navajo. Poverty is extensive among the Navajos. Approximately 65 percent of the Navajo people had incomes below the official U.S. poverty level as of 1969. This is starkly visible in the quality of Navajo diet, housing, health, and unfortunately -- education.

One obvious means of coping with these difficulties is to provide a realistic Indian education at the elementary, secondary, and postsecondary levels to bring Navajos up to an equal footing

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[1] Attachment 1 - Changing Composition of the Navajo Economy

[2] Attachment 2 - Navajo Social Indicators

[3] Attachment 3 - Widening Gap Between U.S. and Navajo Personal Income (Per Capita)

with the rest of the nation. We are greatly encouraged that the goals set forth in S. 2634 will help us fulfill the objectives of the kind of postsecondary education we believe essential in overcoming the social, economic, and educational handicaps which now hamper our efforts to provide such expanded opportunities.

The Chairman of the Navajo Tribal Council, Peter MacDonald, said in his opening address to the Council in 1976, that if young Navajos are to take advantage of the business and industrial development opportunities presently taking place in our Reservation, they will have to acquire the necessary skills to do so. The Navajo Nation looks to NCC to provide the education and training programs which can equip Navajos to qualify for employment opportunities created by increasing industrial and business development. Until such educational programs are available in sufficient number, Navajo human resources will remain underemployed, while our physical resources (coal, oil, gas, uranium) will continue to be exploited for the primary benefit of the non-Indian. NCC is ready to meet this challenge, but we must look to legislation such as S. 2634 to provide us with the necessary tools to accomplish the required job.

The following are the parameters and assumptions within which Indian postsecondary educational policy making and planning are taking place at NCC:

1. The Navajos are a dependent, low-skilled group with limited economic, social, and educational options.

2. Despite a strong traditional orientation among the people, NCC must provide for their increasing educational needs.

3. We must do so with limited income at the present time.

4. We have not yet succeeded in adequately developing Navajo educational facilities to provide the Navajo with the skills he requires to improve his economic and social condition.

5. NCC has inadequate funding resources available at present to provide for urgently needed eductional and community service programs on any other than a stop-gap basis.

NCC sees the implementation of S. 2634 as a prime source of financial resources to enable us to provide a larger number of our Navajo citizens with the means of developing skills that can enable them to take their place as equals among their non-Indian fellows in the growth and prosperity of the nation. NCC, with the proposed funding of this legislation will undertake a number of programs that the Navajos have requested to increase their skills. Since only a few Navajos now possess sorely-needed professional or technical skills, adequately trained Navajos do not exist in sufficient number to meet the demands of industrial and economic

development now taking place on the Reservation. Such development of Navajo resources, which is essential to improve the condition of Navajo life, promises to take more from the Reservation than it can return to the Navajos in the form of improved living conditions, if the best paying and most satisfying employment it generates goes by default to the properly educated and skill-trained non-Indian. Such default, furthermore, practically assures that the economic multiplier effect of income generated on the Reservation and re-circulated within the Reservation cannot take place.

It is apparent that the economic situation in which we find ourselves offers the Navajo people only a series of Hobson's Choices. It is the task of NCC with grants it will hopefully receive under the provisions of S. 2634 to develop a system of community programs which afford the Navajo people a real choice through education, skill development, and training courses. We are undertaking this task based upon three basic assumptions:

1. That the Navajo people recognize the need to make viable life style choices, desire economic development, and look to education and training to achieve their desired choice.

2. That this choice, to be a real one, must work ultimately towards both personal and group self-sufficiency.

3. That the majority of Navajos wish to maintain their cultural identity, to live on their own Reservation among their own people, at the highest standard of living their chosen option can be made to provide.

Our broad aim in this effort is to provide the type of educational programs that will enable the Navajos to function more effectively. This is a short-range objective, to be sure, but one we must meet successfully because this is the present pattern of choices available to our people. NCC's long-range objective is to widen the options available to the young Indian until they approach those options available to the American population at large.

Admittedly, we have a long way to go before the young Navajo can choose the career he wishes to pursue without being limited so severely by the options presently open to him. Both short and long-range objectives, however, must remain part of NCC's goals, and must be provided for as well as limited funds will allow.

In educational terms, immediate Navajo efforts must be aimed at the development of a diverse, dynamic, skilled labor pool capable of returning maximum income benefits to our people, with sufficient diversity, however, to insure its resilience in the face of future economic transformations.

NAVAJO COMMUNITY COLLEGE

Even before its inception, NCC was destined to be unique in that it was designed to meet the special needs and reflect the particular life styles of Indian communities.

To the non-Indian, the Indian community may be no more than a geographic location occupied by a group of people with a common heritage and outlook on life. Indians know that there is a great variety among them, ranging from traditional (those who cling to the old ways of life), to the opposite extreme--Indians who copy the life style and patterns of the non-Indian. Between these two poles are the moderate Indians whose way of life incorporates aspects of both cultures. To establish and maintain in a flourishing condition a college which could accommodate tradtional, moderate, and progressive Indian views was and remains the challenge of NCC. But to fully understand why it was essential that NCC and the other Indian community colleges be established, we must look at education from an Indian point of view.

The concept of "education" itself was forced upon the Navajos as early as 1868. However, the term was not then interpreted by the Navajos in the same way as non-Indians understood it. To the Navajo, formal education was equated with the process of becoming a medicine man. The person wanting to become a medicine man usually decided to embark upon such a career between the ages of 10 and 16. Once the decision was made, he began his "formal education." The apprenticeship usually extended over a 10-year period with no definite day-to-day schedule.

For the non-Indian, on the other hand, formal school training began at the age of six, and continued in a structured classroom situation for a period of eight to 12 years. The Navajo accepted the proposal for formal education, but with his own understanding that it would begin somewhere between the ages of 10 and 16 on a voluntary basis. With these two very different outlooks, school began on the Navajo Reservation.

Additional complications grew out of the moral and mental resistence of the Navajo to the imposed American education. From contacts with alien cultures throughout their history, the Navajo has selected, adapted, and adopted only those ideas and ways which served Navajos on Navajo terms: agriculture and weaving from the Pueblos, horses and sheep from the Spanish invaders, silversmithing from the Mexican Indians, etc. The Americans, however, attempted to force their brand of education upon the Navajos -- and for 80 years we resisted.

Not until the end of World War II were there appreciable changes in the Navajo general attitude towards formal education. Navajos who had been in the armed forces or defense plants returning to the Reservation were the first real advocates of the white man's education. The good things they saw outside the Reservation all seemed to be possible through education. They started to send their children to school and to heed the advice

of one of our early leaders who said, "...education is the ladder. Tell our people to take it." Resistence towards education began to decline and demands for Navajo education grew until, in the 1950's, the Federal Government was compelled to attempt to provide more school facilities for the widespread Reservation.

In one school district on the Reservation, the one in which NCC is located, enrollment has increased from 350 students in 1959-60 to 2,154 students in 1968-69, and to 4,500 enrolled in 1975-76. It is projected that 1980-81 enrollment in the schools of this one district will have increased by another 800 to 1,000 students. Of the families in the school district population, about 92 percent earn incomes at or below the poverty level. The school district just described is but one of more than 15 school districts within the Navajo Reservation, and the statistical portrait presented is of one of the more advanced and progressive school districts which serve the Navajo Nation at the elementary and secondary levels.

In 1957, the Navajo Tribe used some of its income from oil royalties to establish a scholarship fund to send qualified Navajo high school graduates to college. This funds now totals $10 million. However, of the students who have received Navajo Tribal scholarships, approximately 90 percent have dropped out of colleges and universities -- for the following reasons:

1. The cultural chasm was too great to bridge.

2. Inability of students to budget their time.

3. Lack of finances even with a Tribal scholarship.

4. Programs were geared to the students of the dominant society, with no consideration, planning, or programs for the Indian student.

As a result of the bad experiences of Navajo college students, as early as 1959, members of the Tribal Education Committee began to talk seriously about the possible establishment of a junior college on the Reservation.

In the early 1960's, programs and funds were authorized by the Congress to begin meeting the economic, social, and educational needs of America's minority groups. It was through one of these programs that the Navajo Tribe was able to establish the Office of Navajo Economic Opportunity which requested funds to determine the possibility of establishing a junior college on the Reservation. A final report, submitted to the Navajo Tribe in 1966, indicated that a community college would be viable and desirable. The Navajo Tribe realized that such a new venture into the field of Indian education would be a pioneering effort which would have to incorporate the idea and philosophy of Indian control and operation of such an institution of higher learning in order to be effective and successful on Indian terms.

NCC operates under the authority of a 10-member all-Navajo Board of Regents appointed by the Navajo Tribal Council. In accordance with community college concept, NCC admits and welcomes non-Indians and Indians from other tribes as applicants. Navajos comprise about 65 percent of the staff. The student body has averaged about 85 percent Navajo, slightly more than 10 percent non-Indian, and slightly less than five percent Indians from other tribes.

Chartered by the Navajo Tribe in 1968, NCC is a liberal arts and vocational institution which awards the Associate of Arts degree, the Associate of Applied Sciences degree, and Certificates of Proficiency in several vocational areas. The College has addressed itself to the large drop-out rate experienced by Indian students who attended outside colleges and universities. It tries to make its instruction relevant to the situation of the Indian student. Being an Indian college, we are especially sensitive to the young Indian adult who must face the challenge and opportunity of dealing with two worlds -- traditional and modern. Both will remain with us, and he must be capable within both. The Navajo Nation needs young professional Navajos capable of handling the affairs of the modern world, but these young Indians cannot ignore the wisdom and philosophy of the Navajo world. We attempt to enhance the Indian student's respect for his own heritage while developing a systematic view in learning basic universal concepts and principles which are so often subject to the bias of another culture.

The Navajo Adult Basic Education Program offers classes in 14 Reservation communities. The Concentrated Employment Program furnishes job training and skills development to young adults. The Community Services Division oversees the operation of eight consulting or training projects for Navajos and other Indians. Every effort is made in all NCC programs to relate each learning activity to the student's educational goals. In all learning activities, emphasis is placed upon the interdependency of theory and practice. Instruction is closely connected with work done in shops, laboratories, and in the community.

Since 1971, NCC has been involved in the development of extension and out-reach programs in Reservation communities. These programs have resulted in substantial increases in the overall College enrollment.[1] Such extension courses are very well received by the communities where they are offered, and those community service programs that have been discontinued for lack of funds will be re-instated with grant monies of S. 2634 upon passage of this Act. On-going community service programs will be expanded as rapidly as resources permit to meet local community demands.

A good example of the benefits that the Navajo people in our various communities will receive when funds become available

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1 Attachment 4 - NCC Enrollment Data

is the implementation of our Health Careers and Human Services Program. This has already been developed but is awaiting funding. We have also developed further programs in the social services area -- training of mental health workers, alcoholism workers, social workers, etc. A training program for Emergency Medical Technicians has already been implemented, but is also awaiting necessary funds before it can be meaningfully extended to the communities. Other programs, such as medical laboratory technicians, community health representatives, social service workers and others will be implemented once NCC is able to obtain the funds that S. 2634 is designed to provide for these purposes. Programs in these areas, as well as the education and training skills to be provided through our Vocational-Technical Programs (plus academic instruction), will include in-service training as well as entry level training for a variety of crafts, trades, health and human services occupations.

A full-time coordinator for cooperative education is now on our staff at the Tsaile Campus. Planning is underway for NCC involvement in the Co-op Education Program in a wide variety of areas. Such a program with the National Park Service was recently established, and other programs are planned when the required funding becomes available.

The College is trying to reach its community, local and Reservation-wide, to prepare Navajos in becoming active in their own communities by offering the following programs on a limited basis:

1. Navajo Adult Basic, including the General Education Development and the Right to Read Programs funded by HEW and operating within the Chinle Agency.

2. Community Agriculture Education and Range and Livestock Improvement Programs provide educational opportunities to help farmers and stockmen to improve present farming and stock raising practices. Included also is a Home Economics Program for women who cannot travel to the Tsaile Campus.

3. Water and Sewer Technician Training Programs train Navajos in this field for the Navajo Water and Sewer Authority, leading to certification under Arizona and New Mexico state laws.

4. Office Machine Repair Service Training for servicing business machines is currently underway.

5. Navajo Concentrated Employment Program provides skills and vocational training, including on-the-job training in various fields of employment -- along with basic education in preparation for the GED.

6. Navajo Optics trains people as entry-level optical mechanics to surface, finish, and fit eye glasses.

7. NCC's Chair of Economic Development has been working with local communities in their business development efforts concerning grazing and agri-business training matters. Community leaders look to this component of NCC for assistance in employment and training designed to improve their economic condition.

The potentials of lifting our people from their economic heritage of neglect provided by an Indian community college already in place, makes the enactment of S. 2634 vitally important to NCC and the other Consortium colleges.

FINANCIAL RESOURCES

The Navajo Community College Act became law in December 1971, less than three years after the establishment of the College. 1/ At that time, the College was operating in temporary quarters at Many Farms. It was difficult to foresee the ramifications of establishing a new physical plant geographically isolated from sources of supply. Nearest sources of supply to Tsaile are over 80 miles away. Transportation and communication costs affect both operation and maintenance of our College. Provision of electricity, water, sewers, roads, etc., as well as purchased goods and services without which we cannot operate, add considerably to the cost of NCC operation because of this isolation factor. Inasmuch as the Act is interpreted differently by the BIA (the agency through which funds come to us) and the College, monies received each year have failed to adequately cover operating costs, nor do they allow for any expansion or development of new programs. 2/

This inadequate funding has deprived and continues to deprive NCC from providing any but the most basic programs and facilities demanded by the growing educational awareness of the Navajo people. Existing funds cannot be stretched to cover more than the planning stages for facilities, programs, and activities required by community service and out-reach programs, as was pointed out in the previous section of this statement.

With no endowment funds, no alumni gifts, and with the intense nation-wide competition for diminishing educational funds, NCC finds very limited funding avenues to pursue. There has been a general drying up of both Federal and foundation education support at the national level. All of these factors, and the fact that we are a new institution trying to establish ourselves, have made the economic situation of NCC one of our most critical problems.

In the Treaty of 1868, the only Indian treaty ever ratified by the Congress of the United States, the Federal Government agreed to provide education to the Navajo people. To this day, Federal funding -- particularly as it applies to NCC -- has been only minimally responsive to the educational needs of the Navajos.

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1 Attachment 5 - The Navajo Community College Act of 1971

2 Attachment 6 - NCC Comparative Per Capita Analysis

NCC is a new and growing Indian community college. Over the next five years, we must expand and strengthen our relationships with educational institutions, industry and business, and establish a more diversified funding base. At present, we are devoting too much of our time and effort in meeting our financial needs instead of spending our energies in refining areas of growth and concern directly related to education and training. In order to reach that point, we need a strong financial push, such as that this Committee is urged to recommend that the Congress enact into law.

With such funds, we would be able to strengthen the following areas now operating but in need of improvement and expansion:

1. RECRUITMENT - NCC needs funds to develop a more effective and widespread effort towards both student and faculty recruitment.

2. COMMUNITY SERVICE - NCC is anxious to expand its community base and our services to the broader Navajo community once necessary funds become available.

3. PROGRAMS - Programs are now being formulated to meet the educational and communities needs we have already assessed. Such needs assessments must be an organized on-going effort. Resulting programs must be a coordinated effort, sensitive to cultural factors and the long-range as well as the immediate needs of the Navajo people. We have the will and the technical capacity to accomplish this -- but the staff and necessary tools are not available to implement such programs at our present funding level.

4. INSTRUCTION - The quality of our instruction can and must be improved. Performance based, individualized instructional strategies (present in some areas now) must be expanded without losing the humanistic values of the educational process. Only limitation of funds keeps us from accomplishing this task successfully.

5. CURRICULUM - We must examine and refine our curriculum. This effort must include consistency, scope, sequence and effectiveness, as well as the addition of required new courses and programs. Again -- the missing ingredient is funds.

6. CAREER TRAINING - Career education and exploration, cooperative education, allied health and human services, and teacher training programs are in various stages of development at NCC. Funds are needed to get our plans in these areas fully implemented.

7. MANAGEMENT - Organizational development and MBO variations are being studied and considered for implementation once necessary funds can be identified and obtained.

8. FACULTY AND STAFF DEVELOPMENT - Work is being started on a faculty and staff development plan for all employees of the College. This plan must be multi-tracked to provide for professional and personal career growth of both Indian and non-Indian staff and faculty. Funds are not yet available for this development and must be generated.

CONCLUSION

Because NCC is an Indian college, created by Indian people, the terms "community" and "college" cannot be interpreted in their ordinary meanings. To NCC, the term "community" must refer to all the Navajo people within the 250,000 square miles of the Reservation, as well as to those Navajos who do not live on the Reservation. It refers not only to community of location, but also to community of heritage, language, social values and culture. To NCC, the term "college" refers not only to the next step in the educational ladder following high school. It is also seen as a means of helping our people acquire the knowledge and skills required for success in chosen occupations -- trade, craft, or profession -- and helping adults regardless of previous formal schooling to contribute to the improvement of their society.

It is this mission, to extend the opportunity to improve the quality of life by making services and resources of NCC available to young Indians, that directs and guides our philosophy as we have tried to make apparent in this statement.1/

NCC and the Consortium colleges are educational institutions at the crossroads of a unique venture without precedent in our country. Conceived, developed, and controlled by the people we serve, we seek to preserve and enrich the culture and heritage of all Indian people, while providing an effective education and usable skills for our students and our citizens. Throughout America, in this Bi-Centennial Year, the Indian community college can be looked upon as a mirror of the Indian societies in which we live. With the help of an understanding and fore-sighted Congress, we can meet our educational obligations to Indian youth, and will stand taller in the eyes of our fellow Americans by doing so.

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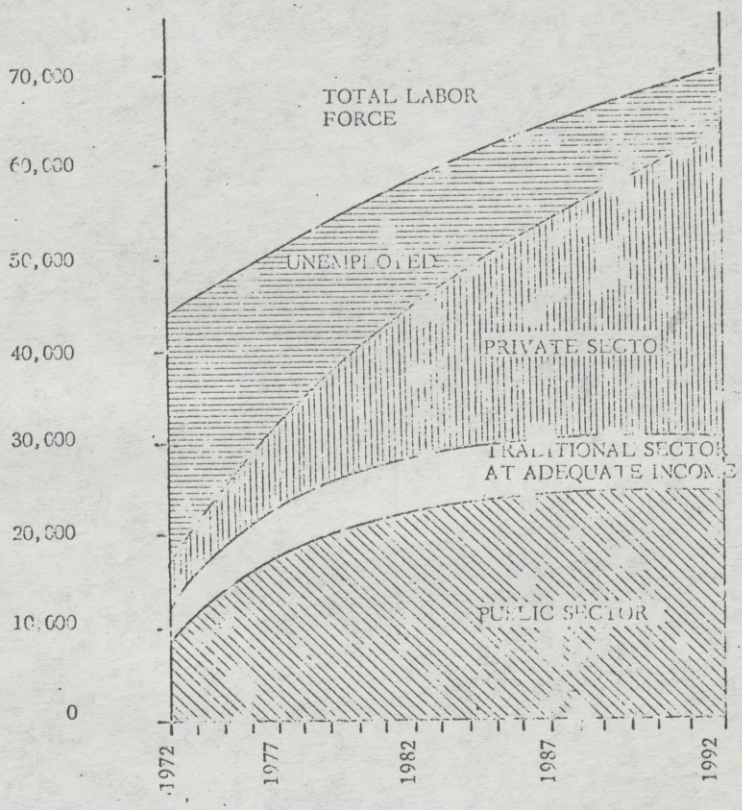
1 Attachment 7 - Philosophy and Objectives of NCC

ATTACHMENT 1

CHANGING COMPOSITION OF THE NAVAJO ECONOMY

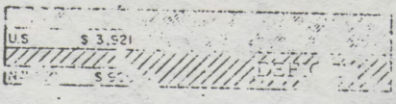



Source: Navajo 10-Year Plan

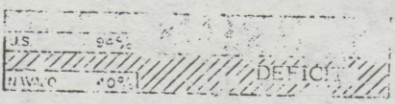
ATTACHMENT 2

## NAVAJO SOCIAL INDICATORS

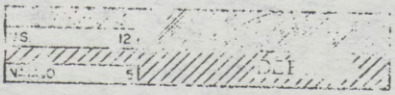
INCOME
per capita personal income, 1970 (SA & BIA)



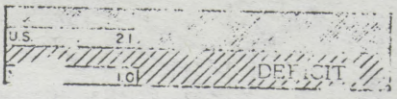

EMPLOYMENT
percent of labor force with jobs, 1970 (MPP & NCC)



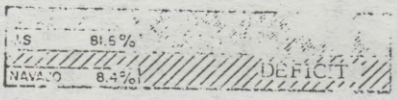

EDUCATION
average school years by adults, 1970 (SA & BIA)



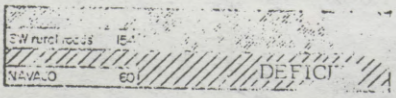

HEALTH
infant survival ration, 1970 (reciprocal of infant mortality rates) (PHS)



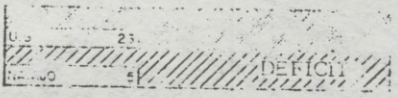

HOUSING
percent of homes with standard inside plumbing (SA & PHS)



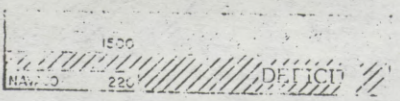

TRANSPORTATION
miles of surfaced roads per 1,000 sq. mi. (SA & BIA)



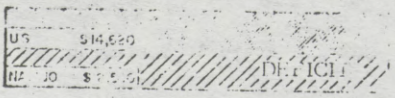

ECONOMIC DEVELOPMENT
percent of labor force employed in manufacturing (MPP & NCC)




commercial and service businesses per 100,000 population (BIA & NCC)

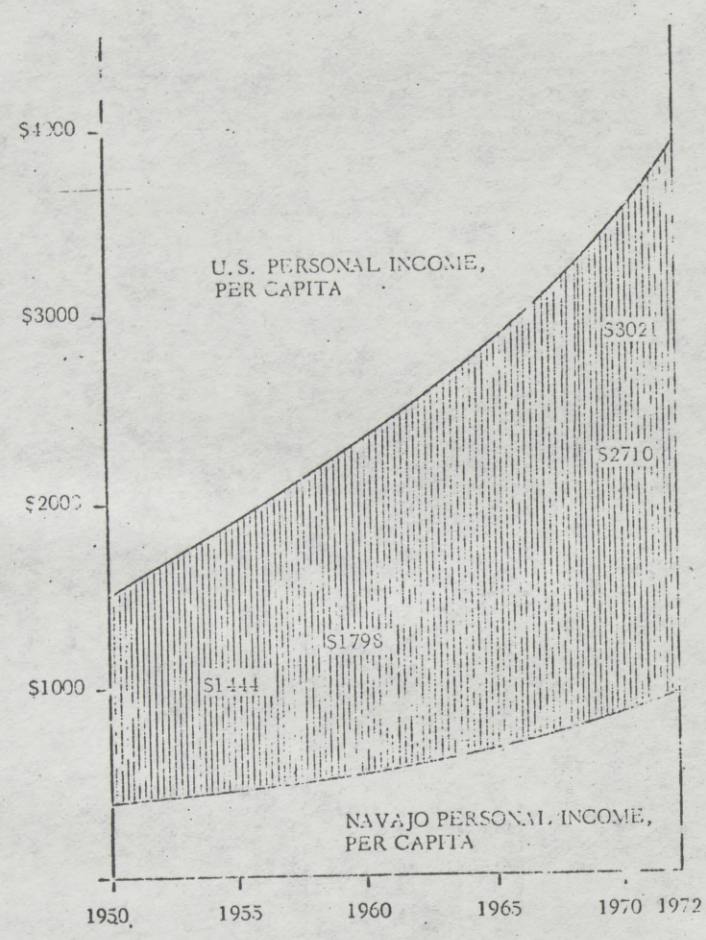



total farm output per farm (SA & BIA)



ATTACHMENT 3

WIDENING GAP BETWEEN U.S. AND NAVAJO
PERSONAL INCOME (PER CAPITA)




Source: Navajo 10-Year Plan

Attachment 4

SPRING

DATE: 03/02/76

| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
|---|---|---|---|
| | 748 ( 100 %) | 289 ( 39 %) | 459 ( 61 %) |
| **STUDENT/LOAD** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| FULL-TIME | 306 ( 41 %) | 119 ( 41 %) | 187 ( 41 %) |
| PART-TIME | 439 ( 59 %) | 169 ( 58 %) | 270 ( 59 %) |
| OTHER | 3 ( 0 %) | 1 ( 0 %) | 2 ( 0 %) |
| **RESIDENCE** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| DORMITORY | 216 ( 29 %) | 94 ( 33 %) | 122 ( 27 %) |
| COMMUTER | 64 ( 9 %) | 13 ( 4 %) | 51 ( 11 %) |
| OTHER | 468 ( 63 %) | 182 ( 63 %) | 286 ( 62 %) |
| **AGE** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| 13-15 | 0 ( 0 %) | 0 ( 0 %) | 0 ( 0 %) |
| 16-17 | 12 ( 2 %) | 6 ( 2 %) | 6 ( 1 %) |
| 18-19 | 72 ( 10 %) | 32 ( 11 %) | 40 ( 9 %) |
| 20-21 | 100 ( 13 %) | 39 ( 13 %) | 61 ( 13 %) |
| 22-23 | 91 ( 12 %) | 36 ( 12 %) | 55 ( 12 %) |
| 24-25 | 73 ( 10 %) | 37 ( 13 %) | 36 ( 8 %) |
| 26+ | 309 ( 41 %) | 131 ( 45 %) | 178 ( 39 %) |
| OTHER | 91 ( 12 %) | 8 ( 3 %) | 83 ( 18 %) |
| **MARITAL-STATUS** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| SINGLE | 356 ( 48 %) | 146 ( 51 %) | 210 ( 46 %) |
| MARRIED | 300 ( 40 %) | 137 ( 47 %) | 163 ( 36 %) |
| DIVORCED | 2 ( 0 %) | 0 ( 0 %) | 2 ( 0 %) |
| WIDOWED | 0 ( 0 %) | 0 ( 0 %) | 0 ( 0 %) |
| OTHER | 90 ( 12 %) | 6 ( 2 %) | 84 ( 18 %) |
| **NAVAJO-AGENCIES** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| CHINLE | 161 ( 22 %) | 53 ( 18 %) | 108 ( 24 %) |
| CROWNPOINT | 26 ( 3 %) | 10 ( 3 %) | 16 ( 3 %) |
| FORT/DEFIANCE | 88 ( 12 %) | 44 ( 15 %) | 44 ( 10 %) |
| RAMAH | 1 ( 0 %) | 1 ( 0 %) | 0 ( 0 %) |
| SHIPROCK | 120 ( 16 %) | 46 ( 16 %) | 74 ( 16 %) |
| TUBA/CITY | 46 ( 6 %) | 21 ( 7 %) | 25 ( 5 %) |
| OFF-RES/NON-NAV | 304 ( 41 %) | 113 ( 39 %) | 191 ( 42 %) |
| OTHER | 2 ( 0 %) | 1 ( 0 %) | 1 ( 0 %) |
| **COLLEGE-EXPERIENCE** | | | |
| | TOTAL---%--- | MEN ---%--- | WOMEN---%--- |
| TRANSFER | 260 ( 35 %) | 97 ( 34 %) | 163 ( 36 %) |
| FIRST-TIME | 136 ( 18 %) | 66 ( 23 %) | 70 ( 15 %) |
| OTHER | 352 ( 47 %) | 126 ( 44 %) | 226 ( 49 %) |

SPRING

DATE: 03/02/76

ATTEND-NCC

| | TOTAL | | MEN | | WOMEN | |
|---|---|---|---|---|---|---|
| RETURNING | 263 | ( 35 %) | 105 | ( 36 %) | 158 | ( 34 %) |
| NEW/STUDENTS | 92 | ( 12 %) | 35 | ( 12 %) | 57 | ( 12 %) |
| OTHER | 393 | ( 53 %) | 149 | ( 52 %) | 244 | ( 53 %) |

GRADES

| | TOTAL | | MEN | | WOMEN | |
|---|---|---|---|---|---|---|
| 0-3 | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| 5-6 | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| 7 | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| 8 | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| 9 | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| 10 | 17 | ( 2 %) | 9 | ( 3 %) | 8 | ( 2 %) |
| 11 | 45 | ( 6 %) | 26 | ( 9 %) | 19 | ( 4 %) |
| 12+ | 418 | ( 56 %) | 179 | ( 62 %) | 239 | ( 52 %) |
| OTHER | 268 | ( 36 %) | 75 | ( 26 %) | 193 | ( 42 %) |

DIPLOMA

| | TOTAL | | MEN | | WOMEN | |
|---|---|---|---|---|---|---|
| HIGH-SCHOOL | 494 | ( 66 %) | 207 | ( 72 %) | 287 | ( 63 %) |
| GED | 41 | ( 5 %) | 13 | ( 4 %) | 28 | ( 6 %) |
| NONE | 103 | ( 14 %) | 53 | ( 18 %) | 50 | ( 11 %) |
| OTHER | 110 | ( 15 %) | 16 | ( 6 %) | 94 | ( 20 %) |

TRIBAL-AFFIL

| | TOTAL | | MEN | | WOMEN | |
|---|---|---|---|---|---|---|
| NAVAJO | 539 | ( 72 %) | 226 | ( 78 %) | 313 | ( 68 %) |
| NAVAJO/ANGLO | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| SIOUX | 1 | ( 0 %) | 1 | ( 0 %) | 0 | ( 0 %) |
| HOPI | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| CHEROKEE | 1 | ( 0 %) | 1 | ( 0 %) | 0 | ( 0 %) |
| APACHE | 4 | ( 1 %) | 2 | ( 1 %) | 2 | ( 0 %) |
| PAIUTE | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| BLACKFOOT | 1 | ( 0 %) | 1 | ( 0 %) | 0 | ( 0 %) |
| TUSCARORA | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| NAVAJO/APACHE | 4 | ( 1 %) | 2 | ( 1 %) | 2 | ( 0 %) |
| OTHER-INDIANS | 36 | ( 5 %) | 13 | ( 4 %) | 23 | ( 5 %) |
| ANGLOS | 46 | ( 6 %) | 19 | ( 7 %) | 27 | ( 6 %) |
| BLACKS | 1 | ( 0 %) | 1 | ( 0 %) | 0 | ( 0 %) |
| MEX/AMERICAN | 4 | ( 1 %) | 0 | ( 0 %) | 4 | ( 1 %) |
| ORIENTAL | 1 | ( 0 %) | 0 | ( 0 %) | 1 | ( 0 %) |
| OTHER-NON-INDS | 0 | ( 0 %) | 0 | ( 0 %) | 0 | ( 0 %) |
| OTHER | 110 | ( 15 %) | 23 | ( 8 %) | 87 | ( 19 %) |

ATTACHMENT 5

# The Navajo Community College Bill

Public Law 92-189
92nd Congress, H. R. 5068
December 15, 1971

## An Act

85 STAT. 645

To authorize grants for the Navajo Community College, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That this Act may be cited as the "Navajo Community College Act." Navajo Community College Act.

PURPOSE

SEC. 2. It is the purpose of this Act to assist the Navajo Tribe of Indians in providing education to the members of the tribe and other qualified applicants through a community college, established by that tribe, known as the Navajo Community College.

GRANTS

SEC. 3. The Secretary of Interior is authorized to make grants to the Navajo Tribe of Indians to assist the tribe in the construction, maintenance, and operation of the Navajo Community College. Such college shall be designed and operated by the Navajo Tribe to insure that the Navajo Indians and other qualified applicants have educational opportunities which are suited to their unique needs and interests.

AUTHORIZATION OF APPROPRIATIONS

SEC. 4. For the purpose of making grants under this Act, there are hereby authorized to be appropriated not to exceed $5,500,000 for construction, plus or minus such amounts, if any, as may be justified by reason of ordinary fluctuations from 1971 construction costs as indicated by engineering cost indexes applicable to the types of construction involved, and an annual sum for operation and maintenance of the college that does not exceed the average amount of the per capita contribution made by the Federal Government to the education of Indian students at federally operated institutions of the same type. Limitation.

ATTACHMENT 6

NCC COMPARATIVE PER CAPITA ANALYSIS

| | Funds | Full time Enrollment at NCC | Per Capita Cost for Indian Students |
|---|---|---|---|
| Fiscal Year 1974 | BIA allocation $1,458,000<br>Congressional Supplement $600,000<br>Total $2,058,000 | Indian students 562<br>Non-Indian 63 students<br>Total 625 | $2,058,000 / 562<br>$3662/student |
| Fiscal Year 1975 | BIA allocation $2,058,000<br>Congressional Supplement $1,000,000<br>Total 3,058,000 | Indian students 709<br>Non-Indian 79 students<br>Total 788<br>%increase 21% | $3,058,000 / 709<br>$4313/student |
| Fiscal Year 1976 | BIA allocation $2,058,000<br>Congressional Request 2,520,243<br>Total $4,578,243 | PROJECTED<br>Indian students 927<br>Non-Indian 103<br>Total 1030<br>%increase 24% | $4,578,243 / 927<br>$4939/student * |

* Approximate figures for Haskell Junior College for Fiscal Year 1975 (as compared to Navajo Community College figures for 1976) indicates an enrollment of 1100 students, an operating budget of $5,570,000 and a per capita cost of $5,064/ student

ATTACHMENT 7

## PHILOSOPHY OF NAVAJO COMMUNITY COLLEGE

1. For any community or society to grow and prosper, it must have its own means of educating its citizens. It is essential that these educational systems be directed and controlled by the society they are intended to serve.

2. Each member of that society must be provided with a chance to acquire a positive self-image and a clear sense of identity. This can be achieved only when each individual's capacities are developed and used to the fullest extent possible. It is absolutely necessary for every individual to respect and understand his culture and his heritage, and have faith in the future of his society.

3. Members of different cultures must develop their abilities to operate effectively in their own societies, and in the complex of varied cultures that make up the larger society of man.

4. In light of the difficulties experienced by tradtional education programs in meeting needs of individuals and societies, Navajo Community College makes every possible effort to search out and test new approaches to dealing with old problems, and to build the capacity of the College so that it can respond effectively to problems arising out of rapidly changing conditions.

5. To assure maximum development and success of individual students, Navajo Community College programs must assist students with their academic and their social adjustments.

## OBJECTIVES OF NAVAJO COMMUNITY COLLEGE

1. To provide academic foundations for students who plan to transfer to a senior college or university.

2. To provide vocational-technical training programs for students.

3. To provide adult education courses for individuals who desire to further their education.

4. To provide a program of community service and community development.

5. To provide assistance and consultation upon request to public, church, and BIA schools, and to other organizations and institutions in the area which Navajo Community College serves.

6. To foster in its Indian students the development and preservation of a healthy pride in their heritage.

7. To serve as a center for development of Indian cultures, with special emphasis on the Navajo.

Attachment 8

NAVAJO COMMUNITY COLLEGE
Statistical and Financial Data
Fiscal Years Ended, June 30,
1971, 1972, 1973, 1974, 1975, and 1976 Estimates

Discussion of Unusual Costs

Since October of 1973, Navajo Community College's main campus has been located in Tsaile, Arizona. Tsaile is approximately 90 miles from Gallup, New Mexico and 120 miles from Farmington, New Mexico. These cities are the nearest centers where substantial goods and services can be obtained, yet even in these cities prices are often not competitive with those of larger metropolitan areas. This remoteness resulted in the college being forced to become a self-contained, self-servicing institution wherever practical.

Housing was not available for faculty and staff, thus 50 individual homes have been constructed at a cost of over $1,500,000 for our employees. In addition, a mobile home park has been built and presently there are 50 house trailers there, of which the college owns 42 and 8 are owned by employees themselves.

In the year ended 6/30/75, our food service contract for our cafeteria cost the college approximately $250,000. Government surplus food is not available to us as is the case with some BIA schools.

We maintain our own janitorial and custodial crews to service our buildings and grounds. We have a force of semi-skilled laborers to repair and maintain our equipment, buildings and roads. Labor, supplies, travel and other repair costs for these departments approximated $241,000 for the fiscal year ended 6/30/75.

We operate our own refuse disposal service, mail service, (until recently we had to pick up and deliver our mail to Navajo, New Mexico--a round trip of over 80 miles each day), health care center, day care center, guest house, and veterinary service for our students, employees and guests because these services are not immediately available in our area.

Telephone service for our institution cost approximately $127,000 last year, plus we employe two PABX operators on our staff. Because of our isolation, almost all our calls are long-distance; thus we must have substantial WATS line service to Arizona, New Mexico, Colorado, Utah and Southern California. Unlike other similar federal institutions, we do not enjoy the advantages of the Federal Telephone Service.

Our butane, electricity and water costs approximated $177,000 in the period ended 6/30/75. Again, butane costs are excessive because of the distance from our supplier. For example, our supplier sends transport as far away as Kansas for fuel.

Television reception is unusually poor in our area (engineers describe it as "non-existant"). Our instructional program is therefore deprived of public television and educational programming. The college is undertaking a study now whereby it could install a cable T.V. system at an estimated cost of $24,000 to $60,000.

The college owns its own fleet of vehicles which cost approximately $124,000. Operating, repair and maintenance costs exceeded $48,000 for the year ended 6/30/75. This amount does not reflect costs of the labor of our mechanic and shop foremen who perform substantial repair work on our vehicles. We do not benefit from the cost savings derived from the G.S.A. motor pool vehicles as do other BIA schools. Recently we acquired our own fuel tanks and gas pumps in order to reduce our vehicle operating costs.

This summer we acquired our own computer at a cost of $128,000 in order to process our own accounting, financial, admissions and library records on a timely, accurate basis. Previously our Business Office has used computers owned and operated by others at excessive costs to the college and with generally unsatisfactory results. The costs and risks of transporting documents to and from the outside service agency were prohibitive and the lack of close contact with the computer operators and programmers created significant unreliable and unusable material which placed an excessive cost and time burden on the college. The computer is also being used in our academic instructional program for teaching computer science and computer programming, and for computer assisted instruction.

The college expends substantial sums each year for travel. We schedule weekly runs to Gallup and Farmington as routine supply pick-ups from local merchants. However, some of the value of this procedure is lost because low budgetary funding prevents us from anticipating our future needs and making large quantity inventory purchases, since conservation of funds is critical to us. Our nursing clinical program requires on-site training for our students and the nearest facilities available for this purpose are Chinle, Ganado, Fort Defiance and Gallup hospitals or clinics. Distances range from 25 to 90 miles from the campus and these trips frequently involve meals and lodging costs to the college. Finally, emergency and contractual repair and maintenance services usually involve additional charges to us for mileage and time spent traveling due to our geographical location.

All of our buildings, contents, equipment and vehicles are insured by the college both as to physical loss and damage, and liabilities resulting from accident or lawsuits. In addition, the college carries workmens' compensation and other liability insurance as well as a group life and medical plan for its employees. Our casualty and liability coverages presently cost over $50,000 per year, while our group plan costs approximately $42,000.

LEMBKE CONSTRUCTION CO., INC.
GENERAL CONTRACTORS
1719 FIFTH ST., N.W.
ALBUQUERQUE, NEW MEXICO 87103

PHONE 243-7606
P. O. BOX 1106

December 5, 1974

Navajo Community College
Tsaile, Navajo Nation
Arizona 86503

Attention: Thomas Atcitty, President

Gentlemen:

As per your request, we have made a survey of the difference in building cost in Tsaile opposed to Albuquerque, New Mexico..

Taking into consideration the remoteness of the area, the altitude, the difference in wage rates, travel time, per diem, etc., we find it costs between 29% to 31% more to build in Tsaile, Arizona than in Albuquerque.

As one example: 3000 PSI concrete in Albuquerque costs $22.00 per cubic yard; in Tsaile, 3000 PSI concrete costs $45.00 per cubic yard.

If you require further information, please contact me.

Sincerely,

LEMBKE CONSTRUCTION CO., INC.

Stanley C. Borthwick,
President

SCB:kow

Ft. Berthold College Center
P. O. Box 765
New Town, North Dakota 58763

TELEPHONE (701) 627-4841

March 8, 1976

Senator James Abourezk
Chairman
Subcommittee of Indian Affairs
Senate Interior and Insular Affairs
Washington, D.C.

Dear Senator Abourezk:

This supportive statement entails the historical development, the present status and future developments of the Fort Berthold Community College, located on the Fort Berthold Indian Reservation in western North Dakota. The statement discusses the Three Tribes (Hidatsa, Arickara and Mandan) economic status and how it relates to having a Community College on the Indian Reservation.

I kindly ask that this written statement be included in the written record in support of S #2634 and H.R. 11220.

Sincerely,

Phyllis A. Howard

Ms. Phyllis A. Howard
Director

PAH/dmi

General Introduction and Institutional Summary:

The Fort Berthold Community College is located on the Fort Berthold Indian Reservation in the western part of North Dakota. It was created from a need expressed by low employment rates, college drop-out rates, lack of skilled employees, desire to preserve cultural identities, and the desire to serve the educational needs of the five Communities of the Fort Berthold Indian Reservation.

There are five Communities on the Reservation and each is geographically isolated due to the permanent inundation of the Garrison Reservior in 1952. This isolation has increased distances between communities and made travel very time consuming. The Community College operates on a dispersed learning center theory but presently serves only three of the five Communities. Additional funding would enable the Community College to provide staff for the other two Communities.

The institutional philosphy of the Fort Berthold Community College is to provide an educational service to the residents of the Fort Berthold Indian Reservation which will enable them to be knowledgeable of the past, equipped to go to the corners of the earth if they chose to do so and to become effective community leaders. The objectives are: (1) to provide students with a variety of courses and degree programs which will be

applicable and relevant to them and yet be transferable to any college or university in the area; (2) to preserve the culture of the Three Affiliated Tribes and promote the Indian language by providing courses in Hidatsa, Arikara, and Mandan language; (3) to improve the educational level of the Fort Berthold Indian Reservation and assist in the social and economic development of the reservation; (4) to provide the Fort Berthold residents with courses and degree programs which will meet their personal and academic needs; (5) to provide courses which will enhance personal and academic development.

The growth of the Fort Berthold Community College student population grew from 8 FTE'S in the fall of 1973, to 43 FTE'S, in the 1975 fall semester. The total enrollment (part-time and FTE) increased from 88 students in 1973 to 379 students at the end of the 1975 spring semester. The potential for enrolling full-time students is increasing every semester.

According to local Bureau of Indian Affairs figures there was a 20% increase in students applying for and receiving higher education grant aid funds, to attend a higher education institution, over 1974 student figures. This percentage increase is due to the Community College enrollment. This figure will increase at the end of the present academic year. This increase in student

funding was not allowed for in the Bureau of Indian Affairs Bank Analysis for any subsequent years, nor projected years up to 1976-77, academic year. However, a minimal amount of funds were made available to the Community College students as they were funded only for tuition, fees, and books.

As growth occurs within the Community College so does the need occur for increased Community Services, for instance, the Community College has provided six workshops this past year for Administrators of Tribal Programs, Secretaries, Indian Businessmen, Indian Cattlemen and Farm Operators, in the areas of alternative energy resources, Reservation Indian Education, Management by Objectives, Accounting and Record Keeping, and Secretarial training.

Another Community service to the Adult population includes a GED Program, in which 100 adults will have received their high school equivalency certificates by the end of May 1976. In the past, the Bureau of Indian Affairs Administered and Contracted the adult education funds through the local school boards, the statistics indicate that not one adult received a GED Equivalency Certificate prior to the Community College's contracting the Bureau of Indian Affairs Program.

The Three Affiliated Tribes population growth is approximately every year. With this increase in population the Community College most definitely needs to

offer quality education to the people in the area, since the trend indicates that more people are seeking jobs and homes on the reservation. Therefore, these higher education learning centers need to survive to take care of the needs of the people.

The objectives for fiscal year 1976-77 for the Fort Berthold Community College are (1) to strengthen the administrative and management staff of the college; (2) to build a core curriculum and faculty providing general education skills around which special program courses can be appended; and (3) to design a comprehensive development program for the college.

The development of the reservation-based college has resulted in concentration of diverse responsibilities on a limited number of staff. There is a definite need for close assistance to individual students in course counseling, tutoring and other services in addition to guidance counseling. The need for a Student Services Coordinator is considerable. This staff person, with two counselor interns, would be responsible for assisting students in registration, course counseling, guidance, arranging tutorial assistance and other daily needs of the students. The rapidly growing student population located in distant communities warrants the addition of two counselor interns. These interns assist in close student follow-up, registration and counseling. They will contribute greatly to the success of the students progress and the meeting of Community objectives. Since the college district centers range in distance from 25 miles to 111 miles from the centeral office, it is essential that there be close coordination of student progress, as well as general administrative

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matters, with the center office. Further, such staff would also be aware of the special needs of each district as to new program and emphasis areas, as well as in offering financial aid assistance and student recruitment.

Another crucial area for additional staffing is the need for a curriculum development specialist. A Curriculum Development Specialist will work closely with faculty in planning courses and in developing new instructional methodology. Such a person will be instrumental in identifying Native American speakers who may act as instructors or instructional aides. The task of researching new disciplines and curriculum especially referent to tribal-specific studies is immense. This Specialist would be further responsible for new program development, teacher recruitment and general coordination of part-time instructional staff.

To further strengthen the administrative and management staff of the college, an Administrative and Admissions Assistant is needed to maintain accurate student records, process grade cards, be responsible for writing student contracts, process student transcripts, organize student registration and serve as an advisor to incoming students.

The need for building a core curriculum and faculty is perhaps the overriding concern. To have a stable teaching base is important as the Fort Berthold Community College grows. The institution should not be dependent only on special programs assistance, but must provide instruction

in basic skill areas before specialized curricula can become effective. There is a need for full-time instructors in three areas, Indian Studies/Humanities, Business Education and Math/Science. These are the primary areas in which the student body and community have expressed basic interest and needs, either through direct request or in demonstrated deficiencies.

An additional administrative need is in the area of planning. A Planning Specialist will work in close conjunction with available resources to build a strategy for the planning of the college, staff upgrading, administration and fiscal management training. Fort Berthold Community College, as a member of the American Indian Higher Education Consortium is eligible for technical assistance in several of these areas. It, however, requires full-time personnel to coordinate any such effort at the local level.

Further, the Fort Berthold Community College plans to participate in the Phelphs-Stokes Fund Junior and Community College Comprehensive Development Program. The Phelps-Stokes Fund will serve as an assisting agency in providing assistance in meeting the needs in areas such as basic institutional development, long-range planning, management development systems, and international curriculum development. These would be of optimal value to the college for developing plans toward methodologies, and exchange instructors from other areas with large tribal populations such as

Africa and Latin America. The coordination of this effort would also fall under the Planning Specialist.

A special remedial program will be initiated, during the Summer and Fall of academic year 1976, to test all students on their reading ability. Those students having difficulty reading will be referred to the Student Services Coordinator, who will help them build their reading ability to a proficient level.

The Fort Berthold Community College's present curricula and current plan is to train people to enable them to acquire a two-year associate of Arts Degree in the following areas:

1. Mid-Management
2. Community Mental Health
3. Early Childhood Education
5. General Studies (Area in which a student may take general education courses required for a four-year degree).

Degrees are being offered for Mid-Management, Secretarial Science and Community Mental Health, and the Curriculum for each has been developed. Curriculum development is underway for the other degree areas.

Impact Statement:

The Fort Berthold Community College impact has made it possible for over 200 people to pursue a post-secondary education at a college center on the Fort Berthold Reservaion. The Tribal Business Counsel has issued a Tribal charter to the college center under the name, "The Fort Berthold Community College," the first higher education learning center in the history of the tribes.

The Community College has made it possible in one year (1975), for thirty out of thirty-four G.E.D. students to successfully complete their high school equivalency exam and pursue an academic study. In five semesters of existence, fifteen persons are just twelve hours away from obtaining an Associate of Arts degree in Mid-Management and Secretarial Science. CETA workers are obtaining needed skills through the Community College which they can immediately apply to their jobs. Formerly unskilled alcoholism counselors are obtaining training through classes leading to Community Mental Health two-year degrees.

Also the Community College has made it possible for these students of varying academic backgrounds to experience success at the Community College; former four-year college drop-outs, low-income married students whose large families prevented former higher educational pursuits away from the reservation, students whose previous college attempt was a meaningless experience, students whose academic success

depends upon constant counseling and follow-up in the first semester, tribal people whose lack of self-confidence illuminated falsely a post-secondary pursuit as a non-Indian's personal possession, and students who seek post-secondary experiences that are relevant and applicable to the culturally structured society of the Fort Berthold Reservation which must also be prepared to deal competently in the technological non-Indian society.

The characteristics of an Indian controlled Community College can be cited from the demonstrated criteria set by Fort Berthold College Board: (1) It serves the communities from which it orginally was founded; it be governed and controlled by an all Indian board; the staff and faculty drawn as much as possible from the community; and last, that the Community College be endorsed by it's tribal governing body. The Fort Berthold Reservation is surrounded by several non-Indian educational institution, yet the Indian population at these institution is minimal, in some cases only two Indian students are enrolled at the institution. The drop-out rate for married students with dependent is high because of the lack of financial assistance to these people to adequately meet their while needs attending school. Many married couples in their 20's relocate to the cities on the Bureau of Indian Affairs Programs to

attend vocational schools, however, after several years they find the costs of living is too high, and many if not all, find themselves back on the reservation, only to find there are fewer jobs on the reservation. As a result, the Community College in its first two years of operation, found many of the older age persons between late 20's to 40 years were enrolling in the classes. Although the Community College is not the panacea for all; it has provided those an incentive to attend classes that will help them acquire a skill necessary for a better paying job. Also, a few persons who have received training in Secretarial work or Bachelor's and even Master's degrees will and have returned to the reservation to find employment with the Community College. In addition, the staff by initiating Indian Studies into the curricula have very effectively and skilfully used the elder Indian people as resource personnel. Further the Community College is better equipped and perhaps more convenient to the Indian youth and adults in providing college level experiences practically in their backdoors. As traditionally, almost all agencies have failed to understand the Indian people and therefore have failed to provide the Indian people with their legal and consumer rights, educational opportunities, and even the available of economic opportunities. The Community College can provide this information and more. It is very important that the Indian people be trained to

think critically and logically. Therefore by providing learning experiences, career-ladder opportunities, and self-mativated experiences, the Indian students will reflect these experiences in a more positive, attitude and self-image. Hopefully the end results will entail several spin-offs toward more; professional Indian educators returning to the reservation, an educational technology will result in the development of different areas and will show evidence of greater organizational development for the benefit of the three tribes. Perhaps the greatest results will be the development of leadership within the Tribal Communities where each student will become involved in the greater decision-making processes of the Tribe.

Currently the Community College receives only two types of financial support. The major funding source is through Title III the H.E.A. of 1965, in which the Community College receives 99% of its operational monies. The only other funding source is through a contract from the Bureau of Indian Affairs' Adult Education Program funds. Student financial aid support is practically non-existent because of the Community College's accreditation status, therefore, all tuition payments go to Mary College, and Minot State College for the credits generated to the students from these institutions. The Community College applied for the Library Resources Grant Program, however, the Community College was found ineligible because of the now-accredited

status. Other federal cources applied for consisted of proposals submitted to the "Fund for the Improvement of Post-Secondary Education", "Ethnic Heritage - Title IX.", and "Title IV - Part B & Part C", federal programs. Each proposal was not funded, based on the ineligibility of the Community College as not qualifying as an accredited institution, to lack of funds. Because the Fort Berthold Community College is totally dependent on Title III support 53% of the budget is used for administration support and teaching faculty, there is a minimal amount left for renting larger facilities. Therefore, the Community College is housed in a rental trailer which consists of four rooms for our staff offices, supply room, and student services, and support staff, all the staff shares the tiny cubicles with each other. The Tribal governing body has been approached many times by the Community College staff to help find permanent facilities for the Communities College Administration. Classes are held in existing Community Building Centers and school classrooms in the various districts. This type of arrangement has many problems, as the Community Centers are also used by the members in the communities for traditional Indian burial wake services, community meetings by different organizations, and other social gatherings. Many of the centers have already rented out their existing space for offices as Headstart Centers, Community Action Programs, and for

other tribal program offices. Other problems occur also, as on many occassions the janitorial services work at the schools or centers work up to the time evening classes began and are hesitant to wait for the instructor should he be late.

SUMMARY

Needs Statement:

The needs of the Fort Berthold Community College are in two areas which are interrelated. There is a need to strengthen the internal structure of the institution. This can be done by building a core faculty with emphasis on the general educational needs of the students; since many of the administrative staff are also involved in teaching, additional faculty would release them to develop in their own administrative and management areas. This very basic need for delineating more clearly staff/faculty functions is related to a much broader concern - that of establishing a comprehensive and long-range institutional development program.

As indicated in the 1975 report entitled "The Overall Economic Development Program for the Fort Berthold Reservation,"[1] the Tribal Business Council of the Three Affiliated Tribes recognizes the need for having clearly defined goals and objectives for future developments on the reservation. Among the main objectives in achieving this goal is to increase the opportunity for specific education and training for Indian people to increase their employability both on and off the reservation. Because of limited resources to achieve desired objectives for improving the quality of life on the reservation, it has been necessary for the

Tribal Council to establish priorities for future development. Since 1972, and primarily in 1975 vocational education have been among the uppermost priorities. The committment and support for the growth of higher education programs on the reservation is great. Limited funding prevented a broader range of required course offerings and teachers to fulfill this need. As a result, only one-fourth of the student population is receiving courses. Increased faculty members on a full-time basis would strengthen the development of core requirements which serve as the basis for academic advancement.

Since fiscal year 1974-75, the Fort Berthold Community College has offered curricula in Indian Studies with emphasis on the Hidatsa and Arickara languages. The use of Native American Culture and Linguistics for understanding other study areas is becoming the major instructional methodology. At present, the college is offering a Bilingual Mental Health Technologist Training Program leading to an Associate Arts degree in Community Mental.Health.

This particular growth of Native American perspectives as a teaching tool has definitely been beneficial for all the special programs. Consequently, there is a demand for more courses in the tribal language areas and in

tribal culture and history. This is an unanticipated growth that should be answered with more faculty.

Since Native American tribal i/e/ Hidatsa, Mandan Arickara knowledge is possessed mostly by those sectors of the tribal community that has largely been excluded from the educational process, the teaching materials are limited and there os a need for more development of these. This entails using those older traditional leaders of the tribe as educational resources and instructors, a hitherto unprecedented procedure in higher education. This need ofr recognizing and strengthening special competencies of traditional Indian people is thus another priorities. Indian and tribal studies is an area that is beginning to surface as a focal point for the college's curriculum.

The emerging nature of the college's curriculum need seems to be that of establishing a core faculty skilled in general educational areas such as math/sciences business education and Indian studies/Humanities. Around this core can be built specialized courses for the special programs needed by the tribal community.

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1/ "Area Overall Economic Development Program for Fort Berthold Reservation, North Dakota 1975". Prepared by Earl Stewart, Chairman, Graduate Program Community and Regional Planning NDSU, Fargo, ND, for Ft. Berthold Overall Economic Development Committee. July 1975.

APPENDIX #1

Fort Berthold College Center :

Background

The Fort Berthold Community College concept was started in the late 1960's however, because of the newness of the idea, funds were not forthcoming until 1973. In November 1972, the Tribal Business Council of the Three Affiliated Tribes recognized the need for a two-year community college. In the spring of 1973 the Tribal Council enacted Resolution 72-233 requesting funds from Title III. Leonard Bearking from the University of North Dakota submitted a proposal in behalf of the Tribal Council and was funded for $70,000 under Title III, the Higher Education Act (1973-74). The grant was used to start community colleges on the Fort Totten and Fort Berthold Reservations.

From July to November (1973) was a period of organization, there were meetings, surveys conducted, and the permanent hiring of a Coordinator. Phyllis Howard, a graduate of Minot State College was hired in November. A Steering Committee of seven members was appointed at large to oversee the University of North Dakota's relationship with the philosophy of Fort Berthold's tribal education committee.

The Steering Committee was not a formal committee, but acted simply as organizers for the community college. With this committee acting as the Board, the funding package was submitted for 1974-75. The grant was written for $93,000 under Title III, the Higher Education Act.

In late November, four formal classes began in two segments of the Reservation. Enrollment was approximately 53 Part-time students. The course credits were from the University of North Dakota, Division of continuing Education, as extension courses. Second semester courses started in March, and were extended to include all six segments of the Reservation. Course credits were received from both the University and Mary College. All courses were liberal arts courses.

In the first program year 1973-74, the Title III grant awarded to Mary College a four-year co-educational institution, located at Bismarck, North Dakota, for the college center on the Fort Berthold Indian Reservation, was $4[illegible],000 (split between Fort Totten), which provided for the salary of the Project Liaison, one part-time secretary, eight part-time faculty, and five Reservation Resource persons chosen from knowledgeable Indian persons to help provide expertise in the Hidatsa and Mandan language courses. The enrollment was approximately eighty-eight students with classes offered in donated classroom space of local high schools in two communities of the five communities of the reservation.

In FY 74, Title III increased the grant from $40,000 to $70,000. The grant provided for the continuation of the Project Liaison who coordinated the project, hired staff, recruited students, aided in student financial aid and super-

vised instruction. The part-time secretary and eight part-time faculty positions were continued with one full-time Humanities Instructor-Administrator person added. This person became responsible for teaching in the Humanities area, assisting with student services, providing instructional supervision to the part-time faculty, and assisting in the curriculum development area. Also the Reservation Resource personnel was increased to eight. The student enrollment increased to one-hundred and thirty.

In present FY 75, the Title III grant was increased from $70,000 to $100,000. This increase allowed for the continuation of the Project Liaison, the Humanities Instructor/Administrator and the full-time secretary. The part-time instructors and reservation resource personnel was increased to twenty-six the first semester. A full-time Business Education position was added. Under the local Manpower CETA Program a counselor intern is provided for 9 months. The Counselor Intern is being trained by College staff and will be absorbed into the FY 76 program upon termination of the training contract with the Manpower Program.

The Steering Committee was changed officially to Board of Directors in May, 1974. The Board was enlarged to 10 members, The Board has two representatives from each of the five segments of the Reservation, White Shield, Mandaree-Four Bears, Twin Buttes, Shell Creek, and Parshall.

The College Center offers two-year degrees in Clerical, and Early Childhood Education, Mid-Management, and Community Mental Health. Other general education courses a r e offered to fulfill general education requirements for a four-year degree. (See Progress Report 1975-76 for student FTE and Part-Time Breakdown in each discipline).

The Fort Berthold Reservation has approximately 3000 Hidatsa, Mandan and Arikara people residing on the Reservation, and about 5,000 - 6,000 non-Indian people living within the boundaries of the Reservation. There are approximately 2,300 Indian people living off the Reservation. The mean academic achievement level of the Indian people, is the eighth grade. Unemployment is 65 per cent (reservation-wide). About 40 per cent of the Indian population is within the age group that need some type of higher education, skills or training. Therefore, the community college is a means of helping the Indian people to develop the necessary skills to acquire better paying jobs, to get into decision-making positions, and to begin to take leadership roles. It will also serve as a link to and between the communities, for better communication, better services in the educational field, and provide information on educational opportunities, for the Indian people.

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Needs Assessments:

The Fort Berthold Community College was created from a need expressed by low employment rates, college dropout rates, lack of skilled employees, desire to preserve cultural identities, and the desire to serve the educational needs of the 5 communities of the Fort Berthold Reservation. According to the U.S. Labor Report the employment rate on the Reservation is 33%; and, of the people who are employed the majority hold menial, low paying jobs which are sponsored and funded by federal programs. These programs are fine for a while, but budgets can be slashed, programs terminated, etc. These people need something to hold onto and to advance themselves. The Community College is a step towards reaching an attainable goal.

In August, 1973, an ad hoc committee was formed to initiate the Community College activity.
The chosen coordinator conducted a survey to determine the educational needs of the Fort Berthold Community. The results indicated, in order of preference, the following areas of study:

1. Hidatsa and Mandan Language
2. Business Law
3. Tribal Law and Government
4. Composition
5. Sociology
6. Indian History

Statement of Current Status:

The Fort Berthold Community College is operational. The Summer Session, 1975, classes were held June 9 - Aug. 13. The summer session enrolled a total of 44 students. from three communities.

Class instructions are being held in 3 locations: New Town, Mandaree, and White Shield.

Current Need.

The Fort Berthold Community College in addition to its bi-lateral arrangement with Mary College has also entered into an arrangement with the University of North Dakota-Williston Branch to provide a Business-Secretarial Science Curriculum. In addition to the above, Fort Berthold Community College is also working with Minot State College to provide for courses in the area of mid-management, early childhood education, general education courses and criminal justice. Because Mary College is a four-year institute, it has very limited two-year course assistance from other institutions.

The Community College staff is involved with the Planning Committee of the tribally sponsored program known as the "Indian Action Team." They are looking at long-range plans for permanent facilities to house the Community College administration. The Tribal Business Council is attempting to purchase facilities for classrooms and a library.

Transportation:

When the Garrison Reservior inundated the valleys of the Missouri River, the Little Missouri River and the Lucky Mound and Shell Creek tributaries, it divided the reservation into five districts and separate segments. They are inaccessible, one from the other, except by long car miles. Eighty per cent of the road system was within the Missouri Valley and the area taken for the reservoir. The people were relocated into areas of the reservation that were virtually roadless. In order to replace to the relocated people, the communication lost in the inundated highway system it was necessary to build a system of 230 miles of new highway. Therefore, at one time to get from one particular point to another point, it was about 5 miles, whereas, now to get from one point to another point, it is 125 miles. This has increased distances between communities and made travel very time consuming. New Town is located on the north end of the Reservation, near the only bridge that crosses the reservoir. Mandaree is 40 miles from New Town. White Shield is 55 miles from New Town and 90 miles from Mandaree. The Twin Buttes community is 120 miles from New Town, 80 miles from Mandaree, and 170 miles from White Shield. (See maps on following pages for further explanation.)

1. Types of transportation required: Presently classes are being held at the site of the greatest number of

consolidated enrollees. Example: If a specified class were to be offered during a semester at Mandaree, and the student lived at White Shield, the total mileage would be 190 miles round trip!

The Community College inevitably requires a bus transportation system to serve as the bridge between the Fort Berthold community students and their attainments in education.

The Three Affiliated Tribes Tribal Business Council has provided the Community College with a Tribal Charter, (Resolution 74-129), which enables the Fort Berthold Community College to operate on the Fort Berthold Reservation, as a legally recognized, educational tribal entity. The Tribal Business Council further authorized the Fort Berthold Community College through Resolutions 72-233, 74-127 and 74-128, to provide a two-year Junior Community College; to enter into a bi-lateral arrangement with Mary College; and to provide higher educational course work for the residents of the Fort Berthold Reservation.

Mary College is the grantee institution and serves to provide the Fort Berthold Community College Board of Directors and administration with technical assistance in planning grant funds, and serves as the Fiscal Manager of the Title III funds. Mary College also certifies and provides some of the instructional staff for the Fort Berthold Community College.

The services which the Community College provides under the bi-lateral arrangement through Mary College are: to provide students with a variety of courses and degree programs, which will be applicable and relevant to them and yet be fully transferable to any college, or university in the area; to preserve the culture of the Three Affiliated Tribes and promote the Indian language by providing courses in Hidatsa, Arikara, and the Mandan languages; to improve

the educational level of the Fort Berthold Indian Reservation and assist in the social and economic development of the Reservation.

The Fort Berthold College Center is governed by a Board of Directors, consisting of ten members. Each Board member is either selected or appointed to the Board by his/her Community. The Board is responsible for seeing that the overall objectives of the Community College are carried out by the staff. Each of the five segments of the Reservation selects or appoints two members to the Board of Directors. All Board Members are enrolled members of the Three Affiliated Tribes, and residents of the Reservation. Each Board member serves at least a two-year term.

The Board of Directors membership consists of traditional older members of the community to young educated Indian people with Master's degrees.

The Board of Directors acts as the liaison between the Indian community and the Administration. The Board governs the internal operations of the College by setting forth policies in their By-Laws. These policies enable the Board and staff to plan together the curricula and development of the College to insure that the philosophy and objectives of the College are met; they review travel of staff, hire all personnel employed by Title III funds, approve all budget revisions, they evaluate, every six months, the operation and development of the College and they approve salary increases for the staff.

The Project Coordinator is responsible for the overall administration of the Community College and Staff. The Project Coordinator serves as an advisor to the Board of Directors in planning, organizing, and implementing the goals and objectives of the Community College.

The Administrative Assistant is responsible to the Project Coordinator. The Administrative Assistant has the responsibility of teaching one class per semester, counseling students in their academic course work, plus general administrative duties shared with the Project Coordinator.

The instructional staff are part-time employees and are responsible to the Project Coordinator and Administrative Assistant for planning their course syllabi to meet the needs of the students. Mary College has certified local Indian people with Master's degrees and local attorneys to teach courses in Indian Education, Social Work areas, Triba Government, and in Indian Law.

At present, Fort Berthold Community College has an on-going contract with the Aberdeen Bureau of Indian Affairs to administer the Adult Education Program. The Adult Education Program's objectives - to provide adults with a GED program, and to provide educational workshops on Natural Resources on the Reservation. The Adult Education staff, consisting of the Director and part-time Secretary are responsible to the Community College Project Coordinator. These contracts or arrangements require the

Community College to provide services in the area of:

1. Adult Education Program/Develop GED classes in the following communities:

   a. Mandaree
   b. New Town
   c. White Shield
   d. Twin Buttes
   e. Parshall

2. Provide, at least, 5 teachers to instruct classes developed by Fort Berthold Community College.

3. Train, not less than 5 tribal members to preserve, index and catalogue tribal records, meetings, and other pertinent tribal documents for reference by the Tribal Council and Tribal members.

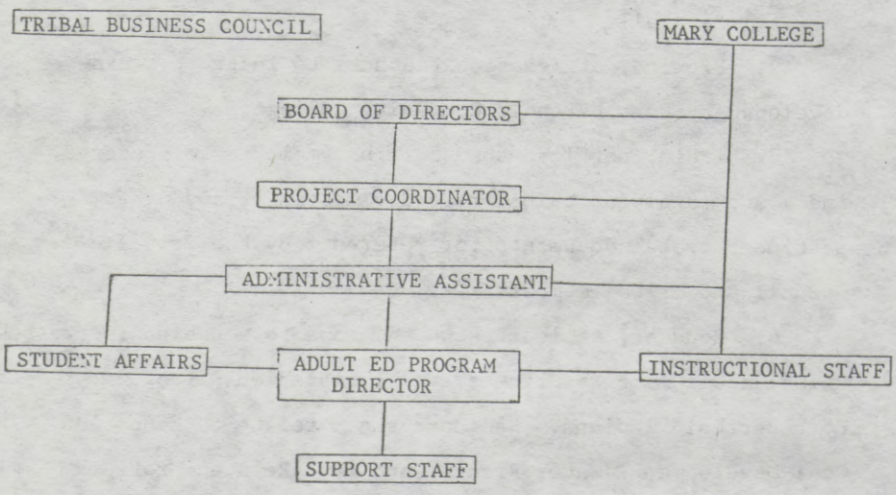
4. Conduct, at least, two seminars to acquaint interested tribal adult members with federal legislation affecting Fort Berthold Indians. Seminars shall relate to Education, Coal Development, Water Rights, and Land Related problems within the Fort Berthold Reservation.

5. To coordinate and utilize resources from other related Adult Education Programs for Fort Berthold Indian adults.

6. To survey Adult Educational needs on the Fort Berthold Reservation and develop an Adult Education Program based upon the assessed needs.

Administration:

FORT BERTHOLD COLLEGE CENTER ADMINISTRATION AND PROGRAM CHART



Personnel:

| FULL TIME EMPLOYEES | SALARY | ACADEMIC CREDENTIALS |
|---|---|---|
| Project Coordinator | $14,000. | Bachelor of Arts |
| Administrative Assistant | 14,000 | Master's (Education Administration) |
| Secretary | 6,000 | Secretarial Training (2 years) |
| Counselor | 6,800 | Para-professional |
| Business Education Instructor | 10,000 | Master's or Equivalent |

| PART-TIME INSTRUCTORS | CONTRACTED AVERAGE SALARIES |
|---|---|
| 2 Part-time Education | $535.00--Bachelor's<br>650.00--Master's |
| 1 Part-time Mathematics | 850.00--PhD's |

(Salaries are determined according to the individual instructor's credentials.)

| | |
|---|---|
| 2 Part-time Language | 30.00 per session (Language instructors are classified as Reservation Resource Personnel.) |

| PROJECTED FULL TIME EMPLOYEES | SALARY | ACADEMIC CREDENTIALS |
|---|---|---|
| Program Developer | $12,000 | Bachelor's Degree |
| Registrar | 10,000 | Business Training |
| Comptroller | 10,000 | Business Training |

| PROJECTED PART TIME EMPLOYEES | CONTRACTED AVERAGE SALARIES |
|---|---|
| Part-time Business Instructor | $525.00--Bachelor's<br>650.00--Master's |
| Part-time Mid-Management Instructor | (Salaries are determined according to the individual instructor's credentials.) |

| | |
|---|---|
| Part-time Farm-Ranch Management Instructor | 850.00--PhD's<br>850.00--PhD's |
| Part-time Agricultural Business Instructor | |

Curriculum:

The Fort Berthold Community Colleges current plan is to train people to enable them to acquire a 2 year Associate of Arts Degree in the following areas:

1. Mid-Management
2. Community Mental Health
3. Early Childhood Education
4. Criminal Justice
5. Secretarial Science
6. General Studies (Area in which a student who wishes to take courses and is undecided about a Major will take the General Course requirements. If after two years the student decides to attend a four year institution to attain a four year degree, the credits are transferable and the student may go directly into the Major he or she has decided upon).

Degrees are being offered for Mid-Management, Secretarial Science and Community Mental Health, the curriculum for each has been developed. Curriculum development is underway in the following areas: Early Childhood Education, General Studies and Indian Studies.

Description of Existing Facilities

Currently the Administrative Headquarters is located at New Town on 2 acres of land owned by the Tribe. It is projected that the acreage will be increased to 10 acres; however the Tribe will maintain land ownership.

The Administrative offices are in a reented trailer and comprise four room each approximately 16 x 16 in size.

The classrooms are located in Community Building Centers or School Classrooms. The classroom sites are in the following communities:

New Town
White Shield High School
Parshall High School (potential)
Twin Buttes (Potential)
Mandaree High School

The projected facilities need for the Community College are an administrative Center which will house offices for the following: Coordinator, Student Registration, Record Space, Student Services, Counseling with testing center, Financial Aid, Secretarial, Storeroom spaces, Lounge and one Large meeting Room.

Classroom Sites - six locations

a. One of which is equipped with facilities for Chemistry, Bio-lab, language lab and etc.

b. 5 special vocational and technical classrooms including labs.

c. Media space for class training in Journalism, Printing, paper work.

d. Special rooms for Arts & Crafts instruction, Indian tanning, quillwork etc.

e. Sound proof facilities for Indian singing and recording.

f. Library building with Audio Visual rooms.

g. Storage space and maintenance office.

Students:

| Term | Part-Time | Full-Time | Total |
|---|---|---|---|
| Fall 1973 | 34 | 8 | 42 |
| Winter 1974 | 39 | 12 | 51 |
| Spring 1974 | 28 | 4 | 32 |
| Fall 1974 | 87 | 21 | 108 |
| Winter 1975 | 62 | 26 | 88 |
| Spring 1975 | 42 | 16 | 58 |
| | 295 | 83 | 379 |

The above student figures are based upon a yearly enrollment figure with FTE listings. The figures do not necessarily represent the exact semester totals.

The Fort Berthold Community College has an FTE average of 13.5 since its inception as a Community College. The majority of the students enrolled at the Fort Berthold Community College are part-time students; the major area of study is Business.

There is a definite increase of enrollees during the Winter months.

The projected full-time equivalent enrollment of students for a five year period based on a 6.7 yearly increase is as follows:

| YEAR | FTE | PART-TIME |
|---|---|---|
| 1975-76 | 53 | 159 |
| 1976-77 | 65 | 171 |
| 1977-78 | 77 | 183 |
| 1978-79 | 89 | 195 |
| 1979-80 | 91 | 207 |

Based on the total enrollment of 254 for school year 1974-75, registration cards indicate that 98% are American

Indian. (Of this figure, 97% are members of the Three Affiliated Tribes.) The majority of students are women and the average age is 30.

Academic Policies:

Fort Berthold Community College has an open enrollment policy. High school students who wish to enroll may enroll with written permission from their high school principal, and must be at least 16 years of age. The Community College operates on a semester basis. There are two semesters per year. The Fall semester begins in September and ends in mid-January. The Spring semester begins in January and ends in May. Each semester is approximately 17 weeks in length.

Credits:

Semester hour credits are awarded through a bilateral arrangement with Mary College for courses which have been successfully completed. One semester hour of credit is given for each 17 contact hours for which the class meets. A contact hour is one 50 minute period of classroom instruction. Laboratory and field experience components are equated to classroom hours on a two to one basis - two hours of field experience equals one classroom hour. Approximately 68 semester hours of credit are required for a two-year Associate of Arts (AA) degree. (Refer to Graduation Requirements).

Registration:

Students may register for classes during the first two weeks of class. All registration will clase after the second week of classes.

71-843 O - 76 - 18

Adds - Drops:

Students already registered may add classes during the first two weeks of class. Students may drop classes anytime during the semester. No refund of tuition, fees, or books will be made for drops after the fourth week of class. Class instructors tendance, lack of interest in the class, or neglect and inability to complete assigned work. If students do not inform the instructor or counselor when adding or dropping classes no grade will be given for adds, and letter grades of 'Fs' will be given for drops.

Attendance:

The policy for class attendance is determined by each individual faculty member.

Grading:

Grading policies vary with each instructor. Quality or quantity of work, class participation, tests, term or research paper, attendance, reports or other material or criteria may be used to determine grades.

Expenses:

Following are the current rates and fees for the Community College:

| | |
|---|---|
| Application fee (once only) | $15.00 |
| Tuition: (per semester hour) | 15.00 |
| Other fees: | |
| Auditing course fee (per course) | 15.00 |
| Extra transcript of record | 1.00 |
| Swimming-per semester | 5.00 |
| Late registration fee | 5.00 |
| Business Machine fee | 10.00 |
| Typing fee | 10.00 |

Graduation Requirements:

1. Students must have completed either high school or GED prior to graduation.

2. Students must have completed an overall total of 68 semester hours of course work.

3. Students must have a cumulative grade point average of no less than 2.00.

4. Students must not be indebted to the College.

APPENDIX #2

THREE AFFILIATED TRIBES

# TRIBAL BUSINESS COUNCIL

FORT BERTHOLD RESERVATION

New Town, North Dakota 58763

Phone 627-4816 P. O. Box 158A

March 8, 1976

Senator James Abourezk
Indian Affairs Sub-Committee
U.S. Senate
Washington, D.C.

Dear Senator Abourezk:

The Tribal Business Council on behalf of the members of the Three Affiliated Tribes, strongly supports and urges that Senate Bill #2634 and H.R. 11220 be passed.

In the short time of its existence, the Community College has demonstrated it's success in bringing a sound post-secondary education to the enrolled members of the Three Tribes (Hidatsa, Arickara, and Mandan) of Fort Berthold.

The Tribe continually supports Indian Education and ranks education as one of the top priorities on our Reservation. With stable funding base, the Community College can expand its limited administrative and teaching staff and expand its services to include other interest vocations and degree programs to the enrolled members.

It is a known fact that the Tribal members lack the needed skills to be employed in Administrative and technical positions, but hold only menial positions. Therefore, it is our hope that the Community College will be able to provide the needed training areas for the Tribal members.

Sincerely,

THREE AFFILIATED TRIBES

Wayne Packineau

Wayne Packineau
Acting Chairman, Tribal Business Council

Res. No. 75-132

Resolution of the Governing Body of
The Three Affiliated Tribes of the
Fort Berthold Reservation

Whereas, This Corporation is an Indian Chartered Corporation as defined by the Indian Reorganization Act of June 18, 1934 and authority is granted under this Act; and

Whereas, The Constitution and Corporate Charter of the Three Affiliated Tribes authorizes the Tribal Business Council of the Three Affiliated Tribes to engage in business enterprises; and

Whereas, The Tribal Business Council supports the educational commitment of the Fort Berthold Community College in it's attempt to meet the educational needs of the people of Fort Berthold; and

Whereas, The Business Council of the Three Affiliated Tribes recognizes the great financial commitment required to support the development and growth of the Fort Berthold Community College; and

Whereas, The Tribal Business Council acknowledges the Indian Post-Secondary Education Bill as legislation which will provide the Fort Berthold Community College with basic financial support necessary for its success.

Now Therefore Be It Resolved, that the Tribal Business Council of the Three Affiliated Tribes support the Indian Post-Secondary Education Bill.

CERTIFICATION

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 11 members of whom 7 constituting a quorum were present at a Special meeting, thereof duly called, noticed, convened and held on the ____ day of June 24, 1975: that the foregoing Resolution was adopted at such meeting by the affirmative vote of 7 members, 0 members opposed, abstentions, ____ passed, and the said Resolution has not been rescinded or amended in any way. Chairman Not voting.

Secretary, Tribal Business Council
THREE AFFILIATED TRIBES

ATTEST:

Chairman, Tribal Business Council
THREE AFFILIATED TRIBES

Res. 74-127

RESOLUTION OF THE GOVERNING BODY OF THE
THREE AFFILIATED TRIBES OF THE
FORT BERTHOLD RESERVATION

WHEREAS, This Corporation is an Indian Chartered Corporation as defined by the Indian Reorganization Act of June 18, 1934, and authority is granted under said Act, and

WHEREAS, The Constitution and Corporate Charter of the Three Affiliated Tribes authorizes the Business Council of the Three Affiliated Tribes, and

WHEREAS, The Three Affiliated Tribes of Fort Berthold Reservation supports the Community College concept for the Three Affiliated Tribes, and

WHEREAS, The elected representatives of the Three Affiliated Tribes, Tribal Business Council of Fort Berthold Reservation, recognizes the need to seek solutions and provide the assistance that will provide an atmosphere for our students and Indian people to start or continue their academic programs and

WHEREAS, The Fort Berthold College Center can provide the mechanism necessary in the development of our most valuable resource, the Indian people, and

WHEREAS, The Indian people of the Three Affiliated Tribes, Fort Berthold Reservation have participants in the current program and have shown the desire for the continuation and development.

HOW THEREFORE BE IT RESOLVED THAT the Three Affiliated Tribes of the Fort Berthold Reservation approve the Bilateral arrangements of the Fort Berthold College Center and Mary College.

CERTIFICATION

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 10 members of whom [illegible] constituting a quorum were present at a [illegible] meeting, thereof duly called, noticed, convened and held on the 2 day of [illegible], 1974; that the foregoing Resolution was duly adopted at such meeting by the affirmative vote of 6 members, 0 opposed, 0 abstentions, 0 passed and that the said Resolution has not been rescinded or amended in any way.

RECEIVED
MAY 08 1974
FORT BERTHOLD AGENCY
NEW TOWN, N. DAKOTA

Dated this 2 day of May 1974.

ATTEST:

[illegible]
Chairman, Tribal Business Council
Three Affiliated Tribes

[illegible]
Secretary, Tribal Business Council
Three Affiliated Tribes

Res. No. 74-122

RESOLUTION OF THE GOVERNING BODY OF
THE THREE AFFILIATED TRIBES OF THE
FORT BERTHOLD RESERVATION

WHEREAS, This Corporation is an Indian Chartered Corporation as defined by the Indian Reorganization Act of June 18, 1934, and authority is granted under said act, and

WHEREAS, The Constitution and Corporation Charter of the Three Affiliated Tribes authorizes the Business Council of the Three Affiliated Tribes to engage in business enterprises, and

WHEREAS, The Three Affiliated Tribes of Fort Berthold Reservation supports the Community College concept for the Three Affiliated Tribes, and

WHEREAS, The elected representatives of the Three Affiliated Tribes, Tribal Business Council of Fort Berthold Reservation recognizes the need to seek solutions and provide the assistance that will provide an atmosphere for our students and Indian people to start or continue their academic programs, and

WHEREAS, The Fort Berthold College Center can provide the mechanisms necessary in the development of our most valuable resource, the Indian people, and

WHEREAS, The Indian people of the Three Affiliated Tribes, Fort Berthold Reservation have been participants in the current program and have shown the desire for the continuation and development.

NOW THEREFORE BE IT RESOLVED THAT the Three Affiliated Tribes of Fort Berthold Reservation approve the request of Mary College to provide college accredited courses to the Fort Berthold Community.

BE IT FURTHER RESOLVED THAT these courses will first meet the approval of the Board of Directors of the Fort Berthold College Center.

CERTIFICATION

RECEIVED
MAY 08 1974
FORT BERTHOLD AGENCY
NEW TOWN, N. DAKOTA

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 10 members of whom 7 constituting a quorum were present at a regular meeting, thereof duly called, noticed, convened and held on the 2nd day of April, 1974; that the foregoing Resolution was duly adopted at such meeting by the affirmative vote of 7 members, 0 opposed, 0 absentions, 0 passed and that the said Resolution has not been rescinded or amended in any way. Chairman (voting) (not voting).

Dated this 2 day of April, 1974.

ATTEST:

Chairman, Tribal Business Council
Three Affiliated Tribes

Secretary, Tribal Business Council
Three Affiliated Tribes

Res. No. 74-109

RESOLUTION OF THE GOVERNING BODY OF THE
THREE AFFILIATED TRIBES OF THE
FORT BERTHOLD RESERVATION

WHEREAS, This Corporation is an Indian Chartered Corporation, as defined by the Indian Reorganization Act of June 18, 1934, and authority is granted under said Act, and

WHEREAS, The Constitution and Corporate Charter of the Three Affiliated Tribes authorized the Business Council of the Three Affiliated Tribes to engage in business enterprises, and

WHEREAS, The Three Affiliated Tribes of Fort Berthold Reservation supports the Community College concept for the Three Affiliated Tribes, and

WHEREAS, The elected representatives of the Three Affiliated Tribes, Tribal Business Council of Fort Berthold Reservation, recognizes the need to seek solutions and provide the assistance that will provide an atmosphere for our students and Indian people to start or continue their academic programs and

WHEREAS, The Fort Berthold College Center can provide the mechanisms necessary in the development of our most valuable resources, the Indian people,

WHEREAS, The Indian people of the Three Affiliated Tribes, Fort Berthold Reservation have been participants in the current program and have shown the desire for the continuation and development.

NOW THEREFORE BE IT RESOLVED THAT the Three Affiliated Tribes of Fort Berthold Reservation go on record in support of the Fort Berthold College Center.

BE IT FURTHER RESOLVED THAT the Fort Berthold College Center will operate under the authorization of a Tribal Charter which is issued this date.

CERTIFICATION

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 10 members of whom [illegible] constituting a quorum were present at a [illegible] meeting, thereof duly called, noticed, convened and held on the [illegible] day of [illegible], 1974; that the foregoing Resolution was duly adopted at such meeting by the affirmative vote of [illegible] members, [illegible] opposed, [illegible] abstentions, and that the said Resolution has not been rescinded or amended in any way.

RECEIVED
MAY 10 1974
FORT BERTHOLD AGENCY
NEW TOWN, N. DAKOTA

Dated this 2 day of May, 1974.

ATTEST:

[illegible]
Chairman, Tribal Business Council
Three Affiliated Tribes

[illegible]
Secretary, Tribal Business Council
Three Affiliated Tribes

Res. No. 74-130

RESOLUTION OF THE GOVERNING BODY OF THE
THREE AFFILIATED TRIBES OF THE
FORT BERTHOLD RESERVATION

WHEREAS, This Corporation is an Indian Chartered Corporation, as defined by the Indian Reorganization Act of June 18, 1934, and authority is granted under said Act, and

WHEREAS, The Constitution and Corporate Charter of the Three Affiliated Tribes authorized the Business Council of the Three Affiliated Tribes to engage in business enterprises, and

WHEREAS, The Three Affiliated Tribes of Fort Berthold Reservation supports the Community College concept for the Three Affiliated Tribes, and

WHEREAS, The elected representatives of the Three Affiliated Tribes, Tribal Business Council of Fort Berthold Reservation, recognizes the need to seek solutions and provide the assistance that will provide an atmosphere for our students and Indian people to start and continue their academic programs, and

WHEREAS, The Fort Berthold College Center can provide the mechanisms necessary in the development of our most valuable resources, the Indian people,

WHEREAS, The Indian people of the Three Affiliated Tribes, Fort Berthold Reservation have been participants in the current program and have shown the desire for the continuation and development,

NOW THEREFORE BE IT RESOLVED THAT the Three Affiliated Tribes of Fort Berthold Reservation will participate and seek membership into the American Indian HigherEducation Consortium.

CERTIFICATION

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 10 members of whom 9 constituting a quorum were present at a Special meeting, thereof duly called, noticed, convened and held on the 2 day of May, 1974; that the foregoing Resolution was duly adopted at such meeting by the affirmative vote of 7 members, 0 opposed, 2 absentions, 0 pass; that said Resolution has not been rescinded or amended in any way.

RECEIVED
MAY 08 1974
FORT BERTHOLD AGENCY
NEW TOWN, N. DAKOTA

Dated this 2 day of May 1974.

ATTEST:

Secretary, Tribal Business Council
Three Affiliated Tribes

Chairman, Tribal Business Council
Three Affiliated Tribes

# NORTH DAKOTA INDIAN AFFAIRS COMMISSION

18TH FLOOR
STATE CAPITOL
BISMARCK, NORTH DAKOTA 58501

APPENDIX # 3

GOVERNOR ARTHUR A. LINK
CHAIRMAN
PHONE
701-224-2200

3-3-76

JUANITA J. HELPHREY
EXECUTIVE DIRECTOR
PHONE
701-224-2428

Ms. Phyllis Howard, Director
Fort Berthold Community College
New Town, ND 58763

Dear Phyllis:

Enclosed is a three page "Position Paper" which you requested for support of the legislation coming before the 95th Congress.

I hope it fulfills your needs and, above all, I hope it helps the bills pass.

Good luck!

Sincerely,

Juanita J. Helphrey

POSITION PAPER

in support of

INDIAN POST - SECONDARY EDUCATION ASSISTANCE ACT OF 1975

(SB #2634 and HR #11220)

submitted by:

NORTH DAKOTA INDIAN AFFAIRS COMMISSION

Opening Statement:

In my position, as Executive Director of the North Dakota Indian Affairs Commission, I have had the opportunity to work closely with the Indian community colleges in the state and with the Director of the Indian Higher Education Consortium. I have seen the successful development of these programs at the Reservation level in the past few years, and, above all, I have seen the real need fulfilled by this existing opportunity. It is for these few simple reasons, and more that follow, that I strongly feel that members of Congress should support this legislation.

Background Information:

Today America has many opportunities, for young or old, in which we can enhance our personal lives through educational/technical training and experience. Everywhere you look, whether it be rural or urban America, you can see technical training and educational institutions, learning centers, university extensions, or what have you, cropping up. People everywhere are anxious to learn, to better themselves, to achieve goals and become competitive and successful. Indian people are no different - except they have a longer and harder road to travel to get there, in more ways than one:

North Dakota is a rural state, population sparse and scattered, and travel distances to large urban communities is great. The

"POSITION PAPER" continued

Reservations of North Dakota are no exception. Travel is an extreme problem, cars are generally old and in poor condition, car insurance inaccessible in some cases and unaffordable in others. Families are larger than the national average, poverty is more abundant and extreme because of lack of education and no employment opportunities, and educational facilities are non-existent - with the exception of those communities that have the Indian community colleges.

What and how we learn is also most important, and, for the Indian people, most essential. All of our states' educational facilities are geared to the non-Indian rural and urban individuals and have been since the nation began its emphasis on education. All Indian people who were educated were untaught the "Indian Way" and retaught in the non-Indian way. At one time this was uncontrollable and accepted. Today everyone everywhere is seeking a cultural pride, an understanding of their own historical ancestry and background. The Indian again is no exception, but, because of a complete neglect or loss of this historical pride, this emphasis is a must in todays education!

Recommendations:

The House and Senate bills for post-secondary educational opportunities for Indian people must be supported because:

- It is a known fact that most of the hard core unemployed or under employed people on the Reservations are suffering from lack of education
- To bring them to urban cities and communities for educational training is only compounding their problems
- To bring educational opportunities to them at the Reservational level will enable them to pursue a field of their choice without worries of family responsibilities or adjusting to new surroundings and a new and complicated life

"POSITION PAPER" continued

- It is a known fact that all non-Indian educational and/or training facilities have little or no knowledge of the Indians pride, history and culture, nor do they have any special emphasis of study in this area
- The educational institutions at the Reservation level can and do emphasize this
- It is a known fact that recent years have shown a marked improvement in existing poverty conditions at the Reservation level which means that more and more of our young are pursuing higher education and more and more of our hard core unemployed and underemployed people are striving for education, training and a better way of life
- Institutions of higher learning brought to their areas enable them to fulfill this new dream and ambition in their own time and way

I recommend support of this legislative effort for reasons stated above and, most important, for fulfilling a definite and established need.

I also recommend that this support, once given, not be allowed to conflict with any other Federal financial assistance under any program already in existence, or coming into existence, for the benefit of institutions of higher education, community colleges or post secondary educational institutes.

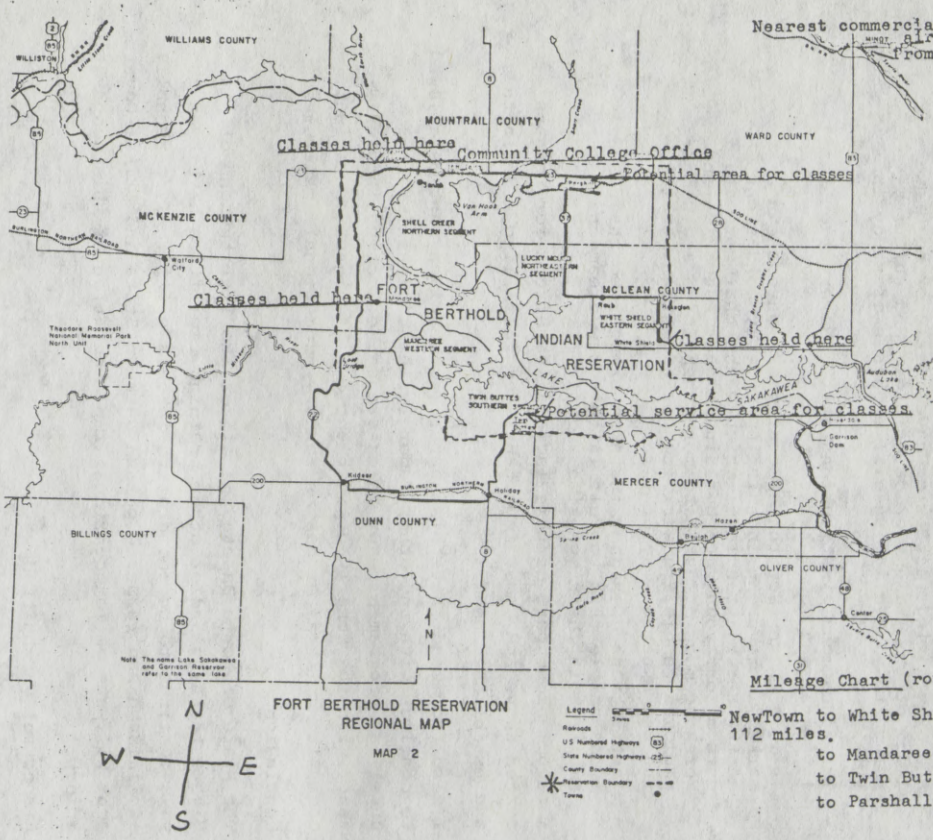
Conclusion:

The State of North Dakota and all of its Institutions of Higher Learning and/or other training facilities have been and will continue to be cooperative in this effort. I, personally, as liaisson and resource person between State and Tribal Government will strive for continual implementation of this cooperative effort.

Respectfully Submitted,

Juanita J. Helphrey

Juanita J. Helphrey
Executive Director
North Dakota Indian Affairs Commission




FORT BERTHOLD RESERVATION
REGIONAL MAP

MAP 2

Nearest commercial airline from Res.

Classes held here Community College office

Potential area for classes

Classes held here

Classes held here

Potential service area for classes.

Mileage Chart (round-tri

NewTown to White Shield 112 miles.

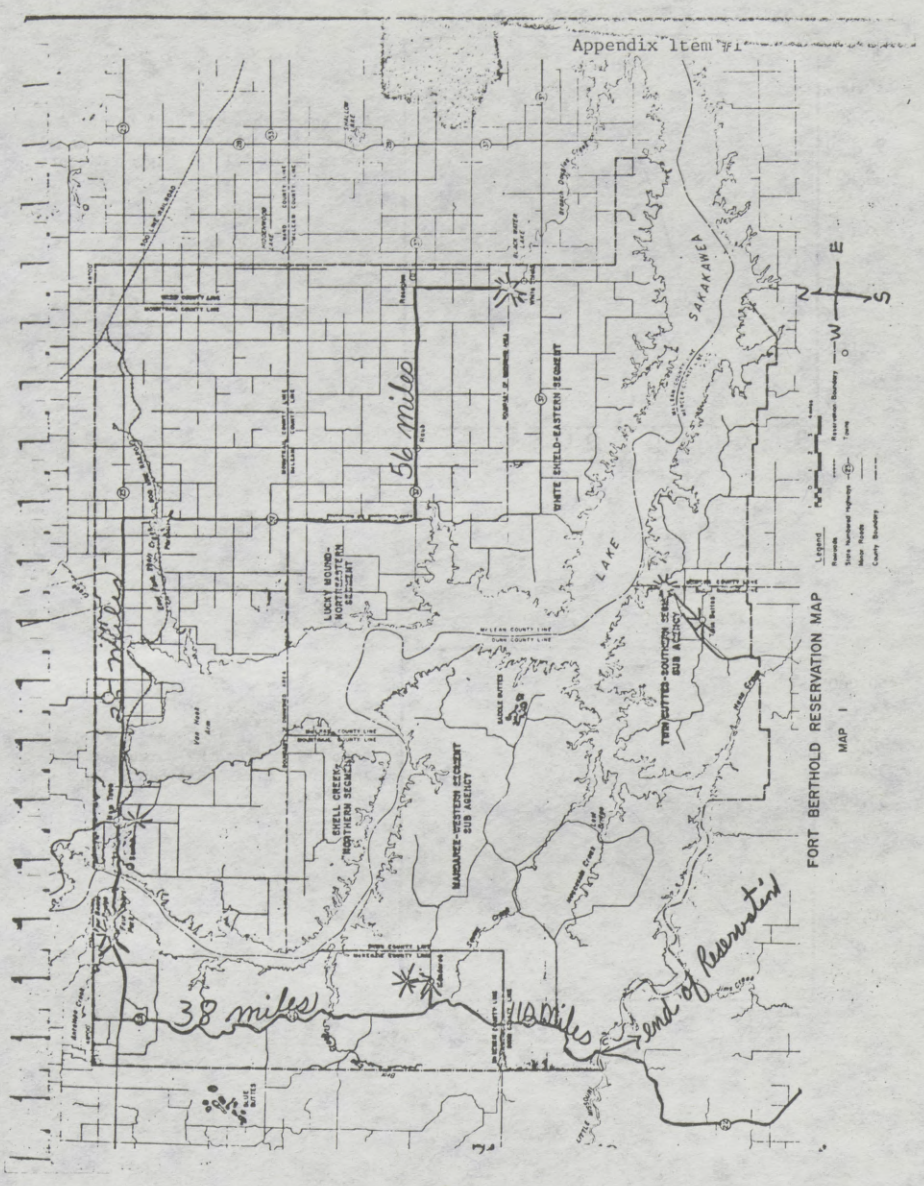
to Mandaree 70 mi

to Twin Buttes 22

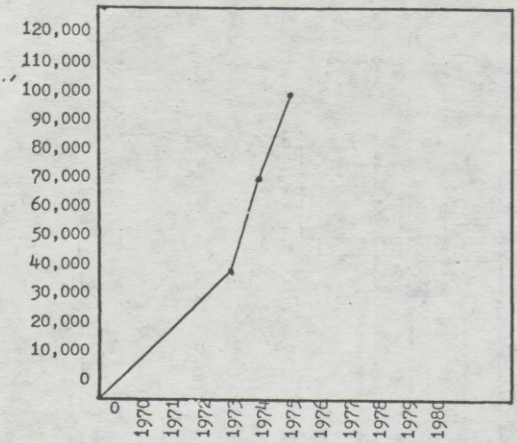
to Parshall 50 mi

dix Item # 1

Appendix Item #1



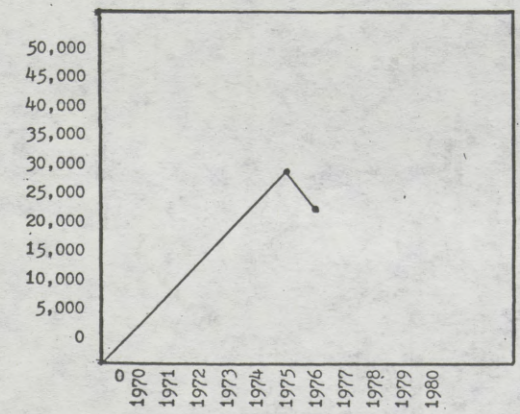
TITLE III - HIGHER EDUCATION ACT of 1965




APPENDIX # 5

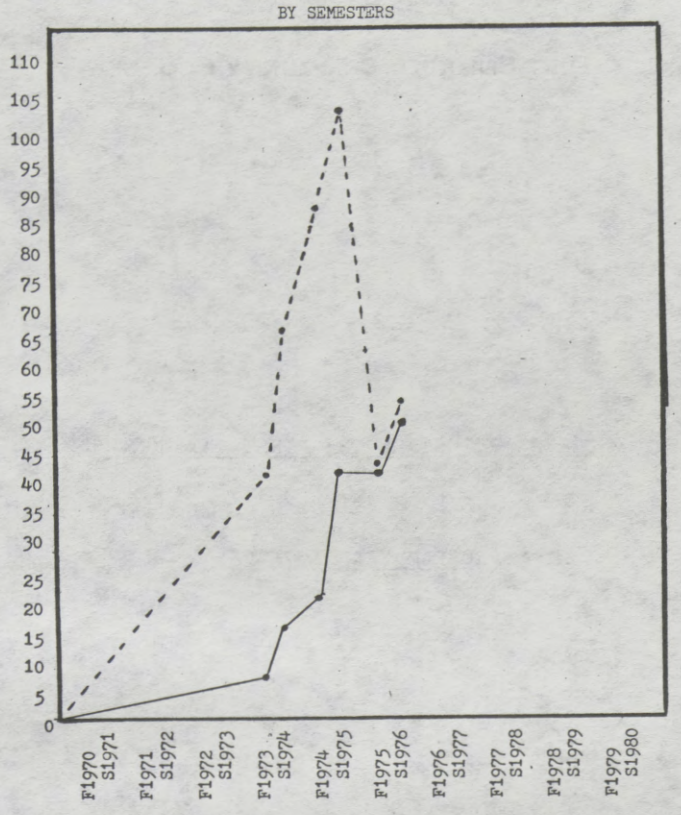
The chart show the Fort Berthold Community College funding level under Title III the Higher Education Act of 1965.

OTHER SOURCES OF FUNDING




The Fort Berthold Community College contracted from the Bureau of Indian Affairs Adult Education monies.

FORT BERTHOLD COMMUNITY COLLEGE STUDENT GROWTH - F.T.E.'s and PART-TIME
BY SEMESTERS




——The solid line indicates the student growth of full-time enrollees.
- - -The broken line indicates the student enrollment for part-time students.

APPENDIX # 6

**FORT BERTHOLD COMMUNITY COLLEGE**

PROGRESS REPORT ON THE FIRST SIX MONTHS

of

PROGRAM YEAR 1975-76

## FORT BERTHOLD COMMUNITY COLLEGE

This progress report will first lay-out the philosophy and objectives of the Community College as set forth by the Board of Directors and staff, and will relate the first six months accomplishements of the 1975-76 program year to these objectives.

The philosophy of the Fort Berthold Community College is guided by an ancestral adage which states "We will send them to the corners of the earth to learn more, they shall lead us." In an attempt to provide an educational service to the residents of the Fort Berthold Indian Reservation which will enable them to be knowledgeable of the past, equipped to go to the corners of the earth if they choose to do so or be effective leaders within the community, the Fort Berthold Community College follows these principles:

A.. Every opportunity will be given to the communities to direct and control this educational service to insure a compliance of their educational needs.

B. The educational service will provide each individual student an opportunity to acquire a positive self-image and a clear sense of identity by developing his full potential.

C. Educational services will be provided to prepare students to operate effectively in their own cultures as well as in the outside society.

D. Every possible effort will be made to assist the student with academic adjustment.

## FORT BERTHOLD COMMUNITY COLLEGE

The objectives of the Community College are:
-To provide students with a variety of courses and degree programs which will be applicable and relevant to them and yet be fully transferable to any college or university in the area.
-To preserve the culture of the Three Affiliated Tribes and promote the Indian language by providing courses in Hidatsa, Mandan, and Arikara language.
-To improve the educational level of the Fort Berthold Indian Reservation and assist in the social and economic development of the reservation.
-To provide the Fort Berthold residents with courses and degree programs which will meet their personal and academic needs.
-To provide courses which will enhance personal and academic development.

The Fort Berthold Community College began its new funding year July 1, 1975. The Title III grant to Mary College to fulfill its bilateral arrangement with the Fort Berthold Community College was increased from $70,000 to $100,000 for program year 1975-76. In the 1975-76 proposal an increase in full time staff was proposed, however inasmuch as the grant was increased the staff increased by only two full time positions. The increase did allow for additional part time instructors and reservation resource personnel to be hired. The increase allowed 17 new positions over last years 9 positions. The staffing pattern of the college now consists of: the Project Coordinator, Humanities Instructor/

## FORT BERTHOLD COMMUNITY COLLEGE

Administrative Assistant, Secretary-Registrar, Business Education Instructor and 26 part time instructors and reservation resource personnel. The full time administrative staff with Title III support have two people with advanced degrees in education, one person with a bachelor's degree, and another with one year of business secretarial training.

The statistics on the full time and part time faculty with Title III support are:

| Full time faculty Data | Number | Female | Male |
|---|---|---|---|
| # with Ph.D | 0 | 0 | 0 |
| # with Advanced degrees | 2 | 2 | 0 |
| # with Bachelors degrees | 0 | 0 | 0 |
| # of women | 2 | | |
| # of minority women | 2 | | |
| # of minority men | 0 | | |

| Part time Faculty Data | | | |
|---|---|---|---|
| # with Ph.D. | 2 | 0 | 2 |
| # with advanced/Masters | 5 | 0 | 5 |
| # with Bachelors degrees | 2 | 1 | 1 |
| # Reservation Resource Personnel | 17 | 9 | 8 |
| # of women | 10 | | |
| # of minority women | 9 | | |
| # of minority men | 8 | | |

None of the full time or part time faculty or administrative staff are currently enrolled for advanced degrees with Title

III support. However, two people in administrative and faculty positions participated this past summer in a professional development program for non-credit with Title III support. The program was a Workshop conducted by Dr. Satish Parekh, senior Director of the Phelps-Stokes Fund, on Planning and Management.

The counseling services during the past six months have not been expanded as the counselor position was not supported with Title III funds. The Community College contracted with the local CETA Program to have one counselor on staff. After the year was over the Community College could not pay the salary of this position as originally planned, as funds were not provided in this area with Title III funds. Therefore, the administrative staff in addition to their regular duties also function as student counselors. Present counseling services show a counselor-student ratio of 1 to 21. The staff functioning in counselor positions to FTE's is 1 to 10. The work load has been and is still very heavy for the staff as each staff member has 21 students to counsel. Additional personnel is needed in the counseling and financial aid areas, where career and financial aid counseling will take place, thus releiving the central administrative staff to develop in their ownmanagement and administrative areas.

The Adult Basic Education Program a component of the College has one full time Director and employs seven part time instructors.

To meet the objectives of offering the students a variety of courses to meet their personal and academic needs, the College

for the first time since it began held a summer session of classes. The courses that were offered this past summer were Reservation Economics, Physical Education, Indian language, and business and management courses. The application of the economics and business classes to the social and economic development of the reservation greatly enhanced the interest of the students. The Community College gained greater visibility with the younger people on the Reservation, by offering applicable and relevant courses.The student enrollment was 45 students over the summer months.

The Fall semester enrollment gained 40 new students from the summer session to make the overall Fall enrollment figure 85 students. One-half of this figure is considered full time enrollees. Our projected goal was to have 100 students enroll for the Fall semester with at least 50 FTE's, this goal fell short by approximately 8 FTE's and 15 total students. The total student enrollment in the various academic disciplines for Fall 1975 are:

| DISCIPLINE | FTE | Part-Time |
|---|---|---|
| EarlyChildhood Education | 5 | 8 |
| Community Mental Health | 10 | 6 |
| Business Education-Secretarial Sci. | 6 | 6 |
| Genral Studies | 11 | 9 |
| Indian Studies | 6 | 8 |
| Mid-Management | 4 | 6 |
| TOTAL | 42 | 43 |

These enrollment figures show a slight variation from 1974 Fall enrollment. As students dropped out, new students were added, therefore, the student enrollment figure has remained constant over the past three semesters.

## FORT BERTHOLD COMMUNITY COLLEGE

The most noticeable progress occurring these past six months have been with the students. More students are becoming full time enrollees. All students are assigned an advisor to help them plan their course schedules and student contracts for their particular degree programs. Three-fourths of the students now have completed their personal files. Another notable change has been an increase in younger people enrolling in the courses. It appears the Community College is attracting the younger adults on the reservation this year. The age group is between 18 and 30 years. Other factors of progress attributable to this younger age group are their, competitiveness among each other in the classes, willingness to take a full load of courses to meet their individual student contracts, conern for receiving the right courses in their major field, and their concern to receive good quality instruction and course material.

The goal for the remainderof the school year is to increase the student enrollment both full and part time, by holding classes in another district that previously had not been served by the Community College. Another goal is to help the six students who are at least 8-12 semester hours away from receiving their A.A,. degrees to continue their academic training at a four year institution if they choose to do so.

As proposed in the 1975-76 proposal the staff planned for periodic evaluations of the students achievement. This has been achieved by the individual instructors during and after the courses have been completed. The instructors have reported that the students are demonstrating a more positive awareness toward their own adademic growth, by making sure they understand the lectures, reading assignments, and other assignments outside of class. This academic awareness has also improved the grade point average of the students.

## FORT BERTHOLD COMMUNITY COLLEGE

The curricula improvements over the past six months have been to add more applicable and relevant course offerings in each degree area. As mentioned earlier in this report several courses in the Business Educationarea wereoffered this past summer on Reservation Economics and on Indian business organizations.

Other improvements were made, to help meet the objectives of furnishing a diverse combination of educational opportunities and courses for members of the reservation communities by introducing several culture classes into the curricula in September. The culture classes satisfied the Mary College curriculum objectives in the sociological, physical education and English areas. Within the culture classes, the Hidatsa traditions, mores, and values were the first to be studied. Hopefully, by Fall-76 the staff and resource personnel will have enough researched material to have several culture courses ready for introduction in the college curricula on the Arikara and Mandan tribal groups. Each of these courses may be used in each of the degree areas,to fulfill Indian studies requirements, electives and general education requirements.

Another major improvement in the Community College curricula have been the offering of at least six courses in each of the academic disciplines which enables the students to have a choice of courses from which to choose, and to enroll as a full time student.

In general the College has assumed the primary responsibility for continuing the social, cultural and philosophical aspects of the local tribal heritage by making courses available to members of the communities on the languages, culture and literature. Finally, the College is preparing the young

adults for moreknowledgeable participation in governmental and tribal affairs through offering courses in areas dealing with tribal government, the judicial processes, and legislative activities. Thus it is obvious from these objectives that in addition to increasing the general level of educational attainment among tribal members, the most significant measurement of progress can be seen in the greater participation by individuals in decision-making processes involving tribal affairs.

While an extensive amount of activities have been undertaken by the Community College per sonnel it is worthwhile to mention the following as major highlights of the past six months. At the beginning of the program year the Phelps-Stokes Fund staff came to the Reservation in July to conduct a Long-Range Planning Seminar. The Seminar was co-hosted by the Community College and Adult Basic Education Program. Participants were invited from the Bureau of Indian Affairs, Tribal and Title Programs, and local Indian School Boards. The participants evaluated the Seminar as excellent and three-fourths of those in attendance stressed an interest in having the Phelps-Stokes staff come back to conduct other Workshops. Several management techniques have been adopted by the College staff which haveproven to be very efficient and effective.

In addition to the regular activities of the college, a research team was hired in July to conduct and compile information on the feasibility of the Indian controlled community college within the Fort Berthold Reservation. The research project was part of a contract from the Bureau of Indian Affairs undertaken by the American Indian Higher Education Consortium to conduct and compile a special study on Indian Controlled Community Colleges as mandated in P.L. 92-638. The research

material gathered on Fort Berthold Community College became part of the overall documents submitted to the Bureau of Indian Affairs by the American Indian Higher Education Consortium.

For the second time since the College began the staff conducted a reservation-wide educational s u r v e y to determine the training needs and interests of the community residents. The survey results were divided into three categories. The results of one group indicated an interest in academic courses, leading to the already established degree offerings by the Community College; another group stressed a strong desire for vocational-type classes in ranch and farm management, animal husbandry and land/range management; the last group showed no definite interests. As a result of these survey questionaires the Coordinator held several meetings with the Bureau of Indian Affairs, Farmers Home Administration, and the ranchers and farmers to determine what had been done so far and what had been the involvement in the past of these government agencies with Indian ranchers and farmers. The information gathered showed had been done to organize classes in these areas. Evidently this type of project will take several years to start, however, the Community College personnel are taking more immediate steps in this direction by planning a 3-day workshop on bookkeeping. The Workshop will be held in the Spring with the assistance of the American Indian Higher Education Consortium. The lack of prop er record-kkeping was stressed by both the ranchers and farmers and FHA personnel. Therefore, the main objective of the Workshop will be for the ranchers and farmers to learn how to keep appropriate records, so they will be better equipped to determine their own profits and losses at the end of the year. By making theirown judgements on their farms and ranches they will plan more adequately for future developments, with their livestock and

and fields. The Community College personnel will work closely with all three groups,the F.H.A., B.I.A., and ranchers and farmers,to seek funds for the project.
Another meeting was held with the Three Affiliated Tribes Tribal Court personnel as they indicated a need to have training for the Secretarys and legal clerks. Since this seemed to be the need of several other programs,the Coordinator planned a Workshop specifically for legal and general secretaries. Technical Assistance for the Workshop came from consultants furnished by the American Indian Higher Education Consortium. The Workshop was held in December for three days, with thirty-one participants, from various government and tribal offices. These participants will be invited to participate in the bookkeeping workshop planned for the Spring.

In October the Indian language instructors were invited to participate in the "Instructional Products Workshop" at the Standing Rock Community College. The Workshop was valuable for the instructors as it helped them to write and plan weekly lesson plans, write course objectives, and plan the course syllabus for the Indian language courses.

In November the College staff attended the National Indian Education Association Conference for four days, in Oklahoma City, Oklahoma. Brochures and other materials from the College were displayed in the AIHEC booth. The Coordinator participated in one panel on Indian Controlled Commnnity Colleges.

Throughout the summer and Fall months the College staff were very active in AIHEC Board of Directors meetings on legislative matters, accreditation, and planning future developments for the member institutions.

# TESTIMONY

# ON

# SENATE BILL 2634

by

HEHAKA SAPA COLLEGE

at D-Q UNIVERSITY

submitted by:

Authorized Signature

Acting President
Title

March 9, 1976
Date

SECTION I — INTRODUCTION

SECTION II — HISTORICAL BACKGROUND: INDIAN HIGHER EDUCATION

A. THE NATIVE TRADITION
B. THE EUROPEAN INVASION
C. THE COLONIALIST APPROACH TO INDIAN EDUCATION
D. THE CHEROKEE AND CHOCTAW EXPERIMENTS
E. THE TEST OF A SUCCESSFUL SCHOOL SYSTEM
F. THE DECLINE OF NATIVE FOLK EDUCATION
G. NEED FOR HEHAKA SAPA COLLEGE

SECTION III — INSTITUTIONAL NARRATIVE

SECTION IV — BRIEF BACKGROUND DEVELOPMENT OF COMMUNITY EDUCATION BRANCH CENTERS, THROUGH HEHAKA SAPA COLLEGE

SECTION V — BRIEF OVERVIEW OF CALIFORNIA AND REVIEW OF OF THREE TARGET AREAS, REFLECTING FIVE CENTER SITES

APPENDIX A — BUDGET REQUIREMENTS

## SECTION I

## INTRODUCTION

The Native Americans of California have been given a great opportunity. That is, authority for the initial development of a College under their control and direction, based on Native American psycho-epistemologies. The United States Department of Health, Education and Welfare, made possible this development by deeding an abandoned United States Army Communication Center to the D-Q University Board of Directors on April 2, 1971.

The purpose of the following information delineated herein, regards the further development of the only Native American controlled College in the State of California, Hehaka Sapa College, at D-Q University. D-Q University is a small, private, non-profit Liberal Arts institution, founded in 1971. The University, and its Colleges, are currently approved by the Western Association of Schools and Colleges Accreditation Agency, as a recognized candidate for Accreditation.

Hehaka Sapa College is one component of D-Q University, and is governed by sixteen (16) Native American Board Members, of the University Board of Directors. Hehaka Sapa College Board of Directors, students, and communities served, reflect constituencies located at and from reservations, Rancherias, rural, urban and terminated areas of California. Funds requested under this legislation reflect projected program costs that would develop, provide culturally relevent, and theoretically sound educational services to twenty (20) Native American Communities in California, through

the sequential application of the Community Education Branch Center process. A minimum of 790 Native American students will be served, reflecting a $4937 cost per student.

In reiteration, the purpose of Hehaka Sapa College, in participating in Senate Bill 2634, reflects the urgent need and subsequent request of numerous Native American communities in California, for the passage of legislation and funding enabling the continued delivery of unique post secondary educational services to selected California Native American Communities through Hehaka Sapa College, at D-Q University.

## SECTION II

## HISTORICAL BACKGROUND: INDIAN HIGHER EDUCATION

### A. The Native Tradition

Higher education (that is to say, learning beyond the levels normally available for the majority of individuals) has been available to American native peoples for many centuries. The ancient Mexicans possessed the calmecac, an advanced college or university for the education of religious and secular leaders. The Mayas and Incas possessed centers for advanced leadership training, and each and every antive tribe operated more or less informal systems of specialized education. Those individuals who demonstrated special aptitudes and who desired special knowledge were able to attach themselves to teachers who possessed expertise in religion, medicine, philosophy, and other subjects requiring specialization.

Higher education of this latter kind was well-developed among North Americans before the arrival of the first Europeans. Many Indian people, especially in the Southwest, devoted substantial portions of their lives to the acquisition of advanced knowledge while everywhere the leisure hours of men included frequent attendance at folk "seminars" where the young were able to learn from the discussions and lectures of the old. This type of higher education was distinguished by the fact that it arose from folk-group needs, was ultimately focused upon practical considerations (e.g., learning better how to provide for the well-being of the people), and was carried on within a system free from coercion or from bureaucratic rigidity.

71-843 O - 76 - 20

B. The European Invasion

The coming of the European served gradually to destroy American Indian "folk universities," although the process was a slow and gradual one and is not complete today. "Folk higher education" continues to survive but in relatively isolated areas and it receives neither recognition nor encouragement from white-controlled agencies of government.

The European invaders took no more than an early and brief interest in native-oriented higher education. In the 1520's certain of the Spanish conquerors of Mexico encouraged the development of Santa Cruz del Tlatelolco, an Aztec-oriented unviersity gradually taken over and operated by scholars of Aztec language and ancestry.

> "The Indians at Taltelolco learnt Latin and theology and they made such rapid progress that within ten years their teachers were able to turn the college over to the Indian alumni. There was a period when pure-blooded Indians were to be found teaching Latin to the sons of Spaniards . . and Indian education bore fruit in a number of books, recording the traditions of the Indian races, which were written by persons of Indian descent . . (But) the Indians (at Tlatelolco) learnt so rapidly and with such intelligence, it was stated, that only the devil could be responsible."

Tlatelolco college was apparently quite successful, in that the Indian scholars showed remarkable ability to mastering the curriculum offered, rose rapidly to the level of teachers, and contributed greatly to the accumulation of knowledge about ancient Mexican history and society. Unfortunately, the college was suppressed after a few decades because it stood as a contraditiction to the exploitative goals of Spanish imperialism (and because doctrinare European priests were made uneasy by the presence

of newly-converted Indians learned in theology and able to dispute the fine points of Christian doctrine). (See Henry B. Parkes, A History of Mexico, p. 92 and C. H. Haring, The Spanish Empire in America, pp. 226-7).

In the area of the United States the European invaders took no interest in native-oriented education, focusing instead solely upon the destruction of native culture. Early educational programs for Indian students, such as those at Harvard, William and Mary, and Dartmouth Colleges were aimed entirely at the Europeanization of the natives and had no connection whatsoever with American folk educational traditions. In Virginia, for example, the scientist, Robert Boyle, endowed a "college" (at William and Mary College) for Indian pupils, which school was formally chartered in 1792. Instruction commenced about a decade earlier, being essentially the continuation of a very elementary grammar school program initiated at Fort Christianna in 1714 under the leadership of Rev. Charles Griffin. The curricula included "the simple rudiments of reading, writing, and arithmetic, the catechism and the principles of Christian religion." (Hugh Jones, The Present State of Virginia, ed. by Richard L. Morton, pp. 5-6).

In 1724 it was noted that:

> Some (Indians) indeed, after seeming conversion have apostatized and returned to their own ways, chiefly because they can live with less labour, and more pleasure and plenty, as Indians, than they can with us; but this might easily be remedied by making a plentiful provision for them, especially at the College (of William and Mary), by sending some to sea, and putting others out to trades, and not letting them idle away their time, nor return to their towns so soon, before they be perfect in the understanding

> and approbation of our customs and religion, and have seen some more of the world, and be handsomely provided for; for then if they returned, they might do good to themselves and others (Jones, pp. 61-2).

On the other hand, the same author, (Hugh, Jones), noted that the Indians

> thought it hard, that we should desire them to change their manners and customs, since they did not desire to turn us into Indians; however, they permitted their children to be brought up in our way; and when they were able to judge for themselves, they were to live as the English, or as the Indians, according to their liking (Jones, p. 59).

It is significatn to note that few, if any, southern Indians chose voluntarily to live "as the English" during the seventeenth and eighteenth centuries. On the other hand, many conquered seabord Indians and Indian slaves were fully exposed to intensive acculturative influences without being able to attain the success envisioned by Jones. Their 100,000 mixed-blood descendents living in the eastern seabord states today speak eloquently to the failure of intensive acculturation as a device for upward mobility or "success" in a post-conquest society which is essentially racist and caste-conscious. Jones was able to note that the "ordinary" or "vile" white people of Virginia "esteem and use the Indians as dogs" but he, like Col. Richard Henry Pratt in the nineteenth century, was unable to perceive the implications for education posed by a largely anti-Indian society.

Jones admitted that:

> hitherto but little good has been done (by the educational program), though abundance of money has been laid out, and a great many endeavours have been used . . . The young Indians,

> procured from the tributary of foreign nations with much difficulty, were formerly boarded and lodged in town; where abundance of them used to die . . . Those of them that have escaped well, and been taught to read and write, have for the most part returned to their home, some with and some without baptism, where they follow their own savage customs and heathenish rites. A few of them have lived as servants among the English, or loitered and idled away their time in laziness and mischief . . now they are . . taught to become worse than better by falling into the worst practices of vile nominal Christians, which they add to their own Indian manners and notions (Jones, 1724, pp. 60, 113-115).

In ca. 1770 another observer noted that the Indian graudates of William and Mary did not become "missionaries." Instead it was "common for them to elope several hundred miles to their native country, and there to resume their skins and savage way of life, making no further use of their learning . . (Catesby, 1771, in Jones, p. 12).

C. The "Colonialist" Approach to Indian Education

This early Virginia experiment, although not strictly "higher" education, is significant because the philosophy which it represents has almost always dominated Indian education in the United States, whether of college or pre-college level. The same naive, not to say chauvinistic, approach is currently exemplified by numerous government programs ranging from "relocation" and "crash" vocational training to ordinary formal instruction in colleges and institutes.

It is significant that Tlatelolco, organized as a true college controlled jointly by scholars and students and oriented towards the indigenous cultures, was successful in producing native scholars, while the various Anglo-American experiments of the Virginia type, structured in an anti-Indian manner and antagonistic toward the native heritage, failed to pro-

duce anything comparable. And yet ultimately Tlatelolco also failed, probably because few colonialist-imperialist systems can, in fact, tolerate the successful education of conquered populations. The Virginians who controlled William and Mary were desirous of producing Christian artisans, mechanics, and missionaries who could serve the needs of English society, even as the Spanish ultimately wanted artisans but not scholars. It is doubtful that the English colonial ruling class ever desired Indians educated sufficiently well to be able to challenge the irrational assumptions of English colonial society. Certain it is that the educated black man, David Walker, was not well received when he rationally challenged the Anglo-American slave system in the 1820's, and, of course, we all know what happened to the efforts of the educated Cherokees in the 1820's and 1830's.

Those concerned with native higher education today must honestly ask themselves if they are really desirous of equipping Indians with the means to challenge contemporary United States native policy or if they only seek to train Indians who are technically capable of implementing goals set by the dominant society

The "Colonialist" approach has continued to dominate whatever educational programs offered to Indians by non-Indians whether these programs have been operated by the Bureau of Indian Affairs, by missionary groups or by state institutions. It would appear that Anglo-Americans, through three centuries, have but slightly altered their philosophical position as regards Indian education, with the following beliefs being consistently adhered to: 1) the white man is wiser than the Indian and therefore has

the right (or obligation) to make key decisions about the Indian's own future; 2) the Indian must be trained for participation primarily within white society; 3) Indians must not receive sophsticated training in a setting which might expose them to ideas which would threaten the status quo in Indian policy; 4) Indians must not control any educational institutions, or if they possess nominal control, actual power must reside in non-Indian hands; and 5) native language and cultures must not be taught, or if they are taught, they must be taught by non-Indians in a curricula planned by non-Indians or in specialized anthropology courses designed to serve the often narrow purposes of "science" or of white middle-class students.

D. The Cherokee and Choctaw Experiments

The one significant exception to the above occurred between the 1820's and 1880's when the Cherokee Republic, the Choctaw Republic and several other southern peoples established and operated their own national school systems and academies. Judging from the data available, these school systems were quite successful, producing able leaders and more significantly, contributing directly to the socio-economic advancement of the communities served. Tragically, these native-controlled school systems were destroyed by the United States government primarily because they were inconsistent with the goals of Anglo-American economic and cultural imperialism. There is considerable evidence that the educational level of the Indian groups concerned rapidly declined after their schools came under alien control.

E. The Test of A Successful School System

The ultimate test of a successful school system or educational institution is not the measurement of the progress of individual students along some arbitrarily-conceived curricular path, but rather how the communities served by that system or institution have enhanced their own lives, individually and collectively, because of the presence of that educational system. The Cherokee and Choctaw schools were successful in that they arose from the felt needs of the Indian people themselves, attempted to meet those needs, and served as integral parts of the Indian society and culture.

F. The Decline of Native Folk Education

Due to the sustained efforts of white government functionaries and missionaries, native American folk processes of higher education were either forcibly suppressed or discredited in most areas. The 'old people', instead of being thought of as depositories of wisdom, came gradually to be perceived as embarrassing relics of "heathenism," and Indian leadership, generally, came to be thought of, even by Indians, as not possessing the ability to transmit any knowledge to the younger generation of more than mundane significance.

In brief, younger Indians were indoctrinated with a viewpoint which is one of the characteristics of colonialism. They were made to internalize white negative attitudes toward the native heritage and were taught to disrespect their elders and kinsmen. Such colonialized Indians thereafter allowed informal patterns of education to disappear, and thereby became almost completely the captives of the formal educational system

controlled by the conquerors. More seriously still they came to accept the white man's view of themselves and their people as being persons not competent for managing their own affairs, especially in the area of education. Under such conditions, it is not surprising that Native Americans have, until recently, offered only passive resistance to alien educational programs and have not been able to create new education institutions of their own.

G. Need For Hehaka Sapa College

Many Indians, in the Dartmouth fashion, have attended non-Indian colleges and universities and the numbers so matriculating are currently increasing due to various scholarship programs. One might ask, then, if a need still exists for Indian-oriented and Indian-controlled higher education facilities. The answers from Hehaka Sapa College Board of Directors, Faculty, Community Instructors, Cultural Resource Personnel, Students, and numerous community members, are an assertive yes!

When one considers the new directions of Federal Policy relating to Indian Education, the growing awareness of Native Americans, their willing involvement in educational affairs, and the potential opportunities that now and may exist (Senate Bill 2634) to begin overcomming the shameful neglect of Indian Education, it is dismaying to discover that the many years of educational neglect and deprivation have left their scars.

1. The drop out rates for Native American attending non-Indian Colleges in California ranges from 18% to 90%.

2. Many tribal groups do not possess any individuals who are college graduates or, in still more instances, any college graduates who are currently participating in the ongoing development of the tribal community.

3. The more tribally-oriented individuals (those most likely

to return to their people) are the least likely to attend or benefit from existing orthodox Institutions.

4. It is quite obvious that the existing non-Indian Colleges are not providing adult-level educational programs immediately needed by tribal people.

5. The quality of life in Indian communities clearly indicates that existing educational programs are inadequate.

6. The Senate sub-committee on Indian Education reported that only 1% of the Indian students are being taught by teachers of Indian background. Until Native Americans are trained and experienced at all levels of decision making, non-Indians will continue to make educational decisions for them inspite of new policies, and new programs.

7. Similarly, large quantities of money, federal and otherwise, which should be going to Indians are instead going to non-Indian universities which, until these monies were available, seldom showed any special interest in Indian people. Well-financed programs in teacher-training for Indian schools, Indian education research, Indian community development, etc., are currently building up the faculties and facilities of non-Indian institutions (or are providing a profit for white-controlled private corporations). An American Indian university would not only guarantee that "over-head" and profit benefit Indian people but that Indians obtain a fair share of the employment stimulated by such funds. (This is not to say that all Indian related projects should always be funded through an Indian-controlled institution but that at least a substantial proportion of such activities should be so administered.)

8. Many of the non-Indian universities especially active in seeking federal funds for Indian programs and in seeking to attract Indian programs and in seeking to attract Indian scholarship students are extremely non-responsive to Indian influences. They operate their programs without Indian policy boards, their campuses are lacking in signs of visible respect for the native heritage, and their curricula (in history and anthropology, for example) are not oriented towards the native student. One almost gains the impression that several such schools have found the "Indian business" profitable in financial and/or political terms but that they have no real interest in, or understanding of, native aspirations. Still further, it would appear that inter-disciplinary rivalries are apparently more significant in determining the structure and content of Indian programs than are the objective conditions of the Indian community, at least in some instances.

Most significant of all is the plain fact that no non-Indian institution can facilitate the self-realization and self-determination of American Indian peoples. The possession of one's own educational

institution is vital to the development and survival of a people. The Jewish community has survived, and maintained a high level of education, according to many Jews, primarily because of its "Yeshivas" (theological universities) and other schools. Black Americans would be infinitely poorer without Howard Universities (which, incidentally, made it possible for black scholars to obtain employment and to develop research in such fields as Negro History). Scandinavian-Americans, Irish-Americans, and other European groups have established colleges of their own while Asian-Americans have been able to use universities in Chinese-language and Japanese-language schools in the United States). And, of course, the dominant Anglo-American (English-speaking white) has many universities, public and private, under public and private, under his control.

Most Native Americans of tribal affiliation wish to preserve their identity both as"Indians" and as members of a specific tribe. The experience of other nationalities and groups throughout the world would seem to prove that a people must possess a cultural, educational and intellectual center of its own in order to survive and advance.

A Native American College would, however, do much more than merely "preserve" tribes. It could be the means for educating large numbers of Indians in an environment suitable for the development of self-confidence, both individual and collective. The present policy of sending Indian young people off to alien Anglo-dominated colleges often serves to lower self-esteem, produce failures, and create personal identity confusion. And in addition, those Indian students who "make the grade" are neither psychologically nor technically capable of leading their people forward. Often they choose to make a living among non-Indians or, if they do return home, they are sometimes alienated enough from their own people as to be poor leaders at all.

What is essentially needed today are more post-secondary institutions with adequate funding thoroughly oriented towards tribal needs. Above all, it should attempt to train large numbers of Indians, both old and young, for leadership within the context of the tribal community. In this manner the entire folk group can be led forward as a unit rather than periodically having its most promising young people drawn off into Anglo-American society.

## SECTION III

## INSTITUTIONAL NARRATIVE

D-Q University, through Hehaka Sapa College (the Native American college), represents a new concept in education. Its purpose is to provide a dynamic blending of contemporary skills and competence through cultural perspectives to meet the pressing educational needs of the Native peoples. This concept grew out of the urgent needs and vibrant vision of the Indian people for their own institution of higher education. By every criterion, Indian children were not succeeding in the established educational system. On measures of reading achievement, 60% of the Indian children in the public schools scored below the national norm. In mathematics, 55% of the Indian children scored below the national norm. When these children reached high school, the drop-out rate approached 75% after age 16 when school attendance is no longer compulsory.

Unemployment figures, life-expectancy patterns, per-capita income, and widespread patterns of social, economic and political discrimination are manifest within the Indian citizenry in the State of California. Despite these adverse conditions, the Native American people have a strong sense of cultural identity and a deep-seated desire to maintain the integrity of their cultural traditions and values.

Faced with these discouraging statistics, many Native Americans began to consider alternatives to education for their young people. Acutely aware

of the close interrelationship between poor educational achievement and poor economic, social and political achievement, Native Americans came to focus on innovation in education as the most effective means of breaking the cruel style of poverty and discrimination which had distorted the lives of their peoples for generations.

In 1968, a group of interested persons began to study the feasibility of creating an Indian institution of higher education in Northern California. When the federal government declared a former military communications center near Davis, California surplus property, in the summer in 1970, this group of Native Americans placed a bid for the property in the name of D-Q University. With a clear statement of the purpose and a display of determination, the group won the bid. On April 1, 1971 the title to the property was officially deeded to D-Q University. The New University was underway.

Hehaka Sapa College, the Native American college of the University, from its inception, had four major objectives.

The first, and perhaps the most pervasive and transcending objective, is to provide in a program of academic excellence, education and training for Native American communities in a cultural context in order to effectively dispose students to cognitive aspiration and achievement. The affirmation of cultural integrity and perceived cultural worth is a sine qua non for the development of an epistemology that can produce whole, assertive, useful citizens.

Secondly, Hehaka Sapa College shall provide a practicum for its students combining contemporary life-enhancing technologies and professional skills to meet head-on the pressing present needs of the communities. The present

avenues of higher education available at White institutions produce a dichotomization of alternatives which undermine the total survival of the Native American people: To wit, those reluctant to abandon the values and traditions of their cultures have not acquired the necessary competence and skills to meet their needs and aspirations; those who are disposed to seek these competencies and skills in White institutions are compelled in the process to lose touch with the communities of their origin and are compelled to live in the nether-world of shizocultural values apart from their communities which depend on such skills and competencies for their survival.

Thirdly, Hehaka Sapa College sees as a mission the preservation and development of cultural heritage as substantive disciplinary areas of scholastic exploration and inquiry. The culture-destroying pressures of urbanized society render the oral tradition of value transmission through the family or tribal institution more and more ineffective, especially when compounded with the family-destructive economic pressures of underdeveloped nations within a highly affluent nation. Capturing these processes, validating and documenting the cultural universe in a scholarly manner, makes it possible to institutionalize the conduits of culture and render them amenable to broad sharing both to the communities affected and the dominant society which is more and more dependent on ancient values to redeem it from its technoeecomic stage of listlessness. Afts and crafts, learning styles (traditional epistemologies), languages, religious practices, ceremonial rites and ancient ecological values must be recorded to be shared, if they are to be preserved. This is fundamental to all societies. The systematic denial of this survival opportunity to indigenous

peoples over the world is the fundamental failure with the goals of cultural pluralism. This denial is also conducive to the development of derivative social and class conflicts.

Fourthly, Hehaka Sapa College was founded to serve as a development resource center for Native American communities in order to bring to bear upon present problems in these communities the reservoir of available and credible indigenous talent in technical fields required by these communities. As the College and University develop, there shall emanate in proportion to this development a greater resource base for these communities in life-improving skills and technologies. This will further be augmented when the graduate products begin to converge upon this resource as in-place resources in these respective communities.

Finally, Hehaka Sapa College seeks to serve the Indian people in the communities in which they live. It will bring the resources of skill and knowledge of the College and University to bear upon the immediate needs of the Indian people as they strive to improve their lives, as well as to train students who will serve as agents of social change when they leave the University and return to their communities.

## SECTION IV

## BACKGROUND DEVELOPMENT OF COMMUNITY EDUCATION BRANCH CENTERS

Due to the nature of Hehaka Sapa College and University goals, that of seeking to serve the Native American people in the communities in which they live, the concept of Branch Centers is not a new phenomena, but rather one of the philosophical foundations of the University. The University, therefore, began Branch Center educational programs at the outset of its existence. During the last two years the community education program has been formalized through the development of Community Education Branch Centers.

Procedurally, the academic programs offered at the Community Centers must comply with the University's Academic Manual and Community Education Branch Center Manual, which, in turn, satisfies the Accreditation Agency requirements of the Western Association of schools and colleges.

Due to the nature of existing Branch Centers project funds, generated by local community initiative their activities include tutoring elementary and secondary students, providing lunches to students and senior citizens, developing surveys relating to housing, senior citizens, and county agencies, and developing culturally related educational and social information.

In terms of the Junior College Academic program, in those respective areas, those students who are 16 years and older receive credit through the development of a knowledge path plan field contract. This process results in

a documented, detailed format describing the educational goals, discipline areas to be investigated, the methodologies employed to complete those investigations, procedures for evaluation, and timeline for completion. All students participating in this process must jointly develop their contract with the local Branch Center staff, thereby reinforcing the relationship between the students and their local community. Additionally, an integral component of the students' contract is their relationship to the Seminary Course offering at the local Branch Center.

Through participation in the Community Education Branch Center programs, students are exposed to a Junior College curriculum that combines independent study, working experience, classroom seminar participation, with community-defined direction and accountability. Obviously, these programs reflect Native American community input and direction, whose purposes are to provide positive reinforcement of cognitive and affective learning strategies.

This testimony reflects the critical need of D-Q University, through Hehaka Sapa College, in enriching, expanding and stabilizing the Community Education Branch Center's existing academic Junior College offering, to include a complimentary, and sequentially programmed, full-time instructional and training component for the existing Center staff, local community resource instructors, and development and implementation of Associate of Arts and Associate of Science general education and specialized curricula.

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## SECTION V

### BRIEF OVERVIEW OF CALIFORNIA AND REVIEW OF THREE TARGET AREAS

The Native American population of California consists of over one hundred and fifty thousand (150,000), with large concentrations in Northern rural California, and three large metropolitan areas; the entire Oakland-San Francisco Bay Area, Los Angeles Basin Area, and Sacramento Valley Area. A conservative estimate of fifty-five thousand (55,000) of the total Native American population, are indigenous to California, with the remaining originally from out of state. Approximately 20-25% of the Native Americans indigenous to California, are living on seventy-nine (79) reservations and rancherias (ranging in size from .92 acres, with none one Native American resident to 86,073.04 acres with 1,057 native residents), scattered throughout the state. The remaining 80-75% of the population are located in rural, terminated, and urban areas. Thus, quite naturally, the existing Community Education Branch Centers reflect programs that are located in reservations, rancherias, rural and urban areas. Therefore, the goals of Hehaka Sapa College encompasses the provision of providing services to Native Americans of diverse tribal affiliations, and social/legal/political situations, dictate that the wording, intent and interpretation, of this legislation allow this college to continue providing, and begin to provide post-secondary educational services to Native American Communities, on or near reservations in California.

The demographic statistics of the following target sites are included to provide an introduction to the general status of those Native Americans within these sites, which are similar in scope to other Native Americans

in other areas of California, which Hehaka Sapa College, and those respective communities request consideration for funding to enable the deliverly of educational services.

A. Round Valley Reservation

The Round Valley Indian Reservation is a small, isolated Indian community on the northeast corner of Mendocino County, California, situated 41 miles via winding roads from the nearest town, Willits on U.S. Highway 101. It is a full 75 miles to Ukiah, the county seat.

With the unincorporated town of Covelo at its center, the Round Valley Community spreads over the 35 square miles of Round Valley and the surrounding mountains and canyons of the drainage basin of the Middle Fork of the Eel River.

Round Valley is an economically underdeveloped and depressed area, with most socio-economic indicators pointing toward extreme poverty. Over 25 percent of the population receives public assistance of some nature. In the Reservation community, the figure is well over 50 per cent. Unemployment is high over 10 percent and seasonal, dominated by the forest products and ranching industries, with a Louisiana Pacific mill as the largest employer.

Of the population over 25 years of age, 58.6 percent have less than an eighth grade education. Over 20 percent of the families earn below $3,000 a year. 21.8 percent of the dwellings are considered substandard, many of these homes of Reservation members.

The present estimated population of the Covelo Census Division is 1716. 27 percent are enrolled members of the Reservation -- 465 persons. 597 are below 14 years and 1,119 are adults above 18 years of age. The

ratio of children to adults in Indian homes is higher in anglo homes -- 1-2 times on the average. In the Reservation community, there is an estimated 233 adults --21 percent of the total adult population. But in school, 31 percent of the enrolled students, 1-12 are Indian.

Through a proposal funded in 1974-1975, under Johnson O'Mally, other statistics were revealed:

1. Reading, Language Development and Mathematics: Teacher tests and standardized tests show that Round Valley students score more heavily on the bottom quartile of achievement.

2. A need for greater parent participation and community involvement is shown by the necessity for parents to understand the amount of work, the techniques used and the amount of detail that must be carried out to satisfactorily create a learning situation for a child. The community needs to be involved with the educational process.

With more frequency, the Native American parents are expressing the desire for more culturally relevant curricula and instructional material, more influence over the education of their children and better education for their children and themselves.

B. Mendocino County

In preparation for this testimony the bulk of the following information was taken from a 1975 survey conducted by the State of California with documents located at Ukiah, the County Seat.

The total population of Mendocino County is 51,101, with 7,412 Native Americans comprising 14.5% of the total. In contrast of the County and State supervisory positions, Caucasians hold 99% of these positions, with Native Americans holding .4% of these positions. The Native American has an average income of $1,610 per year, with an average family size of 8. In comparison, white and other categories have an average of $4,601 per year, with an average size family of 5. High school dropout rates are 31% for the Native American population, and 14% for whites and others.

Illiteracy rates are 22%-30% for whites and others, with 60%-65% for Native Americans. Additionally, the Native American population receiving welare benefits is 58%, with 35% from the "white" category, and 4% from the "others" category.

The University applauds the efforts of the Mendocino County Indian Center, Round Valley Cultural Project (both funded by Title IV), American Indian Higher Education Act, and Wind Spirit Art School in beginning to provide badly needed educational and social services. The purpose of this testimony is to strengthen the existing relationship between the University and the Community Education Branch Centers, in offering and stabilizing post-secondary curriculum, in the areas of teacher training, teacher preparation, basic skills, other liberal arts, and specialized curricula.

C. Shasta County -- Redding

The majority of indigenous people of Shasta County are non-land based, with no reservations, and only three rancherias, encompassing one to three acres apiece. Therefore, the majority of the Native American population is dispersed over a wide geographical ara. Historically, Shasta County was heavily populated with indigenous people of the Wintu and Pitt River Nations, but currently represents members of various California tribes.

Historically, Shasta County pioneers were experts in the physical and cultural extermination of native people. Although physical extermination decreased, the continuation of cultural genocide still persists, both deliberately, and in some cases, through cultural ignorance, resulting in disasterous subjective cultural interfering differences. Some evidence indicating that lack of cultural recognition include:

1. The Shasta County Historical Society persists in ignoring the Native American cultures of this region, by only recording local history in terms of the great anglo pioneer families.

2. Samwell cave, (regarded as a historical landmark), has been completely vandalized and practically destroyed. Petroglyhs in Jones Valley have been destroyed by caterpillar track marks and graffitti, further indicating the attempts to destroy all evidence of an earlier Native American civilization.

3. Indian burial grounds in Central Valley have been desegregated.

4. Indian student infractions of public school regulations are expediently handled by suspension, or referral to juvenile Hall. Native American students currently represent 10% of Shasta County juvenile hall referrals, while only reflecting 5% of the total County student population.

5. J.O.M. funding for Shasta High School District was channeled to Pioneer Continuation School. In turn, Indian students from the other high schools in the area were systematically sent to Pioneer.

6. The drop-out, or push-out rate for Native American students in Shasta County high schools is 60%, in conjunction with a 10% rate below the 8th grade.

7. The evidence of disasterous subjective cultural interfering differences (both cultures) include: of the total population arrested for offenses relating to intoxication (.1% of County Population), Native American people accounted for 10.3% of the arrests, while only representing 1.6% of the total County population.

8. A recent survey conducted by the California Indian Education Association revealed that there are no existing agencies that can provide a central area for educational, social, or counseling activities.

The proposed Community Education Branch Center activities at Redding reflect the recognition of past public school failures, and the integration and expansion of existing California Education Association sponsored volunteer educational, social, and career guidance activities. Whether or not this testimony is successful in acquiring funding to accommodaste expansion of current activities, these activities will continue, but hindered to the extent of expedient impact.

# APPENDIX A

HEHAKA SAPA COLLEGE
PROJECTED BUDGET REQUIREMENTS

| Category | Amount Required 1st Year | % of Position Related To Community Education Branch Centers | 2nd Year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|
| I. Institutional Administration | | | | | | |
| 1.1 Salaries | | | | | | |
| 1.1A Vice-President | $23,000 | 10% | 23,000 | 23,000 | 23,000 | 23,000 |
| 1.1B Dean | 20,000 | 25% | 20,000 | 20,000 | 20,000 | 20,000 |
| 1.1C Dean of Vocational Education | 20,000 | 5% | 20,000 | 20,000 | na | |
| 1.1D Associate Dean of External Education | 18,000 | 100% | 18,000 | 18,000 | 18,000 | na |
| 1.1E Personnel Officer (2) 12,000 @ | 24,000 | 55% | 24,000 | 24,000 | 24,000 | na |
| 1.1F Curriculum Specialist (3)12,000 @ | 36,000 | 40% | 36,000 | 36,000 | na | |
| 1.1G Research, Planning, & Development Director | 17,000 | 35% | 17,000 | 17,000 | 17,000 | na |
| 1.1H Administrative Assistants (5) 9,800 @ | 49,000 | 27% | 49,000 | 49,000 | 39,200 | 19,600 |
| 1.1I Fringe 20% | 41,400 | | 41,400 | 41,400 | 28,240 | 12,520 |
| 1.1J Total Salaries | 248,400 | | 248,400 | 248,400 | 169,440 | 75,120 |

(A.1)

| Category | Amount Required 1st Year | % of Time Toward Community Education Branch Centers | 2nd Year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|
| I. Institutional Administration | | | | | | |
| 1.2 Supplies (Office) 20,000 | $20,000 | na | 20,000 | 20,000 | 15,000 | 7,000 |
| 1.3 Office Equipment | 16,800 | na | 5,000 | 4,000 | 3,000 | 2,000 |
| 1.4 Telephone | 12,000 | | 12,000 | 12,000 | 7,000 | 4,000 |
| 1.5 Travel | 20,000 | | 20,000 | 20,000 | 10,000 | 6,000 |
| 1.6 Printing & Xeroxing | 14,000 | | 14,000 | 14,000 | 9,000 | 4,000 |
| 1.7 Postage & Subscriptions | 6,000 | | 6,000 | 6,000 | 4,000 | 2,000 |
| 1.8 Consultants | 3,000 | | 3,000 | 3,000 | 2,000 | na |
| 1.9 Category Total | 340,200 | | 340,200 | 340,200 | 222,440 | 100,120 |
| II. Management Operations | | | | | | |
| II.1A Controller | 22,000 | | same | same | same | same |
| II.1B Accountants (2) 16,000 @ | 32,000 | | same | same | same | same |
| II.1C Bookeeper (2) 12,000 @ | 24,000 | | same | same | same | same |
| II.1D Administrative Assistant (2) 9,800 @ | 19,600 | | same | same | same | same |
| II.1E Fringe 20% | 19,520 | | same | same | same | same |
| II.1F Total Salaries | 117,120 | | same | same | same | same |
| II.2 Supplies | 5,000 | | same | same | same | same |
| II.3 Office Equipment | 6,000 | | 3,000 | 2,000 | 2,000 | 2,000 |
| II.4 Telephone | 6,000 | | same | same | same | same |

| Category | Amount Required 1st Year | | 2nd Year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|
| II. Management Operations | | | | | | |
| II.5 Travel | $ 5,000 | same | | | | |
| II.6 Printing & Xeroxing | 7,000 | same | | | | |
| II.7 Postage & Subscriptions | 5,000 | same | | | | |
| II.8 Auditing Costs | 15,000 | same | | | | |
| II.9 Category Total | 166,120 | | 163,120 | 162,120 | 162,120 | 162,120 |
| III. Public Services - Printing | | | | | | |
| III.1A Printer | 15,000 | | 15,000 | 15,000 | 15,000 | na |
| III.1B Assistant Printer | 13,000 | | 13,000 | 13,000 | 13,000 | na |
| III.1C Administrative Assistant | 9,800 | | 9,800 | 9,800 | na | na |
| III.1D Fringe 20% | | | 7,560 | 7,560 | 5,600 | na |
| III.1E Total Salaries | 45,360 | | 45,360 | 45,360 | 33,600 | na |
| III.2 Supplies | 6,000 | | 4,000 | 3,000 | 2,000 | na |
| III.3 Office Equipment (Printing) | 40,000 | | 25,000 | 10,000 | 4,000 | na |
| III.4 Telephone | 4,000 | | 4,000 | 4,000 | 2,000 | na |
| III.5 Travel | 3,000 | | 3,000 | 3,000 | 3,000 | 3,000 |
| III.6 Printing & Xeroxing | 2,000 | | 1,000 | 1,000 | 1,000 | 1,000 |

| Category | Amount Required 1st Year | | 2nd year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|
| III. Public Services | | | | | | |
| III.7 Postage & Subscriptions | $ 3,000 | | 3,000 | 3,000 | 3,000 | na |
| III.8 Category Total | 103,360 | | 85,360 | 69,360 | 48,600 | 4,000 |
| IV. Student Counseling & Services | | | | | | |
| IV.1A Associate Dean of Student Services | 17,000 | same | | | | |
| IV.1B Director of Counseling | 16,000 | same | | | | na |
| IV.1C Counselors (5) 14,500 @ | 72,500 | same | | | | 43,500 |
| IV.1D Director of Financial Aid Department | 15,500 | same | | | | |
| IV.1E Financial Aid Officers (4) 14,500 @ | 58,000 | same | | | | 29,000 |
| IV.1F Registrar (3) 10,000 @ | 30,000 | same | | | | |
| IV.1G Administrative Assistants (5) 9,800 @ | 49,000 | same | | | | 29,400 |
| IV.1H Fringe 20% | 51,600 | same | | | | 32,880 |
| IV.1I Total Salaries | 309,800 | same | | | | 197,280 |
| IV.2 Supplies | 8,000 | same | | | | 4,000 |
| IV.3 Office Equipment | 15,000 | | 8,000 | 4,000 | 2,500 | 2,000 |
| IV.4 Telephone | 6,000 | same | | | | 4,000 |
| IV.5 Travel | 10,000 | same | | | | 5,000 |

| Category | Amount Required 1st Year | | 2nd Year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|
| IV. Student Counseling & Services | | | | | | |
| IV.6 Printing & Xeroxing | 9,000 | same | | | | 5,000 |
| IV.7 Postage & Subscriptions | 5,000 | same | | | | 2,500 |
| IV.8 Category Total | 362,600 | | 355,600 | 351,600 | 349,600 | 219,580 |
| V. Library & Audio-Visual | | | | | | |
| V.1A Librarian | 17,000 | same | | | | |
| V.1B Assistant Librarian (2) 14,000 @ | 28,000 | same | | | | na |
| V.1C Administrative Assistant | 9,800 | same | | | | |
| V.1D Fringe 20% | 10,960 | same | | | | |
| V.1E Total Salaries | 65,760 | | | | | |
| V.2 Office Supplies | 3,000 | same | | | | na |
| V.3 Office Equipment | 2,800 | same | | | | |
| V.4 Telephone | 3,500 | same | | | | |
| V.5 Travel | 5,000 | same | | | | |
| V.6 Printing & Xeroxing | 4,000 | same | | | | na |
| V.7 Postage & Subscriptions | 4,000 | same | | | | |

| Category | Amount Required 1st Year | | | 2nd Year Requirement | 3rd Year Requirement | 4th Year Requirement | 5th Year Requirement |
|---|---|---|---|---|---|---|---|
| V. Library & Audio-Visual | | | | | | | |
| V.8 Mini-Community Libraries, at 20 Sites, Requiring Textbooks & Individualized Student Learning Materials, & $6,000 for each site. | $120,000 | 100% | same | | | 80,000 | 60,000 |
| V.9 Textbooks & Individualized Student Learning Materials-On-Campus | 16,000 | 5% | same | | | 6,000 | 6,000 |
| V.10 Cataloging Expenses for on- and Off Campus Textbooks | 9,000 | 90% | same | | | 5,000 | 5,000 |
| V.11 Learning Resources-Audio-Visual Equipment at 20 Sites and $ 6,000 for each site. | 120,000 | 100% | same | | | 80,000 | 60,000 |
| V.12 Learning Resources-Audio-Visual Equipment on-Campus | 16,000 | 5% | same | | | 6,000 | 6,000 |
| V.13 Minor Remodeling of Facilities at 20 Sites, to Accommodate Mini-Community Libraries, $ 1,500 for each site | 30,000 | 100% | same | | | 20,000 | 20,000 |
| V.14 Minor Remodeling of Facilities on-Campus to Accommodate Library Materials | 5,000 | 5% | smae | | | 2,000 | 2,000 |
| V.15 Category Total | 372,060 | | | 372,060 | 372,060 | 287,060 | 287,060 |

| Category | Amount Required 1st Year | % Related To Branch Centers | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|---|
| INSTRUCTIONAL AND GENERAL | | | | | | |
| V1 Tribal and Native American Studies | | | | | | |
| V1.1A Site Coordinator/Instruct one for each of the 20 Community sites, at $14,000 per position | $ 280,000 | 100% | same | | | |
| V1.1B Site Counselor/Instructor one for each of the 20 Community Sites, at $13,000 per position | 260,000 | 100% | same | | | |
| V1.1C Twenty-eight 1/2 FTE Instructors, at $7,000 per position | 196,000 | 100% | same | | | |
| V1.1D Administrative Assistants one for each of the 20 Community sites, at $9,500 per site | 190,000 | 100% | same | | | |
| V1.1E Fringe Benifits (20%) | 146,000 | | same | | | |
| V1.1F Total Salaries | 1,072,000 | 100% | same | | | |
| V1.2 Office Supplies, $2000 at each site | 40,000 | | same | | | |
| V1.3 Office Equipment, for 20 sites | 61,000 | | | 30,500 | 15,250 | 15,250 |
| V1.4 Telephone, for 20 sites | 47,000 | | same | | | |
| V1.5 Travel, for staff at 20 sites | 45,500 | | same | | | |
| V1.6 Printing and Xeroxing, for 20 sites | 63,000 | | SAME | | | |
| V1.7 Postage and subscriptions for 20 sites | 20,000 | | same | | | |
| V1.8 Consultants, for 20 sites | 21,000 | | | | 10,500 | 10,500 |
| V1.9 Rent and utilities, for those sites unable to provide space rental free | 115,600 | | same | | | |

| Category | Amount Required 1st Year | % Related To Branch Centers | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|---|
| (V1 continued) | | | | | | |
| V1.10 CATEGORY TOTAL | $1,485,100 | | $1,485,100 | $1,454,600 | $1,428,850 | $1,428,850 |
| V11 Science and Mathematics | | | | | | |
| V11.1A Faculty, on-campus (3) at $15,500 per position | 77,500 | 15% | | | | na |
| V11.1B Administrative assistant, at $9,800 | 9,800 | | | | | |
| V11.1C Fringe Benifits (20%) | 17.460 | | | | | 1,960 |
| V11.1D Total salaries | 104,760 | | | | | 11,760 |
| V11.2 Office supplies | 2,000 | | | | | |
| V11.3 Office Equipment | 2,000 | | | | | |
| V11.3 Telephone | 2,000 | | | | | |
| V11.5 Travel | 2,000 | | | | | na |
| V11.6 Printing and Xeroxing | 3,000 | | | | | |
| V11.7 Postage and subscriptions | 1,500 | | | | | |
| V11.8 Consulants | 0 | | | | | |
| V11.9 Instructional equipment | 35,000 | | 25,000 | 20,000 | 15,000 | 15,000 |
| V11.10 CATEGORY TOTAL | 152,260 | | 142,260 | 137,260 | 132,260 | 39,220 |
| V111 Social Science and General Education | | | | | | |
| V111.1A Site Instructors for each of the 20 Community sites, at $13,500 per position | 270,000 | 100% | | | | |
| V111.1B Instructors, on-campus, at $13,500 per position (2) | 27,000 | 10% | | | | na |
| V111.1C Fringe Benifits (20%) | 59,400 | | | | | 54,000 |
| V111.1D Total salaries | 356,400 | | 356,400 | 356,400 | 356,400 | 324,000 |

| Category | | Amount Required 1st Year | % Related To Branch Centers | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|---|---|
| VIII (continued) | | | | | | | |
| VIII.2 | Office and instruction supplies, at $2,000 for each instructor | $ 44,000 | 100% | | | | |
| VIII.3 | Office equipment for each faculty member | 6,600 | 100% | 3,300 | 3,300 | 0 | 0 |
| VIII.4 | Telephone, for each faculty member | 11,000 | | | | | |
| VIII.5 | Travel, for each faculty member | 11,000 | | | | | |
| VIII.6 | Printing and Xeroxing for 22 faculty members | 11,000 | | | | | |
| VIII.7 | Postage and subscriptions, for 22 faculty members | 16,000 | | | | | |
| VIII.8 | CATEGORY TOTAL | 456,000 | | 452,700 | 452,700 | 449,400 | 417,000 |
| IX | Fine Arts | | | | | | |
| IX.1A | Instructors (2) on-campus, at $13,500 per position | 27,000 | 5% | | | | 13,500 |
| IX.1B | Fringe Benifits (20%) | 5,400 | | | | | 2,700 |
| IX.2 | Instructional supplies | 5,000 | | | | | 2,500 |
| IX.3 | Office equipment | 800 | | | | | 400 |
| IX.4 | Telephone | 2,000 | | | | | 1,000 |
| IX.5 | CATEGORY TOTAL | 40,200 | | | | | 20,100 |
| X | Letters and Communications | | | | | | |
| | Instruction for this category assumed by staff in sections III, IV, VI, and VIII. | | | | | | |

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| Category | | Amount Required 1st Year | % Related To Branch Centers | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|---|---|
| XI | Mechanical Technologies | | | | | | |
| | Assumed by staff in sections IX, and XII. | | | | | | |
| XII | Physical Plant Maintenance and Operations | | | | | | |
| XII.1A | Maintenance and Campus Development Director | $ 14,500 | 0% | | | | |
| XII.1B | Maintenance assistants, (3) at $10,000 each | 30,000 | | | | | |
| XII.1C | Administrative assistant, | 9,800 | | | | | |
| XII.2 | Office supplies | 2,000 | | | | | |
| XII.3 | Office equipment | 2,000 | | | | | |
| XII.4 | Telephone | 2,000 | | | | | |
| XII.5 | Repair of existing facilities, and equipment, under a vocational instructional project. | 50,000 | | 35,000 | 20,000 | 10,000 | na |
| XII.6 | Fringe Benifits (20%) | 10,860 | | | | | |
| XII.7 | CATEGORY TOTAL | 121,160 | | 106,160 | 91,160 | 81,160 | 71,160 |

| Category | Amount Required 1st Year | % Related To Branch Centers | 2nd Year | 3rd Year | 4th Year | 5th Year |
|---|---|---|---|---|---|---|
| XIII Scholarships and Grants<br><br>This category reflects a proportionally low amount and planned in conjunction with students being able for existing student aid grants, i.e. Basic Educational Opportunity Grants, Supplementary Educational Opportunity Grants, College Work study, and Bureau of Indian Affairs existing grants. | 300,930 | 89% | 500,500 | 600,700 | 700,900 | 800,000 |

TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS
TURTLE MOUNTAIN TRIBAL COUNCIL
COMMUNITY CENTER BUILDING BELCOURT, NORTH DAKOTA 58316
701 — 477-6752

March 9, 1976

Committee on Interior and Insular Affairs
United States Senate
Washington, D.C.

Gentlemen:

The Tribal Council of the Turtle Mountain Band of Chippewa Indians supports S. 2634, the "Indian Post-Secondary Educational Assistance Act of 1975".

The Council recognizes the need for Indian Community Colleges to assure access by Indian people to higher education opportunities. To enable such Indian colleges to exist, assistance is needed of the kind provided for in S. 2634.

Sincerely,

Edwin J. Henry
Tribal Chairman

SUMMARY STATEMENT OF TURTLE MOUNTAIN COMMUNITY COLLEGE

Belcourt, North Dakota

Turtle Mountain Community College urges the passage of S.2634, the "Indian Post-Secondary Education Assistance Act of 1975." Turtle Mountain Community College considers the assistance envisaged in the Act as vital to the provision of higher education opportunities for American Indians.

The need for the Act for the Turtle Mountain Reservation is found in the following factors:

(1) Although the average education level for the Turtle Mountain Reservation is low 8.5 years, this does not reflect the level of educational aspiration in that not only is Education considered a priority by the adult populace but in addition the dropout rate at the Reservation high school has dropped from 65% in 1965 to less than 40% in 1975.

(2) The attrition rate for Turtle Mountain Chippewa at off-reservation colleges and universities is high - over 50% - due to the distance of those colleges from their home communities, inadequate access to financial aid and inapplicability of college curricula available to Reservation problems.

(3) In March 1975, 5,030 of the 8,000 Turtle Mountain Chippewa were receiving General Assistance due to lack of employment. To take action to develop the Reservation economy educated professionals need be present - pass a condition possible through presence of T.M.C.C.

(4) Turtle Mountain Community College receives no State tax support because the Reservation is in a trust relationship with the Federal Government which exempts the State from jurisdiction and also exempts it from responsibility to support a college located on an Indian Reservation.

(5) Turtle Mountain Community College receives no support for Title III aid to Developing Institutions - Higher Education Act. Instead funds are granted to North Dakota State University - Bottineau Branch to finance classes "extended to the Reservation" with T.M.C.C. as an assisting institution. NDSU-BB assumes no obligation for

other community service to the Tribe.

(6) Turtle Mountain Community College has no funding base. Yet, a funding base is necessary for receiving consideration by Accreditation agencies. Virtually every federal program for higher education demands accreditation as part of its eligibility criteria and most private sources are reluctant to fund non-accredited institutions. In short T.M.C.C. cannot receive funding unless it is accredited and cannot receive accreditation unless it is funded - a dilemma addressed by SB 2634.

Despite funding lacks and constraints, T.M.C.C. has demonstrated success in addressing the above needs. Some successes include:

(1) A retention ratio of over 95% of Indian students as compared to under 50% for off-reservation colleges

(2) Enrollment of older, married students either considered nor reached by off-reservation colleges (mean age for T.M.C.C. students 32 years)

(3) A curriculum designed to respond to and address local Reservation needs

(4) An enrollment growing from 60 part-time students to 150 full-time students in the space of 3 years.

(5) Community Services including a junior high level enrichment program; Indian language development; acoholism research; GED classes and technical assistance to elementary and secondary educational projects.

Turtle Mountain Community College does, however, recommend that S.2634 be administered by the Secretary of the Interior in that the Interior Department has always had a clear responsibility to deal with Indian people; whereas the U.S. Office of Education has only assumed such an obligation as part of its responsibility provide educational opportunities for all American citizens - not excluding American Indians

In that S.2634 provides a vehicle to capitalize on the successes of Turtle Mountain Community College in addressing the needs listed, passage of the "Indian Post-Secondary Education Act of 1975" is urged.

STATEMENT OF TURTLE MOUNTAIN COMMUNITY COLLEGE

Turtle Mountain Community College involved and continues to involve reconciliation of Tribal, State and Federal interests in the field of higher education for Indians of the Turtle Mountain Reservation area. Such reconciliation is complicated by ambiguous historical and current precedents.

Original jurisdiction for Indians of the Turtle Mountain Reservation resides in the Chippewa tribe, the original possessors of the land. However, this jurisdiction was modified by assumption of this responsibility by the Federal Government of the United States, further modified for sharing of the responsibility by establishing tribally elected governing bodies. In addition, the Indians of Turtle Mountain being declared citizens of the United States and through such extension of the State wherein they reside introduced an element of State responsibility relative to providing higher education services.

Historically, the Federal Government has implemented higher education for the Tribe by making financial support available to tribal members to attend private, state or federally supported higher education institutions. Such support continues in the form of Bureau of Indian Affairs grants-in-aid for academic students and student support monies through Employment Assistance for vocational students.

The State of North Dakota has exercised its responsibility by allowing matriculation of tribal members at State colleges and Universities on the same basis as any non-Indian State residents. In addition, on a negotiated cost basis various colleges in the state have provided extension courses to the Reservation. Most recently, North Dakota State University-Bottineau has provided on-reservation courses for resident credit.

The Tribe lacking financial resources has undertaken its higher education responsibility by seeking out resources from federal and private sources to enable its members to obtain services from existing State institutions. A culmination of more extensive effort by the Tribe resulted in the chartering of the Turtle Mountain Community College as the institution responsible for providing on-reservation higher education

services.

GOVERNANCE AND ORGANIZATION

1. Initial Survey of Tribal Needs

In the 1960's more and more tribal members of all age levels were seeking out post-secondary education. In the case of graduating high school seniors, this took the form of matriculation at off-reservation colleges and universities. Other tribal members sought out on-reservation extension courses and/or combination programs involving on-campus courses with on-reservation segments. In the late 1960's the Tribe informally surveyed such efforts concluding that on-reservation services needed improvement and options were needed for individuals involved in but dissatisfied with off-reservation higher education. After a 1971 survey, it was decided to charter the Turtle Mountain Community College to provide on-reservation services.

2. Boards and their Responsibilities

The legal power of control of Turtle Mountain Community College rests with the nine-member Board of Trustees, consisting of two Tribal Council members, two representatives of the community-at-large, two representatives from local education agencies, two students, and two representatives from operating programs. The Board of Trustees consists of a non-voting chairman and nine voting members.

The Board of Trustees in turn elects five members to the Board of Directors who are directly responsible to the Board of Trustees and its policies.

The Boards have taken action in a number of ways. One of the first efforts, through the Board of Directors, was assisting existing agencies in negotiation and coordinating courses sought out from off-reservation colleges. A second effort involved seeking of funding for direct student support and establishment of a College administration and faculty. Another effort involved teaming with other Indian community colleges to assist in mutual development through formulating the American Indian Higher Education Consortium.

3. American Indian Higher Education Consortium

Ten Indian Community Colleges from various areas of the United States comprise

the American Indian Higher Education Consortium. The prime consideration for joining in with the Consortium was to share concerns, problems and information to resolve difficulties. To date, Turtle Mountain Community College's participation has enabled the College to obtain assistance relative to development of accreditation strategy, planning and evaluation, human resources, data accumulation and Indian studies. Workshops and conferences administered through the Consortium Development Office have been some of the efforts to date.

4. Administrative Interface with North Dakota State University-Bottineau Branch

In seeking out resources to provide higher education services locally, it was found that assistance of an accredited institution was necessary, given the frequent restriction of grants to accredited colleges and universities. Such a relationship was sought and obtained with NDSU-BB, making the Turtle Mountain Community College eligible indirectly for Title III-Higher Education Act-Aid to Developing Institutions grants.

As a consequence the sequence of courses offered on the Reservation are offered for resident credit through NDSU-BB, although administrative staff, faculty and facilities are established on the reservation proper. This demanded acceptance of much of the existing administrative policies and practices of NDSU-BB, as well as coordination practices between the two institutions. In addition, the terms of the arrangement required avoidance of duplication of the two colleges physical, educational and administrative resources, so as not to invalidate NDSU-BB's accreditation. However, being incorporated under the Tribe the Turtle Mountain Community College maintained autonomy relative to managing resources directly granted to the College.

There is a Director and an Assistant Director of TMCC, each employing a full-time secretary. The Director at Bottineau represents TMCC interests in terms of admissions, fiscal management and academic coordination and conducts long range developmental planning for the College. The Assistant Director performs on-site supervision of daily operations, local articulation and fund-raising (in conjunction with Board members). Beyond TMCC administration is the existing NDSU-BB offices who meet

and confer with TMCC officers to coordinate policy and practice as an extension of their existing duties.

Problems existing with this arrangement arise from competing interests and constraints despite conscientous efforts by personnel within the two colleges. First, NDSU-BB being part of the State system is constrained by policies of the State Board of Higher Education, whose policies in response to state-wide trends, sometimes run at cross purposes with those of the Tribe which responds to local trends. One example might clarify this situation: in a study of the Turtle Mountain Reservation area by Harris G. Fagg and Associates[1] it was found that the Turtle Mountain Reservation area was experiencing a steady growth in population, the reversal of the trend for North Dakota as a state. Accordingly, the Tribe considers a need for increased higher education service while the State Board tends toward non-expansion strategies. Accordingly, it is difficult to obtain additions and/or revisions of current offerings by TMCC.

5. Governance

The governance of TMCC operates on two levels. One level of governing operation defines the relationships among the State Board of Higher Education, the President of North Dakota State University, The Dean of NDSU-BB, TMCC Director. The other level defines the on-reservation operation of the College including relationships among the Tribal Council, Board of Trustees, Board of Directors, TMCC administration, faculty and students.

In the former level, the formal line of communication runs from the State Board of Higher Education, through North Dakota State University and/or directly to the NDSU-BB, thence to TMCC. This relationship entails matters relating to granting of NDSU-BB course credits; budget control and personnel contracts. The Director works closely with NDSU-BB personnel to insure meshing of TMCC academic and financial practices with those of NDSU-BB, in that the Title III-Grant is handled by the NDSU-BB Business Office. In fulfilling contractual arrangements with TMCC, the Assistant Director assumes on-site administrative, supervisory and residual functions (including

facilities arrangements). In terms of finances, expenditure of Title III monies conform to the demands of this fiscal structure. Within the College, the governance plan insures accountability to the Tribe. The Tribe in creating the Board of Trustees and Board of Directors structures delegates authority to TMCC for day-to-day operation on the Reservation. Primarily the Board of Trustees sets general policy within the constraints of their tribal mandate, which is translated into ongoing policy decisions by the Board of Directors and into practice by TMCC administration and faculty. The student body consisting of autonomous adults experience no controls on student life, although their interests are represented by student representation on both the Board of Directors and Board of Trustees. Fiscally, all funds (excepting Title III) are managed in tribal accounts by the Assistant Director with sign-off provision on expenditures by representatives of the Board of Directors and Tribal Council. Articulation between TMCC administration, faculty and the community is accomplished through open TMCC staff meetings and specific meetings with Board of Trustees and Directors. The Assistant Director maintains constant liason with local groups through the chairperson of the Board of Directors, the chairperson of the Board of Trustees and representatives of student groups.

The Communities served by Turtle Mountain Community College

The people served by Turtle Mountain Community College reside on and near the Turtle Mountain Chippewa Reservation. Although the Reservation is small, 6 miles by 12 miles, it is the most densely populated of any in the United States. The Turtle Mountain Chippewa are one of the larger Indian tribes, over 16,000 enrolled, and about half, 8,000 people, reside in the Turtle Mountain area.

In terms of TMCC's development the small size of the Reservation combined with a dense population results in circumstances differing from those of other Indian Community Colleges. The first and most obvious difference is in the degree of centralization. Unlike the larger Reservations wherein distances of 100 miles or more separate client and college administrative offices, TMCC finds no need to adopt a dispersed learning design. No TMCC student need commute more than 20 miles to attend classes at the Belcourt site. Second is the area of communications. Herein the mul-

tiplicity of service agencies in the Belcourt area with similar names (Turtle Mountain Counseling and Rehabilitation Center, Turtle Mountain Community School, etc.) lead to a lack of clear image for the College--which has no building of its own, sharing space in the Tribal Office Complex with BIA; Community Action; Group Home; KEYA-fm radio; Tribal Work Experience; Tribal Court, etc. As for population density on a small land base, a competitive situation abounds wherein the lack of local resources with multiple needs - in the winter months unemployment reaches over 90% for the primarily unskilled labor force. When TMCC met with the Tribal Council to request inclusion in the Bureau of Indian Affairs budget, the Council members pointed out that the budget barely covers existing programs - for example, each year over half of the applications for higher education scholarships are denied because the budget is expended early in the year. The Chairman related that each year he has had to approach Congress for supplemental appropriations because all needs are simply not being met with the BIA budget. Despite these concerns the Council wished to demonstrate commitment to TMCC and requested $10,000 for TMCC for 1977, as a token effort of support while realizing that 40 times that figure was more realistic.

In terms of local characteristics, Turtle Mountain is not too desimilar to most Reservations in the United States. Like most, there is little steady employment on the Reservation--particularly in the private sector. The BIA agency planners estimate that less then 10% of the population is employed in the private sector on a regular basis.

ACADEMIC DESIGN

Turtle Mountain Community College began as a subsidiary organization of the Bottineau Branch of the North Dakota State University. This Branch is located at Bottineau. The Turtle Mountain Community College structure was delegated by the Tribe. The responsibility of determining continuance, delegation and addition of higher education efforts on the Reservation.

The current educational program consists of a CORE staff supplemented by various individuals of the community with the qualifications for specialized courses.

The courses are addressed to the needs and interests of the student body, whether they are more conventional ones or new ones derived by the staff. An Indian Studies curriculum has been developed through which members of the community may become more knowledgeable of their cultural and social heritage and more able to communicate this knowledge to others. This curriculum was developed from the need for courses which could be immediately applied to concrete situations in the community.

The Arts and Humanities Division, the Science and Math Division, the Social Sciences Division, and Business Administration make up the remaining curricula for the TMCC. These curricula offer the opportunity for a student to pursue a two-year General Studies Program leading to an Associate of Arts degree, with capability of transfer to Junior Status at a four-year Institution. In the two areas of Elementary Education and Social Work, through cooperative arrangements with two four-year institutions, an on-site four year program is available.

The class schedule for each quarter contains both Freshmen and Sophomore level courses, enabling the student to sequence his curriculum to suit his needs and preferences and is limiting only in the cases wherein a sophomore course has required a pre-requisite. There is an effort to direct a portion to a specific group of students of the curriculum offered; this is done to enable individuals who are somewhat advanced in their degree program to continue without substantial delay. However, for all practical purposes there is grouping of individuals into elementary and advanced levels only in terms of the number of credits earned.

It is expected that in order to meet the needs of the student body served, TMCC will need to develop more curricula in the fields where the needs are. Some of the fields which appear to need development are the Health and Social Service fields as the demand for more highly credentialed persons in these fields increases.

The Enrichment Center portion of the TMCC structure had developed some initial development and research activities in the area of Mental Health Programs and services, also in conjunction with the Counseling Center, TMCC is doing a nominal amount of program research and development in the area of alcoholism counseling training.

If the Tribe should develop a more advanced Economic Development Plan, the need for training Indian people in Managerial positions would bring about modification of existing courses or cause new course offerings to be included in the educational program.

Through the proposed Junior and Community Comprehensive Development Program a Research and Development Officer will be utilized in order to instutite a comprehensive plan for the next six years regarding curriculum development and methodology.

Classes are taught on a once-weekly time block basis. The instructor is at liberty to organize the time within this block to his/her preference. Current experience has been that lecture/lab; small group discussion; project workshops; and large group discussion have been some of the styles or organization. The decision to organize in block fashion was due to the nature of the student body - predominantly married; employed; and having children who are still young enough to require the services of a babysitter.

In terms of content of the classes; the instructor is allowed some latitude but is required to file a course outline if the course is taught for transferrable credit - which all of the current courses are designed for - and the outline is filed at the offices of the President, as a device to assure NDSU-BB that the courses taught are indeed bona-fide college-level courses. Among the staff and faculty it is generally agreed that the instructor should make some effort to make student classwork assignments mesh with their current and anticipated occupational roles in the community, and instructional staff members are encouraged to attend such workshops and conferences that will assist them in applying academic concepts to the Indian world.

The courses are permeated with the history, language, mythology, law, religion, music, art and customs of the Indian people of this and the surrounding areas. To that this knowledge may provide the students with a firm basis on which to build theirs and their children's future, the instructors have endeavored to provide in-class as well as out-of-class opportunities in which the student may steep himself in any and every part of Indian life. Through this type of education, Turtle Mountain

Community College hopes to provide the community with the learning environment which will produce a positive agent for change, progress and stability within the Turtle Mountain Band of Chippewa Indians.

CLIENTELE AND CONSTITUENCY SERVED

In this section we hope to define who our students are.

Our students are predominantly American Indian (90%). They are nearly all from Rolette county, although this would change if we had housing facilities available. They are predominantly female. This is beginning to change: over the next few years with increased use of financial aids and broader curriculum we expect the ratio to even itself out. Our students are largely married, middle-aged and have children. The average age has been going down: In 1972 the average age was early 30's, in 1975 it is the middle 20's. Our students for the most part are employed full-time. This is the reason our classes are scheduled in 3 to 4 hour time blocks and meet only once a week.

With younger and more single students with financial aids we are already feeling pressure for shorter classes and more daytime classes.

Although a large portion of our student body is working, with seasonal employment and under employment, most of our students require financial assistance to take classes. As students become aware of the availability of financial aids, more and more students are willing to sacrifice their jobs, at least temporarily, to become a full-time student. We have students utilizing all possible sources of aid: grant, loans, work-study, vocational rehabilitation, Veteran's benefits, etc.

Money is a decisive factor for our students. Although the geographical area we serve is small, students often must travel up to 20 miles in one direction several times each week to attend classes. Winter travel is hazardous, especially on poorly kept, unpaved Reservation roads. Also with such a large proportion of students with children, babysitting expenses mount quickly.

We expect to fund fully all of our full-time students showing financial need, and all of our part-time students at a minimum of tuition, fees and books. Part-time stu-

dents far out number full-time students (2,1); however, 1975 Fall full-time enrollment far exceeds our earlier estimates on full-time enrollment. In 1974, we predicted for 1975, 30 full-time with 80 FTE's. We have now, Fall 1975, 136 students generating 112 FTE's. Average credit load for part-time anf full-time students is going up.

The group from which Turtle Mountain Community College draws students is about 200-300 in size. This does not include the High School population. This is yet an untapped source of students: we are not getting many of the high school graduates. We predict that in the next few years we will get a larger proportion of the H.S. graduates from the area.

The Turtle Mountain Community School with a total enrollment of nearly 1700 in grades K-12, is presently the largest BIA operated school in the United States. At the Turtle Mountain Community School there are 75 seniors, and 162 freshmen. The dropout rate is fairly high, 40%. H.S. dropouts constitute a large portion of our student body, as reflected in the number of people we have enrolled who have completed GED's or are working on them. We expect to continue to have a fair proportion of students who have earned GED's, however, we expect to attract larger numbers of graduating seniors from the area high schools. This year we have several students who have transferred from other state colleges to TMCC.

This fall we had several transfers from the University of North Dakota and two from Mayville State College. For Winter Quarter we have one student transferring from Minor State College, one from Dickenson State College, one from Northern State College, and cne from the University of North Dakota and we haven't begun official registration yet. Another group of students we have just begin to tap is those students who take college courses while still in high school to get a head start on college.

ACADEMIC BACKGROUND OF TURTLE MOUNTAIN COMMUNITY COLLEGE STUDENTS

Although it is useful to determine who has GED's or conventional high school diplomas, very specific information about academic performance is relatively useless to us, because of the age of most of our students, the length of time they've been out of school

and the well-known culturally biased education our students were subjected to.

If our students have been out of school for seven or more years we don't have them take the ACT Assessment. Our other students do it as a matter of routine for admission requirements of NDSU-BB.

It is interesting to note that where universities tend to draw on the upper 50% of high school classes, TMCC is drawing from both the upper and lower percentages of high school classes. Thus TMCC would have a more nearly normal distribution of students as determined by academic performance.

PROJECTED ENROLLMENT PATTERNS AND DISTRIBUTION AMONG CURRICULUM AREAS

See attached chart for projected student enrollment for the next six years. These figures are based on past growth. Full-time enrollment has been doubling each year, however, with increased enrollment and increased credit load per student this can be expected to level off within a few years. We have already discussed how patterns of sex, age, and groups from which enrollment is drawn are expected to change over the next few years. Now we want to show enrollment patterns in the different curriculum areas.

Concentrated numbers of students show interest in relatively few curriculum areas. Business related courses draw the largest portion of our students who have set long-term educational goals with education being the second highest interest area; Social Work is third and liberal arts is fourth.

A large portion of our students are undecided as to major areas of interest and are taking courses to enhance personal growth, to get an increase in pay, or to "try out" college to see what it's like. Many students who began college with no definite goals have now decided on at least tenative majors.

Presently the following numbers of students (both part and full-time) are enrolled in each of the designated curriculum areas.

| | |
|---|---|
| Business Administration | 24 |
| Secretarial (9 month course) | 17 |
| Education (Elementary and Secondary) | 23 |
| Social Work | 12 |
| Liberal Arts | 12 |

| | |
|---|---|
| Nursing | 5 |
| Social Sciences | 3 |
| Indian Studies | 1 |
| Law | 1 |
| Theology | 1 |
| Languages | 1 |
| Flowershop Technology | 1 |
| Engineering | 1 |
| Wildlife | 1 |
| Nutrition | 2 |
| Science | 2 |
| Undecided | 28 |

It may be worthwhile to note that while we have a strong and growing Indian Studies department few students show interest in Indian Studies as a major or minor probably because no major or minor curriculum has been outlined for Indian Studies and of course there is no such curriculum at NDSU-BB. However, the trend in colleges across the state and in surrounding states is to require broader studies in cultural areas; i.e. Indian Studies, Cultural Anthropology, and similar subjects. Our Indian Studies department is one we expect to grow and attract more students.

If TMCC would expand its curriculum to include vocational and more termainal programs our student population would certainly grow at a much faster rate than is reflected in our projections.

The curriculum changes and growth is discussed in another portion of the Status Study.

We expect the areas of strong interests to remain essentially the same with exceptions noted in the area of Indian Studies, in any vocational areas that may be introduced and in any other curriculum that may be added.

PROJECTED ENROLLMENT OF

TURTLE MOUNTAIN COMMUNITY COLLEGE

STUDENTS PER QUARTER

| | FTE | Total number of students |
|---|---|---|
| 1975-1976 | 100 | 150 |
| 1976-1977 | 125 | 200 |
| 1977-1978 | 150 | 250 |
| 1978-1979 | 175 | 300 |
| 1979-1980 | 200 | 325 |
| 1980-1981 | 225 | 350 |
| 1981-1982 | 250 | 375 |
| 1982-1983 | 275 | 400 |

I. CURRENT FINANCIAL RESOURCES

Total financial resources for the year July 1, 1975 to June 30, 1976 total $353,783.00 of this amount, $214,000.00 is indirect funding with $139,783.00 being direct. The following is a breakdown of the current financial resources.

Indirect Resources

| | |
|---|---|
| Turtle Mountain Enrichment Center (Federal Grant) | $160,000.00 |
| Minority Schools Bio-medical Support Program (Federal Grant) | $ 54,000.00 |

Direct Resources

| | |
|---|---|
| Language Development Project (Federal Grant) | $ 16,650.00 |
| Project Anticipation (Federal Grant) | $ 38,789.00 |
| Adult Basic Education (Federal Grant) | $ 68,894.00 |
| Teacher Training Program (Federal Grant) | $ 13,150.00 |
| General Fund | $ 2,300.00 |

II. FINANCIAL BASE OF THE INSTITUTION

There is no financial base for the Turtle Mountain Community College. All current resources are derived from various federal grant programs.

III. FINANCIAL GROWTH AND DEVELOPMENT FOR 1976 TO 1983

Due to the special legal relationship which exists between Indian Reservations and state governments, it is unlikely any institutional support will be conceived from the State of North Dakota.

Definite steps have been taken to establish a financial base for the Turtle Mountain Community College. This involves a two-fold effort:

(1) S.2634 "Indian Post-secondary Education Assistance Act of 1975."

This Bill was introduced by Senator James Abourezk, D-South Dakota during the week of November 10, 1975. The Turtle Mountain Community College is one of ten Indian Community Colleges specifically named within the bill to benefit from any appropriations.

(2) Other efforts to establish a financial base were initiated in 1974 with the Bureau of Indian Affairs through funds made available to the Turtle Mountain Indian Reservation. Each year federally recognized Indian Reservations receive a "budget

allocation" to be used according to "priorities" established by the governing body (Tribal Councils). In 1976, the Turtle Mountain Reservation will receive $4,644,000.00; of this figure $2,796,000.00 will support Education programs. Previous committments are addressed first when determining funding priorities. Despite these committments, the Tribal Council designated the Community College a "program priority" for 1976. Although minimal ($10,000.00) the impact of their 1974 decision will mean increased funding for the college by 1977.

(3) Federal grant programs will contribute to the overall development of the college. In addition, tuition and fees income, book store and student union sales, donations, gifts and endowments will contribute to the overall financial growth of the college.

ESTIMATED COST OF INSTRUCTION

| | | 1976-77 | 1977-78 | 1978-79 | 1979-1980 | 1980-81 | 1981-82 |
|---|---|---|---|---|---|---|---|
| SCIENCE AND MATH | Major Field | 6 | 7 | 8 | 9 | 10 | 12 |
| | Cr/Hr | 700 | 841 | 982 | 1122 | 1261 | 1400 |
| | Stu/Teacher Ratio | 12/1 | 12/1 | 12/1 | 12/1 | 12/1 | 12/1 |
| | FTE | 1.3 | 1.5 | 1.7 | 1.9 | 2.3 | 2.6 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| BUSINESS AND PBULIC SERVICE | Major Field | 31 | 37 | 43 | 49 | 55 | 62 |
| | Cr/Hr | 828 | 993 | 1158 | 1323 | 1489 | 1656 |
| | Stu/Teacher Ratio | 15/1 | 15/1 | 15/1 | 15/1 | 15/1 | 15/1 |
| | FTE | 1.3 | 1.5 | 1.7 | 1.9 | 2.2 | 2.6 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| SOCIAL SCIENCE AND GENERAL EDUCATION | Major Field | 63 | 75 | 87 | 99 | 112 | 126 |
| | Cr/Hr | 1533 | 1840 | 2147 | 2453 | 2760 | 3066 |
| | Stu/Teacher Ratio | 25/1 | 25/1 | 25/1 | 25/1 | 25/1 | 25/1 |
| | FTE | 1.4 | 1.5 | 1.7 | 2.0 | 2.3 | 2.8 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| ENGLISH | Major Field | 7 | 8 | 9.3 | 11 | 12 | 14 |
| | Cr/Hr | 1302 | 1563 | 1823 | 2083 | 2344 | 2604 |
| | Stu/Teacher Ratio | 20/1 | 20/1 | 20/1 | 20/1 | 20/1 | 20/1 |
| | FTE | 1.4 | 1.5 | 1.7 | 2.0 | 2.3 | 2.8 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| ARTS AND HUMANITIES | Major Field | 6 | 8 | 9.3 | 11 | 12 | 12 |
| | Cr/Hr | 230 | 276 | 322 | 368 | 414 | 460 |
| | Stu/Teacher Ratio | 20/1 | 20/1 | 20/1 | 20/1 | 20/1 | 20/1 |
| | FTE | .3 | .5 | .58 | .66 | .75 | .8 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| TRIBAL AND INDIAN STUDIES | Major Field | 12 | 15 | 17.5 | 20 | 23 | 24 |
| | Cr/Hr | 1273 | 1528 | 1782 | 2036 | 2292 | 2546 |
| | Stu/Teacher Ratio | 15/1 | 15/1 | 15/1 | 15/1 | 15/1 | 15/1 |
| | FTE | 2.2 | 2.5 | 2.9 | 3.3 | 3.75 | 4.4 |
| | Salary | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| TOTAL | Students | 125 | 150 | 175 | 200 | 225 | 250 |
| | Cr/Hr | 5866 | 7041 | 8214 | 9385 | 10,560 | 11,732 |
| | Teacher | 8 | 9 | 10.5 | 12 | 14 | 16 |
| | Salaries | 104,000 | 117,000 | 136,240 | 156,000 | 182,000 | 208,000 |
| | Fringe 15% | 15,600 | 17,500 | 20,436 | 23,400 | 27,300 | 31,200 |

ESTIMATED COST ON NON INSTRUCTIONAL MATERIAL

| | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
|---|---|---|---|---|---|---|
| 1. Library acquisition | 16,000 | 18,200 | 20,500 | 24,000 | 28,000 | 32,000 |
| 2. Student Counseling and Services | | | | | | |
| Counselor | 14,000 | 14,000 | 14,000 | 21,000 | 21,000 | 28,000 |
| Registrar | 14,000 | 14,000 | 14,000 | 21,000 | 21,000 | 28,000 |
| Program Support | 8,000 | 8,000 | 8,000 | 12,000 | 12,000 | 12,000 |
| 3. Institutional Administration | | | | | | |
| President-V.P. | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 |
| Financial Aid Office | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 |
| Business Manager | 16,000 | 16,100 | 16,000 | 16,000 | 16,000 | 16,000 |
| 4. Management Operations | 35,500 | 35,500 | 35,500 | 35,500 | 35,500 | 35,500 |
| 5. Physical Plant Maintenance and Operations | -0- | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 |
| 6. Capital Equipment and Replacement Fund | 25,000 | 600,000 | 455,000 | 5,000 | 505,000 | 5,000 |
| 7. Supplies | 10,000 | 20,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| 8. Travel @$600 ea. | 7,200 | 7,800 | 8,400 | 9,600 | 10,800 | 12,000 |
| TOTAL NON-INST. | 201,700 | 877,600 | 227,400 | 250,000 | 255,300 | 274,500 |

CURRENT PLANT AND PHYSICAL RESOURCES for Turtle Mountain Community College

The Turtle Mountain Community College is presently using parts of several buildings in Belcourt.

Offices

The administration and faculty have 13 offices located in the Turtle Mountain Tribal Office Comples, which are rented from the Turtle Mountain Chippewa Tribe.

Classrooms

As the Turtle Mountain Community College classes are all presently held in the late afternoon and evening, we are able to use the Turtle Mountain Community school's facilities (free of charge). Approximately 8 classrooms are used at the Community School. In addition the conference room in the office complex is used for small classes.

Support Facilities

Library: The Turtle Mountain Community College at present doesn't have complete a library available for the sole use of the TMCC students but the following library facilities are available to Turtle Mountain Community College students.

The Turtle Mountain Community School Library.

Through these facilities, the college students have access to 11,776 volumes on non-fiction books, 308 magazine subscriptions, 3300 pamphlets.

The State Inter-Library Loan System.

The State Inter-Library loan makes available any book in any of the colleges and universities of the state within three days.

The local Community Action Program Library.

The local Community Action Program library is also at the disposal of the Turtle Mountain Community College students. It contains 12,000 volumes.

Students service facilities: The distribution of books and class materials is presently handled by the class instructors. There is presently no student lounge.

No student or faculty housing is provided, but because there is a very limited supply of housing to rent in the community, the building of such facilities would have a high priority.

Six Year Plan

1976 3 additional rooms, 560 square feet will be rented in the Turtle Mountain Tribal Office Complex building.

One of the rooms with 400 square feet will be used as a Biology and Chemistry Laboratory. Ten individual research stations will be set up for the students.

Two rooms, with 80 square feet each, will be used as offices for two additional instructors.

1977-1978 Proposed multipurpose building

| | |
|---|---|
| Four (4) multi-use classrooms @ 900 SFT. ea. | 3600 SFT. |
| One (1) lab-type classroom | 900 SFT. |
| Thirteen (13) offices @ 150 SFT. EA. | 1950 SFT. |
| Administration Area | 300 SFT. |
| Tiolet Facilities | 400 SFT. |
| Library 20,000 volumes | 900 SFT. |
| Student Lounge | 300 SFT. |
| Kitchen and Cafeteria | 400 SFT. |
| Mechanical Room | 350 SFT. |
| ESTIMATED REQUIRED NET AREA | 9100 SFT |
| Plus an increase of one-third to allow for wall area and circulation. 9100 X 1.33 = 12,103 or | 1200 SFT. |
| Estimated Costs are as follows: | |
| 12,000 SFT building @ $34.00/SFT. | $408,000.00 |
| 5,000 SYD parking @ 5.00/SYD. | 25,000.00 |
| Miscellaneous Landscaping and Sitework | 15,000.00 |
| ESTIMATED CONSTRUCTION COST | $448,000.00 |

| | | |
|---|---|---|
| A/E Fee @ 7% | | 32,000.00 |
| Contingency @ 10% | | 44,800.00 |
| TOTAL ESTIMATED PROJECT COST | 1975 estimate | 524,800.00 |
| | 1977 estimate | 600,000.00 |

1978-1979 Housing for 25 families. To be used by students and faculty.

Cost $450,000.00

1980-1981 Co-Ed. Housing for 75 single students.

Cost $500,000.00

APPENDIX A

north central association of colleges and schools
commission on institutions of higher education
P. O. BOX 2276 BOULDER, COLORADO 80302 (303) 449-7110; (800) 525-0840
820 DAVIS STREET, EVANSTON, ILLINOIS 60201 (312) 864-0740; (800) 323-6528

Boulder - February 3, 1976

Mr. W. Larry Belgarde, President
Turtle Mountain Community College
P. O. Box 340
Belcourt, ND 58316

Dear Mr. Belgarde:

I would like to take this opportunity to share with you the results of my staff review of the materials submitted by Turtle Mountain Community College in application for Candidate for Accreditation status. Of primary concern were the two documents entitled STATUS STUDY (formerly entitled PRELIMINARY SELF-STUDY) and SUPPLEMENT TO STATUS STUDY (1975). After a careful review of these two documents, I must inform you that it does not appear that Turtle Mountain Community College meets the published "Conditions of Eligibility" for Candidate for Accreditation status with the Commission on Institutions of Higher Education of the North Central Association. The written materials provided strongly indicate that the Commission's requirement that the institution "(h)ave established an adequate financial base or funding commitments and have available a summary of its latest audited financial statement" (please refer to Item 8 on the list appearing on pages 20-21 of the Commission's HANDBOOK ON ACCREDITATION) cannot be met by Turtle Mountain Community College at this time. Therefore, I must convey my opinion that Turtle Mountain Community College is not eligible for consideration for Candidate for Accreditation status at the present time.

I recognize that this information will come as a disappointment for you and your colleagues. Nevertheless, I hope that you will accept my compliments for the excellent materials submitted in this application.

Sincerely,

H. Victor Baldi

H. Victor Baldi
Assistant Executive Director

HVB:sk

February 27, 1976

Mr. David Gipp
American Indian Higher
Education Consortium
1626 High Street
Denver, CO 80218

MAR 2 1976

Dear David:

Enclosed is Cheyenne River's Preliminary Rough Draft to be included into AIHEC final S. 2634 final testimony. I encourage you to favorably speak on our behalf.

Because of the shortage of funds we cannot be in attendance at the hearings, although I would very much like to be, but reality dictates that I must pass this important opportunity.

Best wishes,

Ellsworth LeBeau

Ellsworth LeBeau, Director
Education Extension Center

ELB/co

The idealogical concept of postsecondary education for people on the Cheyenne River Reservation (for location see Appendix I) had its beginning in 1968. It was a small beginning. The majority of those persons who made an attempt to continue their education relied mainly on training monies included in federally-funded programs, if such funds were available. This situation continued for five years.

In 1973 an ad hoc committee was established to organize all interested parties in the development of a Cheyenne River Indian Community College. The committee began coordinating efforts and establishing lines of communication with probable State parent higher education institutions. After lengthy meetings between the institutions and Cheyenne River tribal leaders, the Northern State College of Aberdeen, South Dakota, was chosen as the sponsoring school.

Pursuant to the acknowledgement of support from tribal leaders (Appendix II, 94a - 73cr) Northern State College began to establish a base of operation located in Eagle Butte, South Dakota, with funding from the Office of Education's Higher Education Act, Title III, strengthening developing institutions monies. Presentation College of Aberdeen, a two-year denominational church school was included to assist the Cheyenne River population in the Health areas. Thus a trio consortium was established between Presentation, as the participating institution; Cheyenne River Tribe, as the assisting agency; and Northern State College.

With the Consortia arrangement, the Education Center was firmly established. The Center became a Reservation-based campus with strong administrative

and academic ties with the two colleges. Thus established, the Center proceeded with their ultimate goal--to bring about socioeconomic improvement, through education, on the Reservation. (Refer to Appendix III.) The responsibility of bringing about this monumental task rests on the shoulders of a staff of four persons: the Center Director, a Financial Aids/Academic Counselor/Recruiter/Admissions person, one full-time Lakota Language Instructor and the Center Secretary.

Our progress may be seen in the compiled statistical data (see Appendix IV). During our six months of operation we have made significant progress. If we continue to progress at the same pace, we feel the Center will make a significant economic impact on the Cheyenne River Reservation.

Currently we are in our second semester of operation. In addition to the offering of basic courses that satisfy university and college requirements for transfer, the trio Consortium and the Center have begun to develop a two-year curriculum tailored to the Cheyenne River population.

In addition, we are awaiting notification of a Grant Award from the Office of Education, Title II, for FY 1976-77. If funded, we will have a core teaching staff that will be able to teach several undergraduate courses and eliminate the qualified instructorial shortages that exist on the Reservation. If these instructors are made available, the Consortia and the Center are planning an Instructor Exchange System that will enhance the educational capability of each institution.

In addition to the Instructor Exchange Program it is further planned that a selected lecturer system will be offered. Selected scholars will spend a week on the trio Consortia campuses and will cover topics of interest to the specific needs of the Consortia.

Presentation College, after consultation with Northern State College and Tribal representatives, has proposed a Registered Nurse Program. Such a program will remedy the need for health care services to the Reservation's outlying districts. In compliance with previous Consortia agreement, Presentation College and the Center are seeking ways to bring Allied Health Service training to the Reservation.

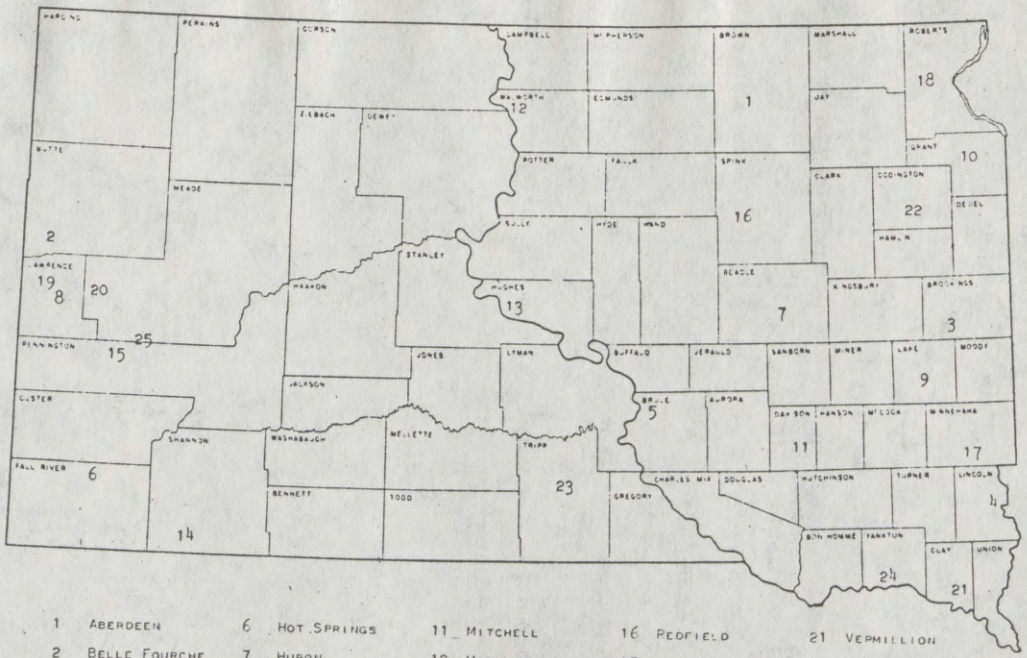
As new needs arise we will rely on the advice of our parental institutions. In addition, if Senate Bill 2634 became a reality, we, of course, will seek what additional services the bill would provide. Senate Bill 2634 will certainly give us the use of a professional planning staff which is essential to an organization's growth and success. Senate Bill 2634 may become the crucial element that will enhance our growth.

In conclusion we hope that what we have submitted will be viewed with stern objectivity, we are trying to plan a future for our college, even though funding is constantly of paramount importance. In the final appendices you will see that planning process has begun and is now continuing.

FIGURE 1

CITIES WITH POPULATION OF 2,500 OR MORE
(1970 FEDERAL CENSUS)

# South Dakota




| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Aberdeen | 6 | Hot Springs | 11 | Mitchell | 16 | Redfield | 21 | Vermillion |
| 2 | Belle Fourche | 7 | Huron | 12 | Mobridge | 17 | Sioux Falls | 22 | Watertown |
| 3 | Brookings | 8 | Lead | 13 | Pierre | 18 | Sisseton | 23 | Winner |
| 4 | Canton | 9 | Madison | 14 | Pine Ridge | 19 | Spearfish | 24 | Yankton |
| 5 | Chamberlain | 10 | Milbank | 15 | Rapid City | 20 | Sturgis | 25 | Ellsworth AFB |

TABLE 3

POPULATION BY COUNTY: SOUTH DAKOTA-1960, 1970, 1973

| COUNTY | 1960 CENSUS | 1970 CENSUS | 1973 PROVISIONAL MID YEAR ESTIMATE |
|---|---|---|---|
| SOUTH DAKOTA | 680,514 | 666,257 | 685,000 |
| AURORA | 4,749 | 4,183 | 4,200 |
| BEADLE | 21,682 | 20,877 | 20,500 |
| BENNETT | 3,053 | 3,088 | 3,300 |
| BON HOMME | 9,229 | 8,577 | 8,500 |
| BROOKINGS | 20,046 | 22,153 | 23,300 |
| BROWN | 34,106 | 36,920 | 39,000 |
| BRULE | 6,319 | 5,870 | 5,900 |
| BUFFALO | 1,547 | 1,739 | 1,800 |
| BUTTE | 8,592 | 7,825 | 8,000 |
| CAMPBELL | 3,531 | 2,866 | 2,600 |
| CHARLES MIX | 11,785 | 9,994 | 10,400 |
| CLARK | 7,134 | 5,515 | 5,800 |
| CLAY | 10,810 | 12,923 | 13,100 |
| CODINGTON | 20,220 | 19,140 | 19,600 |
| CORSON | 5,798 | 4,994 | 5,000 |
| CUSTER | 4,906 | 4,698 | 5,100 |
| DAVISON | 16,681 | 17,319 | 17,800 |
| DAY | 10,516 | 8,713 | 8,700 |
| DEUEL | 6,782 | 5,686 | 5,700 |
| DEWEY | 5,257 | 5,170 | 5,000 |
| DOUGLAS | 5,113 | 4,569 | 4,500 |
| EDMUNDS | 6,079 | 5,548 | 5,800 |
| FALL RIVER | 10,688 | 7,505 | 8,400 |
| FAULK | 4,397 | 3,893 | 3,800 |
| GRANT | 9,913 | 9,005 | 9,300 |
| GREGORY | 7,399 | 6,710 | 6,600 |
| HAAKON | 3,303 | 2,802 | 2,800 |
| HAMLIN | 6,303 | 5,520 | 5,500 |
| HAND | 6,712 | 5,833 | 5,400 |
| HANSON | 4,584 | 3,781 | 3,900 |
| HARDING | 2,371 | 1,855 | 1,900 |
| HUGHES | 12,725 | 11,632 | 12,600 |
| HUTCHINSON | 11,085 | 10,379 | 9,800 |
| HYDE | 2,602 | 2,515 | 2,500 |
| JACKSON | 1,985 | 1,531 | 1,600 |
| JERAULD | 4,048 | 3,310 | 3,300 |
| JONES | 2,066 | 1,882 | 1,800 |
| KINGSBURY | 9,227 | 7,657 | 7,200 |
| LAKE | 11,764 | 11,456 | 11,100 |
| LAWRENCE | 17,075 | 17,453 | 16,900 |
| LINCOLN | 12,371 | 11,761 | 12,400 |
| LYMAN | 4,428 | 4,060 | 4,100 |
| McCOOK | 8,268 | 7,246 | 7,100 |
| McPHERSON | 5,821 | 5,022 | 5,000 |
| MARSHALL | 6,663 | 5,965 | 5,600 |
| MEADE | 12,044 | 17,020 | 18,400 |
| MELLETTE | 2,664 | 2,420 | 2,400 |
| MINER | 5,398 | 4,454 | 4,200 |
| MINNEHAHA | 86,275 | 95,209 | 98,600 |
| MOODY | 8,810 | 7,622 | 7,500 |
| PENNINGTON | 58,195 | 59,349 | 63,600 |
| PERKINS | 5,977 | 4,769 | 4,500 |
| POTTER | 4,926 | 4,449 | 4,500 |
| ROBERTS | 13,190 | 11,673 | 11,600 |
| SANBORN | 4,641 | 3,697 | 3,400 |
| SHANNON | 6,000 | 8,198 | 9,400 |
| SPINK | 11,706 | 10,595 | 10,600 |
| STANLEY | 4,085 | 2,457 | 2,600 |
| SULLY | 2,607 | 2,362 | 2,300 |
| TODD | 4,661 | 6,606 | 7,000 |
| TRIPP | 8,761 | 8,171 | 8,300 |
| TURNER | 11,159 | 9,872 | 10,000 |
| UNION | 10,197 | 9,643 | 10,400 |
| WALWORTH | 8,097 | 7,842 | 8,400 |
| WASHABAUGH | 1,042 | 1,389 | 1,700 |
| YANKTON | 17,551 | 19,039 | 19,800 |
| ZIEBACH | 2,495 | 2,231 | 2,200 |

## SUMMARY OF LIVE BIRTHS - 1973

South Dakota recorded 10,706 resident live births for 1973. This was a decline from the total recorded in 1972 and the lowest number of births recorded since 1906. South Dakota recorded its greatest numbers of births in 1921 and 1955. (See Table 1 of this report.)

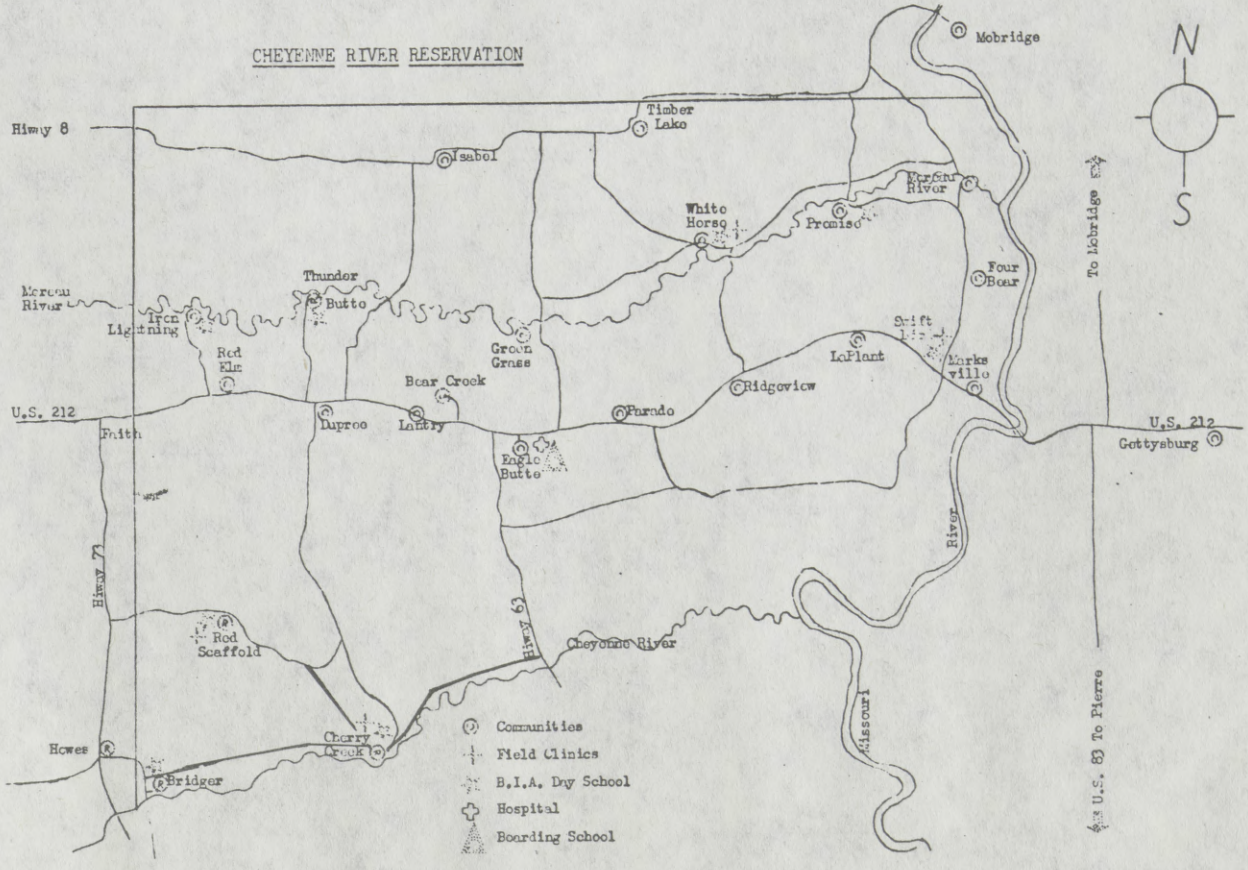
The 1973 crude birth rate (births per 1,000 total population) was 15.6. Both the state and national birth rates have declined since 1970.

### BIRTHS AND BIRTH RATES

| | UNITED STATES | | SOUTH DAKOTA | |
|---|---|---|---|---|
| | Births | Rate | Births | Rate |
| 1960..... | 4,257,850 | 23.7 | 17,594 | 25.8 |
| 1961..... | 4,268,326 | 23.3 | 17,551 | 25.3 |
| 1962..... | 4,167,362 | 22.4 | 17,158 | 24.3 |
| 1963..... | 4,098,020 | 21.7 | 16,711 | 23.6 |
| 1964..... | 4,027,490 | 21.0 | 15,627 | 22.3 |
| 1965..... | 3,760,358 | 19.4 | 13,692 | 19.8 |
| 1966..... | 3,606,274 | 18.4 | 12,534 | 18.4 |
| 1967..... | 3,520,959 | 17.8 | 11,424 | 17.0 |
| 1968..... | 3,501,564 | 17.5 | 11,408 | 17.1 |
| 1969..... | 3,600,206 | 17.8 | 11,441 | 17.1 |
| 1970..... | 3,737,386 | 18.4 | 11,717 | 17.6 |
| 1971..... | 3,555,970 | 17.2 | 11,634 | 17.3 |
| 1972..... | 3,256,000 (Prov) | 15.6 | 10,855 | 16.0 |
| 1973..... | 3,141,000 (Prov) | 15.0 | 10,706 | 15.6 |

Nonwhite births accounted for 13.5 percent of the 1973 total South Dakota births. While total births declined from 1972, the non-white births increased 7.7 percent, from 1,345 in 1972 to 1,449 in 1973.

Live births by occurrence in South Dakota numbered 10,512 in 1973. Of these reported births, 99.6 per cent occurred in hospitals. Birth weights of 5 lbs. 8 oz. or less were reported for 6.4 per cent of the 10,512 births in 1973.


CHEYENNE RIVER RESERVATION
N
S
Mobridge
Timber Lake
Isabel
Hiway 8
White Horse
Promise
Moreau River
Four Bear
To Mobridge
Thunder Butte
Moreau River
Iron Lightning
Red Elm
Green Grass
Bear Creek
Swift Bird
LaPlant
Marksville
Ridgeview
Parade
U.S. 212
Faith
Dupree
Lantry
Eagle Butte
U.S. 212
Gettysburg
River
Hiway 73
Hiway 63
Red Scaffold
Cheyenne River
Missouri
Howes
Cherry Creek
Bridger
U.S. 83 To Pierre
Communities
Field Clinics
B.I.A. Day School
Hospital
Boarding School

71-843 O - 76 - 24

| | BEAR CREEK | BRIDGER | CHERRY CREEK | DUPREE | EAGLE BUTTE | GREEN GRASS | IRON LIGHTNING | LA PLANTE | MARKSVILLE | PROMISE | RED SCAFFOLD | SWIFT BIRD | THUNDER BUTTE | WHITE HORSE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEAR CREEK | 0 | 89 | 55 | 17 | 15 | 35 | 69 | 47 | 64 | 89 | 28 | 69 | 34 | 59 |
| BRIDGER | 89 | 0 | 30 | 64 | 74 | 21 | 86 | 106 | 123 | 128 | 52 | 128 | 79 | 118 |
| CHERRY CREEK | 55 | 30 | 0 | 33 | 44 | 64 | 55 | 76 | 93 | 108 | 29 | 88 | 48 | 78 |
| DUPREE | 17 | 64 | 35 | 0 | 20 | 40 | 22 | 52 | 69 | 94 | 44 | 74 | 15 | 64 |
| EAGLE BUTTE | 15 | 74 | 44 | 20 | 0 | 20 | 41 | 32 | 49 | 74 | 63 | 54 | 34 | 44 |
| GREEN GRASS | 35 | 94 | 54 | 40 | 20 | 0 | 61 | 48 | 65 | 35 | 94 | 70 | 35 | 18 |
| IRON LIGHTNING | 69 | 86 | 55 | 22 | 41 | 61 | 0 | 73 | 90 | 115 | 66 | 95 | 35 | 85 |
| LA PLANTE | 47 | 106 | 76 | 52 | 32 | 50 | 73 | 0 | 17 | 37 | 97 | 54 | 66 | 23 |
| MARKSVILLE | 64 | 123 | 83 | 69 | 49 | 65 | 90 | 17 | 0 | 31 | 112 | 5 | 83 | 40 |
| PROMISE | 89 | 138 | 108 | 94 | 74 | 35 | 115 | 37 | 31 | 0 | 137 | 36 | 108 | 17 |
| RED SCAFFOLD | 28 | 28 | 29 | 44 | 63 | 83 | 66 | 97 | 112 | 137 | 0 | 117 | 59 | 107 |
| SWIFT BIRD | 69 | 127 | 88 | 74 | 54 | 70 | 95 | 20 | 5 | 36 | 117 | 0 | 69 | 45 |
| THUNDER BUTTE | 34 | 79 | 48 | 15 | 34 | 35 | 35 | 66 | 83 | 108 | 59 | 69 | 0 | 59 |
| WHITE HORSE | 59 | 118 | 78 | 64 | 44 | 18 | 85 | 23 | 40 | 17 | 107 | 45 | 59 | 0 |

| | |
|---|---|
| WASHINGTON, DC | 1144 |
| NEW YORK, NY | 1593 |
| SEATTLE, WA | 1299 |
| SAN FRANCISCO, CA | 1579 |

# Cheyenne River Sioux Tribe
## Economic Development Branch

Telephone 605 964-6755
Eagle Butte, South Dakota 57625

DA Reference No. _____

POPULATION DISTRIBUTION BY COMMUNITIES
Cheyenne River Reservation
April 25, 1975

| COMMUNITIES | INDIAN | WHITE |
|---|---|---|
| East Eagle Butte (town) | 1300 | 530 |
| West Eagle Butte (rural) | 442 | |
| Bear Creek | 148 | |
| Green Grass | 145 | |
| Isabel | 105 | 239 |
| La Plant | 164 | |
| Marksville | 129 | |
| Promise | 135 | |
| *Ridgeview | 142 | |
| Timber Lake | 132 | 493 |
| White Horse | 169 | |
| Bridger | 165 | |
| Cherry Creek | 384 | |
| Dupree | 364 | 413 |
| Iron Lightening | 43 | |
| Red Scaffold | 259 | |
| Thunder Butte | 96 | |

*High concentration of rural non-Indian population

# Cheyenne River Sioux Tribe
## Economic Development Branch

Telephone 605 964-6755
Eagle Butte, South Dakota 57625

EDA Reference No. _____

POPULATION DISTRIBUTION BY COUNTY

Cheyenne River Reservation
April 25, 1975

| DEWEY COUNTY | INDIAN | WHITE |
|---|---|---|
| Dewey County Total population | 3248 | 1922 |
| Dewey County Town population | 1537 | 1312 |
| Dewey County Rural population | 1711 | 610 |

| ZIEBACH COUNTY | INDIAN | WHITE |
|---|---|---|
| Ziebach County Total population | 1311 | 910 |
| Ziebach County Town population | 364 | 413 |
| Ziebach County Rural population | 947 | 497 |

APPENDIX II

RESOLUTION NO. 94a-73-CR

WHEREAS, it has been established that there is a lack of opportunity on the Cheyenne River Sioux Tribe Reservation for higher education, vocational and technical training, and

WHEREAS, the Cheyenne River Sioux Tribe has the authority to charter a community college, and

NOW, THEREFORE, BE IT RESOLVED, by the Council of the Cheyenne River Sioux Tribe on this 4th day of April, 1973, regular session, that a charter be granted and a community college be established to be headquartered at Eagle Butte, South Dakota. Said charter to be granted immediately and operation to commence as soon as possible.

Certification

This is to certify that the foregoing Resolution was duly adopted by the Cheyenne River Sioux Tribal Council on April 4th, 1973, regular session; and passed by a vote of 14 for, 0 against, 0 not voting, and 1 absent (1 member elected was not legally seated & couldn't vote).

Hazel Garreaux

Hazel Garreaux, Secretary
Cheyenne River Sioux Tribe

# APPENDIX III

## An Educational Premise or Rationale for the Establishment of a Community College

Education may represent the difference between catastrophe and a rapidly improving civilization. Illiteracy and ignorance lay the predicate for injustice, turmoil, and eventual waste or destruction of both natural and human resources. Education is essential for survival and progress.

Modern civilization demands knowledge, understanding, and technological skills. Development of these through education provide the opportunity for progress. Neglect invites misery, exploitation and eventual disaster.

While a large proportion of the youth of the Cheyenne River Reservation now complete high school and substantial numbers are attending college, there are many who dropout for one reason or another before completing high school.

A large proportion do not attend an institution of higher learning or take vocational training. Thus, the human resources of the reservation are not being developed or utilized as effectively as is desirable.

Community College - Cheyenne River Reservation

Purpose

The Cheyenne River Community College exists to fulfill the needs of the Cheyenne River Sioux people. It provides a place where Sioux history and culture can be studied and learned. It will serve as a bridge to four year degree granting institutions and will offer terminal education for skills and jobs needed on the reservation. It will make general education available to those who otherwise would be denied an opportunity to further their education or acquire employable skills. It will enable Indians and non-Indians, young and old to acquire more general education, acquire new skills and enchance the overall reservation life, culturally and materially. It will offer a two-year associate of Art Degree with a broad application for citizenship, health, family living, science and basic communication needed by citizens plus vocational-technical and general education and training to prepare reservation inhabitants for occupations which require two years of training or less.

This is to certify that the foregoing was approved by the C.R. Sioux Tribal Council on April 4, 1973, regular session.

Hazel Garreaux

Hazel Garreaux, Secretary
C.R.S.T.

Objectives of the Cheyenne River Reservation

Community College

1. To provide college transfer and two year terminal programs in general education or vocational courses which are directly responsive to the identified needs of the reservation community.

2. To provide educational services to the Cheyenne River Reservation communities, which are designed to cope with cultural and societal problems.

3. To enable those reservation members who otherwise would not have an opportunity to continue their education past high school, the opportunity to obtain course work of a Junior College level that will be transferable to any State Institution of higher learning.

Goals

1. Enable community members to complete a two year college education while remaining in their respective homes.

2. Provide such courses as required by local program for employee mobility training.

3. Provide programs designed to prepare community members to complete professional degrees in other institutions.

4. Provide general education for those community members who may not have completed high school that will enable them to obtain a GED certificate and prepare them to continue their education in this or another college.

5. To offer older people the opportunity to attend and study college level courses.

6. To help the marginally prepared high school students increase his knowledge and skills to the point that he will be accepted in accredited colleges.

APPENDIX IV

GENERAL OBSERVATIONS AND SUMMARY

The survey absolutely confirms that Tribal enrollees on the Cheyenne River Sioux Tribe Reservation need a two (2) year program in post-secondary education. Eighty-six (86) percent (%) of the interviewees are Tribal enrollees with eighty-three (83) percent (%) either having a High School diploma or G.E.D., sixteen (16) did not have either. Eighty-four (84) percent (%) of those responding needed post-secondary education below two (2) years. Ninty-one (91) percent (%) were interested in the Center and wished to continue their education, only nine (9) percent (%) did not choose to do so.

The average student is thirty-one (31) years old, married female with three (3) dependents. Not validated by the survey but generally observed was that we appeal to a specific income bracket. There are still people still needing the very essentials for exsistence and at this point education at the post-secondary level just isn't for them. I do believe that we ought to work closer with the G.E.D. program and perhaps develop a remedial program for the academic gap encountered by all students. The latter will also help curve the drop-out rate.

Seventy (70) percent (%) of those responding were aware of the Education Extension Center. As we continue to exist, advertising will decrease to information journalism. But, as of now, especially when we move out to the rural, more scattered population as we will need to have a stronger campaign. This is being worked on with Northern's Public Relations people.

A priority of establishment was accomplished by using a percentile of those responding to where they would like to have the classes.

1. Eagle Butte - in operation
2. Cherry Creek - in operation
3. Bridger - not till Fall '7776
4. Red Scaffold - in operation
5. Dupree (to serve Thunder Butte) - not till Fall '7776

White Horse and 212 School area - these two (2) locations have the potential but due to the fact that these are rural locations, the survey probably won't represent these people as it should. Perhaps two (2) classes ought to be offered at one location to see what problems we are going to encounter.

Areas of Interest and Curriculum

| | |
|---|---|
| Social Science | 39% |
| Education | 24% |
| Business | 27% |
| Other | 10% |

- of the upper one-half (½) or eighty (80) percent (%) of class choices

| | |
|---|---|
| Social Science | 26% |
| Business | 20% |
| Science & Math | 13% |
| Indian Studies | 12% |
| English | 11% |
| Education | 10% |
| Nursing | 8% |

Currently we seem to be offering what is wanted. Six (6) of seven (7) categories we offer an A.A. to achieve, said interest. Nursing,

perhaps a new addition is being prepared for by offering Chemistry, one of the few but necessary academic requirements for entry into P.C.'s Nursing Program.

With ninety-three (93) percent (%) of those polled needing financial assistance. The importance and support of the funding agencies is a key in our continual existence.

- Average age - 31
- 36% male & 64% female
- Average dependents - 3
- 61% married, 29% single, 9% divorced
- 86% were Tribal enrollees, 14% were not
- 83% either had a High School diploma or G.E.D., 16% did not
- 47% had no college, 37% had less than 2 yrs
- 91% were interested in the Center and wish to continue education, 9% did not
- 70% were aware of the Education Extension Center, 30% were not
- 93% need assistance, 6% do not

APPENDIX V

NSC - Presentation College - Eagle Butte Extension Center Meeting

A meeting of those individuals present for the earlier meeting of representatives from N.S.C., P.C. and the Eagle Butte Higher Education Center and individuals representing the Eagle Butte Community College Board met at 1:40 p.m. on Wednesday, February 17 in the Eagle Butte Higher Education Center. Individuals present representing this board were: Arlene Marshall, Blaine Clown, Cherie Farlie, and Sandra LeBeau. Members of the board who were not in attendance were Faye Reeves, Arliss Keckler, Ione Bordeaux, Everett Hunt, Everett Dupris, and Charlie Brown. Arlene Marshall presided and gave some background on the attempts which have been made to have a Community College in Eagle Butte. She asked how the Community College Board related to the Eagle Butte Higher Education Center.

Viewpoints of the Committee College Board were expressed and advantages of having a community college in Eagle Butte were pointed out. The Board members seemed to feel that there would be increased visability if the center was in fact a Community College. They also thought that there would be avenues of funding available if this were the case. Dr. Clarke suggested to Mrs. Marshall that the Community College Board write a letter to the President of Northern State College making this request known to him.

The suggestion was also made that this same letter attempt to delineate what the role of the Community College Board should be. This role should be defined in terms of its relationship to the consortium of Presentation College and Northern State College. A consensus appeared to be reached among members present that the Board would act in an advisory capacity to this consortium.

Questions were then asked of Sister Francis Mary regarding status of the R.N. Program in Eagle Butte concerning funding and so forth. It appears that the first year of funding for a program of this nature would undoubtedly be a planning grant. Following this could come an implementation grant. Things do look somewhat encouraging for this program.

A general discussion followed which involved physical facilities, library facilities, library volumes, public relations, and other matters of general interest.

The meeting adjourned at approximately 2:45 p.m.

Respectfully submitted,

Myrle Hanson

Myrle Hanson

The Lakota Higher Education Center (also referred to as the Oglala Sioux Community College) serves the higher educational needs of the Pine Ridge Reservation.

The Pine Ridge Reservation in southwestern South Dakota is the home of the Oglala Sioux. Over 13,000 Oglala Sioux live within a 4,500 square mile area encompassing three counties - Shannon, Washabaugh, and Bennett. Along with the Navajo reservation, the Pine Ridge reservation is considered on the basis of population and size as one of the largest reservations in the United States. Crazy Horse and Red Cloud are tribal leaders best known to American history. Since 1890 and the Wounded Knee massacre at Pine Ridge, the tribe has suffered all the consequences of culteral disorganization, complete economic disruption, exploitation, and incompetent paternalism. Only during the past decade has the tribe been given the tools and freedom to begin coping with its own problems.

In the latter part of the 1960's, it became evident that one of the elements the tribe needed was its own system of higher education. Large numbers of people needed training to staff reservation agencies, businesses and institutions. Much larger numbers needed advance training if they were to find work either on the reservation or elsewhere if economic necessity drove them to leave. The entire policy of Indian self-determination requires that tribes upgrade their functional levels and have access to personnel suitably trained for tribal needs and policies. As early as the years 1966, 1967, and 1968 various leaders of the Oglala Sioux Tribe began speaking of the need for a community college on the Pine Ridge reservation. At that time, no such Indian-controlled institution existed and no reservation in the country even had a B.I.A. or white controlled college within its

boundaries. At Pine Ridge, the only college offerings were sporadic extension courses offered primarily for the benefit of non-Indian teachers and useful for meeting their certification requirements. In 1970, the Oglala Sioux Tribe chartered the Lakota Higher Education Center under Ordinance No. 71-01 as the agency responsible for higher education on the Pine Ridge reservation. This decision was made because the tribe felt that a local college as a source of trained manpower and an influence in the retention of Sioux culture was imperative.

In 1972, the Board of Regents for the State of South Dakota approved a cooperative arrangement in which courses offered at Lakota Higher Education would be Black Hills State College - Lakota Higher Education Center credit with the credits transferable as a state institution credit. Although Black Hills State College is an outside agency for accreditation, we retain complete authority over the operation of the college.

The Oglala Sioux Community College's main responsibility is to provide Associate of Arts degrees to the resident Indian population. The following are the seven Associate of Arts degrees offered: Business, Lakota Studies, Nursing, Carpentry, Education, Social Services, and General Studies. The college has committed itself to offering an Associate degree in Criminal Justice and when funds become available for facilities and equipment we will offer degrees or certificates in additional vocational areas.

The Oglala Sioux Community College also offers Adult Basic Educational courses for the Oglala people which have been inadequately trained by the Bureau of Indian Affairs. There are eight college centers which administer the college's academic offerings, and provide GED instruction in the eight districts of the reservation. Along with the GED instruction, the college

has recently embarked into the area of providing continuing education courses. Continuing education courses will feature offerings in sewing, loom weaving, beading, carpentry, auto-mechanics, and other human interest needs of the reservation.

Enrollment has steadily grown over the last five years. In recent years, we have averaged between 250-325 students with an FTE (full-time equivalency) of 150-225. This academic year, the Oglala Sioux Community College has had 366 for Fall semester with an FTE of 256, and in this Spring semester we have 436 students enrolled with an FTE of 310 (see attachment A).

FUNDING

The college had hoped at its inception to have reliable Federal funding for its basic operations and developmental efforts while revising special programs and projects through foundation grants and local tribal contracts. A letter from Commissioner Bruce in 1973 (attachment B) seemed to commit the Bureau of Indian Affairs to the strategy. Two hundred thousand dollars was granted for Fiscal Year 1974 with the promise that the amount would be increased to the neighborhood of 75% of the operating needs of the college. Either through political changes in the Bureau or other reasons. This pledge was not kept. In fact, the college has had to spend a significant portion of its administrative energies battling to keep the $200,000 each year beginning in November until the money is safely appropriated by Congress.

Program distortion has been one result of the inadequate level of basic funding. Special programs and developmental monies, when obtained, actually must be geared either to support the staffing and operations of the college or become monster children out of proportion to the college's basic resources. Many funds received by the college, especially in the past, are by no means

able to be applied to or counted as basic institutional costs but must be viewed as special projects which do not necessarily help the college as such and can, in fact, hinder it. Such distortions caused the Board of Trustees to specifically drop three such programs in one year amounting to a total of $880,000 since they felt that the political, administrative, and financial complications resulting were threatening the college's stability and making it into a reservation holding company.

At the present time, the college has as its basic funding sources: a B.I.A. Higher Education Contract-$200,000; an Adult Basic Educational Contract-$35,000; and a $150,000 Title III Development Grant. With the exception of some categorical grants from federal agencies on a one-shot deal, these are the basic funding sources for the Oglala Sioux Community College. The college can usually expect to operate on a $450,000 budget for a fiscal year. However, the consensus of staff and Board of Trustee members is that we need a budget of between $1,000,000.00 and $1,500,000.00.

The Oglala Sioux Community College believes that Congressional funding on a per pupil cost such as an institution like Haskell Indian College would remedy the funding problems. The college is not asking for the same amount as the B.I.A. higher education schools, but does need an amount that adequately funds the Indian community colleges.

The college at this point views not only a large increase in funding as essential to any further growth in its scope or effectiveness of operation, but insists on looking at the quality of additional funds against the background of its basic needs and objectives. After five years of existence gained by year to year funding battles, there exists a unanimous consensus that Congressional action is required either specifically for the Lakota Higher

Education Center (as with Navajo's Community College) or through comprehensive legislation and appropriations covering viable reservation Indian colleges. No real further development can take place until this is accomplished and further delay will continue to affect institutional morale.

JUSTIFICATION OF CONGRESSIONAL FUNDING FOR INDIAN COMMUNITY COLLEGES

There are numerous reasons why the Congress of the United States should provide assistance to the established Indian community colleges in this country.

The Oglala Sioux Community will present what it believes are the more serious considerations as to why federal assistance should be granted to the Indian community colleges. Some of the equally important reasons for Congressional assistance, but not specifically outlined in this presentation are: the Indian community colleges are Indian controlled through Indian boards; the colleges are able to offer a more Indian culturally oriented program through its Indian studies program; the colleges are attempting to alleviate the massive unemployment problems on the reservation through training in academic and vocational areas; and the Indian community colleges offer an Indian student an alternative to non-Indian higher education institutions which has produced a high percentage of Indian dropouts.

As to the major reasons for Congressional assistance, the Oglala Sioux Community College maintains that there is a legal and a moral responsibility for the federal government to provide aid to the Indian colleges.

The college maintains that Indian Treaties guaranteed educational opportunities for the Indian people. In the Treaty of 1868, Article VII states that "inorder to insure that civilization of the Indians entering into this treaty, the necessity of education is admitted..." We maintain that the Treaty of 1868 guaranteed Indian people a treaty right of education. The college maintains

that the federal government through the treaties has a responsibility to not only provide educational services to the Indian children in elementary and secondary levels, but also in the higher education of Indian people. Therefore, the Oglala Sioux Community College believes that Congress has a legal responsibility through the treaties to provide assistance to the established Indian community colleges.

There is also a moral responsibility for the federal government to provide financial assistance to the Indian colleges. The federal government has a moral responsibility, because neither the states nor the Indian tribes will not or are incapable of providing financial support. Indian community colleges exist because they maintain they have the jurisdiction to provide higher education for Indian people within the reservation. This tribal position is in line with the principle of Indian law that holds that Indian tribes have the internal sovereignty to govern their own lives. The Oglala Sioux Tribe adhered to this principle of Indian law by chartering the Oglala Sioux Community College with the exclusive authority to regulate higher education on the reservation.

However, the states are increasingly taking the position that if the tribes exert the authority to handle services, then the states have no responsibility to provide financial assistance to the tribes. In effect, the states are saying that if the tribes want to provide services to their people, they will have to do it alone. The states have provided very little financial support to the operation of the Indian colleges. Therefore, the Indian community colleges can expect little assistance from the states.

Since the states are unwilling to help the Indian colleges, the Indian tribes should be responsible for funding the Indian colleges. However, tribal

financial assistance is simply not possible, because the tribes do not have the financial resources for this expenditure. The tribes provide the very basic services of a governmental system to its Indian constituents. If the tribes were to receive additional funding, these funds would be used to alleviate the massive unemployment on the reservation. Therefore, until the reservations reach a sound economic level which appears to be many years down the road, the Indian tribes will not be able to provide financial assistance to the Indian colleges.

If the state will not provide assistance and the Indian tribes are incapable of helping the Indian colleges, the question becomes who will take the responsibility to provide this assistance. The Oglala Sioux Community College's position is that the federal government has a moral responsibility to provide financial assistance to the Indian colleges because of a lack of tribal and state support.

Secondly, federal assistance is justified because the community colleges are attempting to instruct those individuals which the Bureau of Indian Affairs failed to adequately educate. The dropout rate is high among B.I.A. schools, and the B.I.A. has historically not adequately prepared high school students for higher education. The high dropout rate at colleges and universities is ample evidence of the poor training in B.I.A. schools. Therefore, the community colleges are institutions which are striving to bring the basic educational skills to those students which the B.I.A. has failed. The Indian colleges offer courses in GED, remedial english, math, and reading which attempt to strengthen the basic educational skills needed for an individual.

If a student desires to get a four year degree and feels he needs preparatory training or has dropped out of a four year institution, the Indian com-

munity college is the answer to these individuals because they can work within their own capabilities to get an AA degree and eventually return to a four year institution to receive a BA degree. Therefore, the Indian community colleges are providing a very needed and useful service to the Indian people of the reservation. For Congress to deny these services to Indian people would be to say that the failures of the B.I.A. in the elementary and secondary levels should not be corrected.

The Oglala Sioux Community College believes that the most important reason for federal assistance is that community colleges are a stabilizing force on some of the turbulent and explosive reservations. We believe that the colleges can be a stabilizing force because the Indian colleges are nonpolitical and act as a neutralizing force on the reservations.

Since the Indian community colleges are not involved in the divisive politics of the reservations, the colleges can be a vehicle for change on the reservations. An area in which the Oglala Sioux Community College can be a vehicle for change is to make the Oglala people more knowledgeable of the workings of tribal government. A possible reason as to why Indian people do not support tribal government is that Indian people do not know that much about tribal government or the authority and powers of a tribe. We are making a concerted effort to offer as many courses on the reservation which will teach Indian people about their tribal government. A course in Tribal Laws, Treaties, and Government has been taught by our President, Thomas Shortbull, in the districts of Pine Ridge, Oglala, Wanblee, Manderson, and Kyle on the Pine Ridge Reservation. It is the feeling of the college that if Indian people can become more knowledgeable of the workings of tribal government, there may be more support and confidence in the tribal government. If the Oglala people

have more confidence in their tribal government, this may be a force for change on the Pine Ridge Reservation.

It would appear that Congress would do everything in its power to attempt to alleviate the turbulent condition on the problem plagued reservations. The Oglala Sioux Community College is not saying that it is the answer to the problems on the Pine Ridge reservation. However, if there is the slightest chance that the Oglala Sioux Community College can be an agency for thange on the reservation, then Congress should do everything in its power to provide financial assistance.

The Oglala Sioux Community College is aware that Congress cannot fund every Indian tribe that wishes to establish an Indian community college. However, our position is that Congress should fund those institutions that are viable and are providing needed services to the reservations. If Congress is to fund Indian communities, it must establish criteria that proves the institution's viability. The following criteria are suggested for a bill that would fund Indian community colleges:

(1) Indian controlled - an institution which is chartered by a subdivision of tribal government, or is governed by an all American Indian, Eskimo, or Alaskan Native board of directors.
(2) Indian enrollment - an institution which has a majority of American Indian, Eskimo, or Alaskan Native enrollment.
(3) Student population - an adequate student enrollment which will insure a continuing operation of a community college.
(4) Community size - a large enough Indian community that will sustain an ongoing Indian community college.
(5) Institution existence - an institution which can show that its existence will be ongoing.

It is within this framework that we feel Congress can justifiably fund Indian community colleges.

There are Indian tribes who are contemplating starting Indian community

colleges or in the initial stages of development. These institutions will petition Congress to provide assistance to them. However, our position is that Congress cannot provide funding for every Indian tribe that wishes to start an Indian college. There are also Indian tribes which will never be able to meet the criteria outlined in this presentation.

Those tribes that have colleges in the initial stages of development are not restricted from federal assistance. Under Title III of the Higher Education Act, an institution can receive planning and development funding for its college. Those institutions that are in the development stages should utilize the Title III funds until they can establish themselves as viable institutions under criteria which may be adopted by Congress for Indian community colleges. Therefore, Congress should not include developing Indian institutions which have not met institution viability in any new legislation for Indian community colleges.

In summation, this Fall semester the Oglala Sioux Community College had 366 students enrolled in courses with an FTE, (full-time equivalency) of 256 and the Spring session a total enrollment of 436 with an FTE of 310. We believe these enrollment figures make the Oglala Sioux Community College a viable institution for the future. The Oglala Sioux Community College maintains that Congress cannot fund every Indian tribe that wants to start a college, but is legally and morally obligated to assist those Indian institutions that are viable as community colleges.

ATTACHMENT A

ENROLLMENT

PLACE Lakota Higher Education Center

DATE February 27, 1976 (Spring Session 1976)

| HEADCOUNT | Men | Women |
|---|---|---|
| Freshman | 105 | 193 |
| Sophomore | 45 | 57 |
| Junior | 4 | 15 |
| Senior | 0 | 2 |
| Graduate | 0 | 0 |
| Unclassified | 10 | 5 |

| CREDIT HOURS | Men | Women |
|---|---|---|
| Freshman | 1070 | 1462 |
| Sophomore | 474 | 480 |
| Junior | 28 | 99 |
| Senior | 0 | 20 |
| Graduate | 0 | 0 |
| Unclassified | 68 | 23 |

Please complete this form as soon after registration as possible and return to

Coordinator of Institutional Research
Black Hills State College
1200 University
Spearfish, South Dakota 57783

If you have any questions, please call 642-6262

Student Spring Enrollment for 1976

TOTAL ENROLLMENT 436 STUDENTS FTE ~~281~~ 310

| | MEN | WOMEN | TOTAL | |
|---|---|---|---|---|
| 3-5 Hours | 35 | 94 | 129 | |
| 6-8 Hours | 35 | 80 | 115 | |
| 9-11 Hours | 31 | 49 | 80 | |
| 12 or more Hours | 63 | 49 | 112 | 436 |

| AGE GROUP | MEN | WOMEN | TOTAL | |
|---|---|---|---|---|
| 15-19 | 5 | 5 | 10 | |
| 20-24 | 45 | 68 | 113 | |
| 25-29 | 61 | 73 | 134 | |
| 30-34 | 15 | 47 | 62 | |
| 35-39 | 26 | 48 | 74 | |
| 40-44 | 8 | 16 | 24 | |
| 45 or over | 4 | 15 | 19 | 436 |

COURSES BY DISTRICT

PINE RIDGE

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Children's Literature | Engl. 217 | 20 | |
| American Indian Literature | Engl. 316 | 24 | |
| Accounting I | Acct. 210 | 17 | |
| Lakota Conversation I | Comm. 114 | 17 | |
| Lakota Conversation II | Comm. 115 | 13 | |
| Public Speaking | SpCm 101 | 26 | |
| Intro. to Social Science | SS 100 | 35 | |
| Community Devel/ in Indian Educ. | Educ 341 | 17 | |
| Office Management | E Ed 361 | 18 | |
| English II | Engl. 102 | 22 | |
| Intermediate Typing | O Ed 112 | 11 | |
| Records Mgnt. and Bus. Machines | E Ed 142 | 11 | |
| Contemporary Philosophies | Soc. 210 | 19 | |
| Educational Psychology | Ed 302 | 9 | |
| Child Growth and Development | Psy 321 | 17 | |
| Intermediate Algebra | Math 110 | 15 | |
| Principles of Earth Science | ESC 101 | 7 | |
| Undergraduate Study & Skill Devel. | Ed 161 | 7 | |
| Independent Study | Ed 491 | 36 | |

ALLEN

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Children's Literature | Engl 217 | 7 | |
| English II | Engl. 102 | 5 | |
| Sioux History & Culture | Soc 224 | 7 | |

COURSES BY DISTRICT

| PORCUPINE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Drafting for Carpenters II | DAT 240 | 4 | |
| Material Testing | Buc 160 | 2 | |
| Building Construction Tech II | Bus 243 | 4 | |
| Building Construction Tech I | Buc 232 | 2 | |
| Building Construction Lab II | Buc 244 | 4 | |
| Methods of Teaching the Lang. Arts | Ed 340 | 18 | |
| Public Speaking | SpCm 101 | 17 | |
| Methods of Teaching in Elem. School | Ed 301 | 12 | |
| Lakota Arts and Crafts II | Art 142 | 14 | |
| Sioux History and Culture | Soc 224 | 19 | |
| School Arts and Crafts | Art 171 | 10 | |
| Music in the Elementary School | Mus 250 | 10 | |
| Independent Study | Ed 491 | 14 | |

KYLE

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Public Speaking | SpCm 101 | 12 | |
| Math for the Elementary School | Math 341 | 18 | |
| Integrated Science for Elementary Teach. | Sci 201 | 15 | |
| The Family | Soc 382 | 20 | |
| Freshman English I | Engl 101 | 25 | |
| Child Growth and Development | Psy 321 | 14 | |
| American History | Hist 351 | 31 | |

WANBLEE

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| School Arts and Crafts | Arts 101 | 14 | |
| Tribal Laws, Treaties & Govt. | Pols 230 | 22 | |
| Lakota Thought and Philosophy | Soc 211 | 32 | |
| Methods of Teaching Elem. School | Ed 310 | 5 | |
| Art in our Lives | Art 311 | 15 | |
| Intro. to Social Science | Soc 100 | 12 | |
| Indian Education | Ed 349 | 12 | |

MANDERSON

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| General Psychology | Psy 101 | 20 | |
| English II | Engl 102 | 13 | |
| Intermediate Typing | O Ed 112 | 9 | |
| Intro. to Social Science | SS 100 | 14 | |
| Business Law I | B Ad 350 | 13 | |
| Tribal Law, Treaties & Govt. | Pol. 230 | 23 | |
| Intermediate Algebra | Math 110 | 11 | |

MARTIN

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Lakota Conversation I | Comm. 114 | 12 | |
| Public Speaking | SPCM 101 | 11 | |
| Intermediate Algebra | Math 110 | 7 | |
| Beginning Typing | O Ed 111 | 10 | |
| Shorthand I | O Ed 121 | 12 | |
| Child Growth and Devel. | E Ed 121 | 6 | |

## COURSES BY DISTRICT

OGLALA

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Freshman English I | Engl. 101 | 29 | |
| General Psychology | Psy 101 | 17 | |
| Indian Education | Ed 349 | 14 | |
| Intermediate Algebra | Math 110 | 9 | |
| Intermediate Typing | O Ed 112 | 13 | |
| Intro. to Social Science | SS 100 | 14 | |
| School Arts and Crafts | Arts 171 | 8 | |
| Music in the Elementary School | Mus 250 | 7 | |
| Traditional Arts I | Art 143 | 6 | |

RED CLOUD INDIAN SCHOOL

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Intro. to Health,Psy Ed & Recreation | PE 140 | 14 | |
| First Aid | Hlth 250 | 16 | |

BATESLAND

| COURSE | COURSE NUMBER | ENROLLED | COMPLETED |
|---|---|---|---|
| Freshman English I | Engl 101 | 17 | |
| Lakota Conversation I | Comm 114 | 8 | |
| Intermediate Algebra | Math 110 | 16 | |

ATTACHMENT B

# United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

IN REPLY REFER TO:

School Operations

DEC 16 1971

Mr. Gerald One Feather
President, Board of Directors
Lakota Higher Education Center
Post Office Box 426
Pine Ridge, South Dakota 57770

Mr. Stanley Red Bird
Sinte Glaska College Center
Rosebud, South Dakota 57570

Gentlemen:

The purpose of this letter is to indicate to you our continuing commitment to the Rosebud and Pine Ridge College Centers. We feel it is highly important that the operation of these centers be strengthened and improved. It is, therefore, my pleasure to inform you of our intent to negotiate a contract for at least partial funding for operation of the Centers during fiscal year 1973. I am hopeful that we will be able to provide 75% of the operating costs.

I am unable at this point to commit fiscal year 1973 funds because of the fact that final decisions have not yet been made by either the Office of Management and Budget or the Congress of the United States. Pending favorable action by these two bodies you may expect to receive our continued support and assistance.

Sincerely yours,

Louis R. Bruce

Commissioner

Standing Rock Community College
P. O. Box 450
Fort Yates, ND 58538
Phone: 854-6596
854-5316




Standing Rock Community College
Affiliated With
Bismarck Junior College

Bismarck Junior College
Schafer Heights
Bismarck, ND 58501
Phone: 255-4707

March 5, 1976

Chairman
Committee on Interior and Insular Affairs
United States Senate
Washington, D. C. 20202

Dear Mr. Chairman and Committee Members:

Attached is testimony on Senate Bill 2634 which was introduced by Mr. Abourezk and Mr. McGovern to provide support for Indian Post Secondary Educational Institutions. This testimony gives necessary data about Standing Rock Community College which is located on the Standing Rock Sioux Indian Reservation which lies both in North and South Dakota.

This bill, in the main, reflects some of the major concerns of Standing Rock Sioux Tribe which has chartered the Community College as the official Tribal higher education entity. It is our hope that the needs expressed by the introduction of this bill and this testimony will provide impetus to the United States Congress to pass legislation needed to meet these needs and that such legislation will represent a reasonable development in the special relationship between the United States Government and its American Indian Citizens.

Sincerely,

James E. Shanley, President

# STANDING ROCK COMMUNITY COLLEGE

## Background and Historical Information

The Standing Rock Community College began its earliest stages of development in the latter part of the 1960's. The purpose of the college was to coordinate all of the training and higher education programs into one organized, effective, beneficial program for the Native American Community in Standing Rock.

The Standing Rock Rock Reservation contains a total of approximately 2.3 million acres with nearly 835,000 held in trust for Native Americans in North and South Dakota. The Native American population is estimated at 4,500, the majority of which are members of the Hunkpapa band of Lakota (Sioux).

The Standing Rock Rock Community College was estalished on April 11, 1972. The Standing Rock Sioux Tribal Council passed a resolution recognizing the Community College Committee and authorized them to act as the Tribe's representative for organizing and conducting adult and higher education activities on Standing Rock.

The Committee invited Bismarck Junior College to assist them in developing a community college. In July, 1973, the Community College was given a multi-year Title III-Developing Institutions grant ($100,000) to assist in its development. For the past three years, the college has had a bilateral arrangement with Bismarck Junior College. College credits for the students are received through Bismarck Junior College.

The Tribal Council chartered the Standing Rock Community College in September, 1973. A Board of Directors was chosen to administer the college

at that time. The campus is located at the Standing Rock Sioux Skill Center, Fort Yates, North Dakota, and utilized seven (7) offices and five (5) classrooms. Classes are also held in the Public Health building at McLaughlin, South Dakota. Standing Rock Community College, the past three semesters, enrolled an average of 140 students per semester. The median age of the average student is 31.4 with female students comprising 65% of the student population. Our present enrollment is 90% Indian. These statistics show that the college is dealing with an older age group who have been challenged to upgrade their education and skill level. This indicates at this time that men, women are more program employment oriented in the upward mobility drive. Employment potential at this time is greatest in the clerical-business area. Concerned people are aware of how management skills can play a vital role in this area from basic family budgeting through the corporate level to bring about social change.

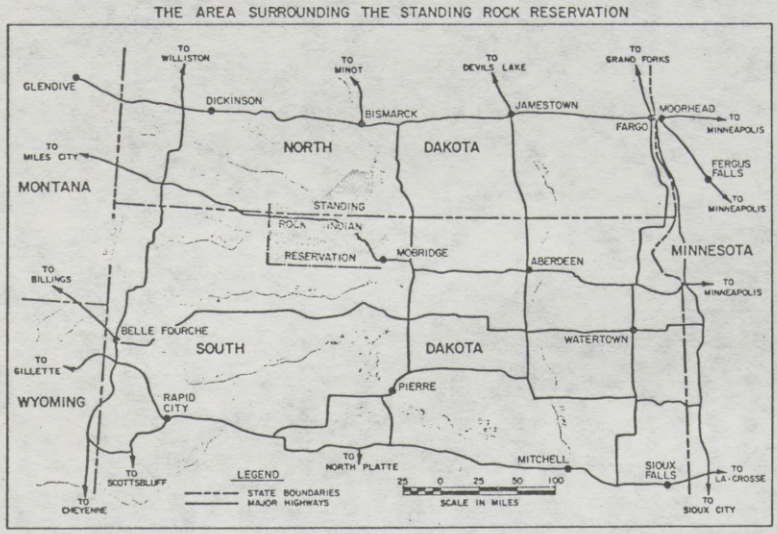
A Brief Overview

The area included in the Standing Rock Reservation study consist of the two counties making up the reservation, Sioux County in North Dakota and Corson County in South Dakota. The reservation lies immediately west of Lake Oahe, a reservoir on the Missouri River and the entire area encompasses approximately 2.3 million acres. Cattle ranching and small grain farming are the major economic endeavors in the sparsely settled study area. The rural population is supported by relatively large (acreage wise) agricultural units. There are no large dominant trade centers within the study area and the nearest full convenience shopping is available at Bismarck and to a much lesser degree at Mobridge. Fort Yates (1,153) the county seat of Sioux County, as well as the tribal and federal

administrative hub for the Indian people, provides minimum shopping and service facilities. 1/ A few small towns in the study area, such as the South Dakota towns of McLaughlin (863), McIntosh (563) the seat of Corson County, as well as Selfridge (346) in North Dakota provide varying types and degrees of secondary services.

MAP NO. I

THE AREA SURROUNDING THE STANDING ROCK RESERVATION




1/ Figures in parenthesis are populations from 1970 U. S. Census except for Indian communities which represent counts of Indian people in a special housing survey.

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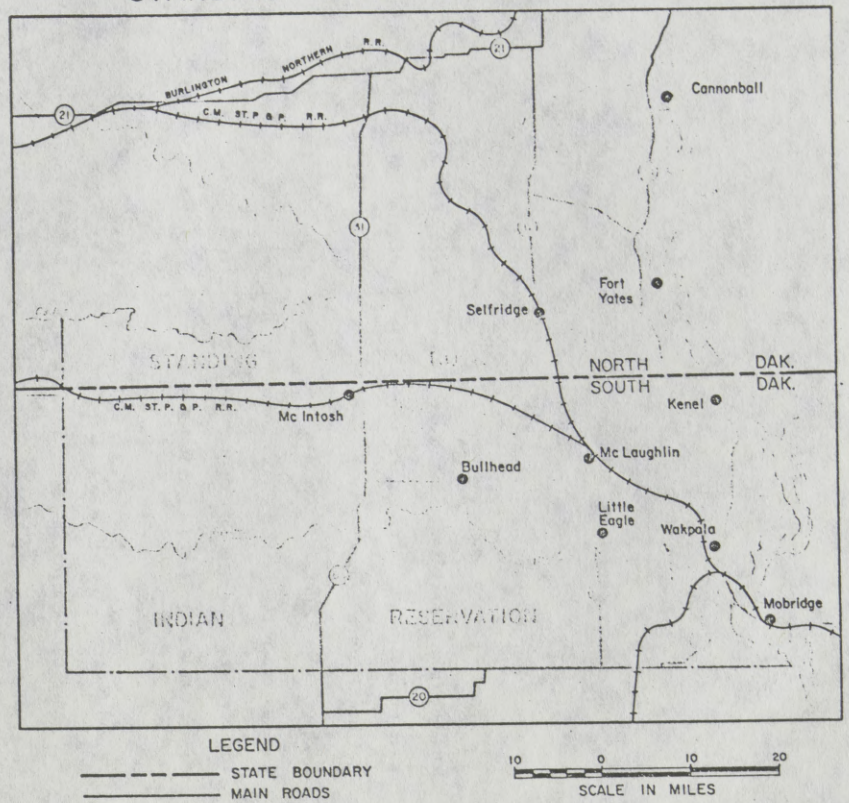
# MAP NO. 2
## STANDING ROCK RESERVATION MAP



There are six rural Indian communities on the reservation: Porcupine (131) and Cannonball (684) in North Dakota, while Bullhead (503), Kenel (203), Little Eagle (714), and Wakpala (457) are located in South Dakota.

The Physical Nature of the Area

The topography of the Standing Rock Reservation is typical of the watersheds developed on the western side of the Missour River in the Northern Plains, varying from gently undulating at a distance from main drainages to being rough and broken near the Grand and Cannonball Rivers and the Oahe Reservoir. Small poritons of the area have soil erosion characteristics resulting in the formation of "badlands" topography. The soils which are generally most productive have developed from the sandy, lighter colored parent materials deposited on the higher elevations in the western part of the reservation. Most of these soils have broken up for farming. The "rougher" portion of the area remains in native grass cover. Soils developed along the lower levels of the Grand and Missouri Rivers are heavier, darker and tend to be of the type referred to as "gumbo."

Lake Oahe dominates the physical aspects of the eastern part of the reservation and its fluctuating water level affects accessibility and utilization of the water and land resource adjacent to the shoreline.

The Climate

The climate on the Standing Rock Reservation is semiarid with extreme and seasonal precipitation and temperature fluctuations. Average annual precipitation is approximately 15 inches, most of which occurs

as summer thundershowers during the 125 to 135 day growing season. The long term average precipitation for June is 3.44 inches while for January it is 0.39 inches. Temperature extremes of 119° and minus 50° F have been recoreded at Fort Yates. The long terms annual average is 43.6° with a January average of 11.8° and a July average of 72.9° 1/

High wind velocities on the exposed plains tend to accentuate temperature variations. However, the more protected areas adjacent to the Oahe Reservoir and other lower lying areas are protected from such extremes which couplied with prevailing low humidity levels provides a comfort index camparable to areas with less obvious recorded extremes.

The climate has led to development of a mixed prairie vegetative cover composed of mid and short grasses with some small trees growing in ravines where conditions are favorable.

The Historical Background

Resources, both human and natural, are a product of their origin and development, in other words, of history. It is therefore essential that the current level of development of the human resources be view within an adequate historical framework.

Recorded history of the area dates from the late 1700's when early explorers traversed the area, and slightly later when the Lewis and Clark expedition traveled on their Missouri River voyage through the Louisiana territory. The Sioux, who had been under the French, Spanish, and English flags passed under the control of the United States with the Louisiana Purchase in 1803.

1/ Details on temperature and precipitation are presented in Appendix Table 1

As settlement of the region west of the Mississippi River progressed, treaties were made with the Indians involving the safety and protection of travelers and settlers, the purchase of lands, and ultimately the establishment of reservations. The first treaty between the United States Government and the Sioux Nation was transacted by Zebulon Pike in 1807. Subsequently, several other treaties were negotiated with the people of the Sioux Nation during the early 1800's which eventually led up to the Fort Laramie Treaty of 1868, establishing a large reservation in the Dakotas west of the Missouri River. At this time the Great Reservation of the Sioux Nation included nearly all of the Dakota Territory west of the Missouri River, together with hunting grounds both west and east of the Big Horn Mountains. This was the initiation of reservation policy in the Western United States.

The reservation policy as it applied to the Sioux had three features:

(1) Location on reservations in areas which would isolate them militarily and socially.

(2) Allotment of land to the individual Indian.

(3) Esblishment of schools and payment of annuities in the form of stock, agricultural implements, mechanic's tools, and money.

A permanent scheme of isolation was not feasible as was demonstrated after each of the treaties was ratified and placed into effect. Settlers found something within the Indian reservations which they saw as desirable for their own use. They refused to rest until the Indians were gradually ejected from these lands and relocated to other areas. Soon after the Fort Laramie Treaty was placed in effect, policies began to change which were designed to force the cession of the Black Hills and the Big Horn area. When bands of Indians hunted hear the Big Horns they were branded as hostile and troops dispatched to return them to other Indian lands. The

military expenditions eventually brought about the famed Custer defeat on the Little Big Horn River in which Sitting Bull, a Medicine Man of the Standing Rock Sioux Tribe, played a prominent role. Eventually the Indians were gathered on the reservations and maintained by the government until they could be taught to be self-supporting. Hostile tribes were supported to pacify them while well disposed tribes were only assisted to self maintenance.

Out of the area designated by the Laramie Treaty the Standing Rock, Rosebud, Pine Ridge, Cheyenne River, Crow Creek and the Lower Brule Reservations were established, with the remainder of the area restored to Public Domain. The Standing Rock Sioux Reservation originally included 2,332,483 acres when the present day reservation boundaries were established in 1890, a little more than three months after North and South Dakota achieved stateood. The Hunkpapa, Blackfee, and the Upper and Lower Yanktonai Bands of the Teton Sioux were located on the Standing Rock Reservation following its survey.

Settlement of the reservation area by non-Indians began with cattle operations. Soon thereafter, large numbers of cattle were grazed by non-Indians on the reservation and eventually leases were negotiated in order that the Tribe would realize a monetary benefit from their resource.

During the late 1800's and early 1900's allotments were made to individual Indians of the Standing Rock Tribe and efforts were begun to convert them to farmers and stockmen. Following these allotments large tracts of land were opened up to non-Indian settlers starting about 1913. From the land which was opened for settlement, small farms were established and settlement of the area proceeded rapidly. The white settlers were predominantly immigrants and first generation Americans of Russian, German, and Scandinavian stock who quickly organized religious, educational and

trade services in the communities in which they settled. Within the space of a single generation they changed the basic pattern of the reservation from one of extensive livestock operations to one of crop production.

Though the non-Indian settlers were quick to adapt to a non-familiar environment, the settlement density was beyond a reasonable productive capacity. The drought of the 1930 era reduced crop production in the area substantially, which accentuated the settlement density problem and out-migration of the non-Indian population became quite pronounced. Mechanization of agriculture, economic opportunity elsewhere, and other factors encouraged further migration resulting in a trend both off the farm and out of the area which shows little sign of diminishing.

One of the most profound effects of the non-Indian settlement was a drastic reduction of the Indian homesteading and subsequent sales of allotted land, the original 2.3 million acres of Indian owned land had diminished by 1951 to just over one million acres or slightly less then one-half its original size. Since then Indian ownership has further declined, with current total Indian holdings being approximately 835,000 acres. There has, however, been a shift from individual to tribal ownership with the tribal land nearly doubling from approximately 167,000 to approximately 302,000 acres, while individually owned land diminished by over on-third, from approximately 835,000 to 533,000 acres.

The most recent historical factor of the reservation area was the building of Oahe Dam and subsequent inundation of the Missouri River bottom across the east end of the reservation. Inundation of the productive river bottom land resulted in the upheaval and relocation of 144, families, constituting 21 percent of the Indian families on the reservation,

resulting in drastic change in the Indian socio-economic base. Public Law 85-915 (1958) authorized settlement with the Standing Rock Sioux Tribe for a total of $12,346,553 including payment for: property taken, $1,952,040; damages, $3,299,513; grants for rehabilitation, $6,960,000; and expenses and attorney fees, $135,000. This Act directed that one-half of the damage payment be consolidated with the rehabilitation grant to provide a fund of $8,609,756, for the rehabilitation program. It further provided that an amount not to exceed $726,546 could be used for moving tribal members and their possessions from the reservoir area. This left $923,000 for use by the tribe without specific limitations.

The rehabilitation program consisted of seven separate funded programs. These were: Administrative, Family Plan, Farm and Livestock, Industrial Development, Education, Community Development, and Land Management. These funds have been used by the tribe to provide an impetus for enhancing the economic stature of the tribal members and for providing planning for future development. The momentum in development acquired through the rehabilitation program has increased to the extent that today the tribe has an integral planning staff and is carrying on plans for development of the reservation area projected over the next several years. Various federal agenics have also given their support to the tribe's development efforts.

The Geographic Relevance

Like the Northern Plains in which it lies the area represented by the Standing Rock Indian Reservation remains relatively isolated. Lying astraddle the North and South Dakota boundaries, cut off from the urban complexes by vast distances and limited by the nature of its non-intensive

agriculture, its ultimate development must await the conquest of geographic isolation. Secondary marketing of agricultural products and the transportation and communication facilities are oriented almost exclusively to the Minneapolis-Saint Paul metropolitan complex which lies some 450 miles to the east.

The general areas is fairly well serviced by primary and farm-to-market roads with all-weather highways passing through the area in both east west and north-south directions. U. S. Highway No. 12, passing through the central portion of the reservation, provides access to Mobridge or Minneapolis and to Montana and Yellowstone Park. Highways connecting U. S. 12 with Interstate 94, include North Dakota Highways 24, 6, 31, and 49 and South Dakota Highways 65 and 63. Plans are presently being completed for construction of a bridge across Lake Oahe north of Fort Yates connecting N. D. Highway 24 with U. S. Highway 83. Although the reservation is served by a fairly good network of all-weather roads, access to potential recreation areas awaits the development of numerous all-weather spurs.

Passenger service on public transportation is not available within the reservation. Transportation within the reservation and to outside points is exclusively by private automobile. The main line of the Milwaukee Railroads runs through the hearst of the reservation, provides only freight service and does not serve Fort Yates. The main line of the Burlington-Northern Railroad passes through Bismarck, 70 miles north of Fort Yates, and provides passenger and freight service.

Commercial motor freight carriers serve towns within the reservation as volume justifies. Local truck service is available for contract

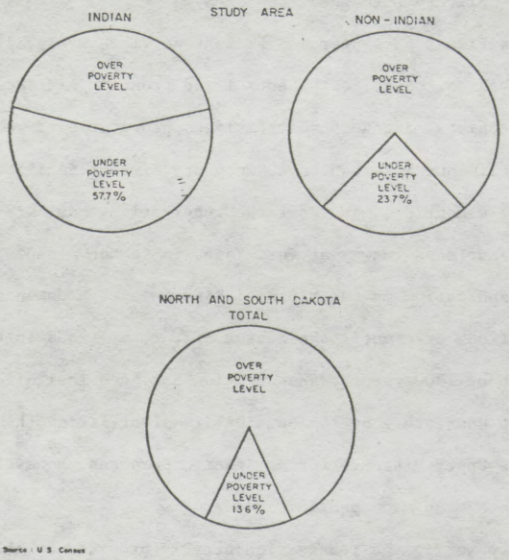
hauling while most retail firms on the reservation receive their goods from suppliers in distributor owned trucks. United Parcel Service provides package delivery throughout the area.

Scheduled airlines passenger and freight services are available at Bismarck, North Dakota, where North Central and Frontier Airlines provide north-south connections, and Northwest Airlines provides east-west service. McLaughlin and McIntosh have secondary airport facilities with turf runways, while Mobridge, just off the reservation, has hard-surfaced runways. A hard-surfaced runway at Fort Yates is in the planning stage.

Water transportation on the Missouri River played a dominant role in development of the area until the advent of the railroads in the 1880's, however, since about 1900 water transportation has been insignficant. There is periodic conjecture on the possibility of utilizing the various reservoirs on the Upper Missouri for navigation purposes, however, no specific plans have been made public.

Electrical power in the reservation area is provided by the Montana Dakota Utilizations Company and by the Mor-Gran-Sou and Moreau-Grand Rural Electric Cooperatives. The nearest natural gas is at Bismarck where Montana-Dakota Utilities supplies service. Local telephone service is provided in McLaughlin and McIntosh by Northwestern Bell Telephone, but is provided in the reservation rural areas by West River Mutual Aid Cooperative.

FIGURE 7
PERCENT OF FAMILIES IN 1969 WITH INCOME MORE AND LESS THAN POVERTY LEVEL




Source: U.S. Census

Average per capita income comparisons between Indian and non-Indian in the reservation and with the state and national averages is another measure of income levels. A considerable difference between Indian and non-Indian per capita annual income is shown in Table 7.

Table 7. Comparison of Per Capita Incomes in 1969

| | Reservation | | North and South Dakota | United States |
|---|---|---|---|---|
| | Indian | Non-Indian | | |
| Dollars | 987 | 1,846 | 2,447 | 3,685 |
| Percent of U. S. | 26.8 | 50.1 | 66.4 | 100.0 |

Source: U.S.Census

## AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

The Standing Rock Community College is a member of the American Indian Higher Education Consortium. Higher education for Indians in terms of general accessibility to post-secondary instittuions is a relatively recent development. A steady growth in the college enrollment of Indians can be traced back roughly to the early Fifties, with dramatic increases during the Sixties, up to the present. However, despite such seemingly burgeoning enrollment figures, there remains a significant segment of reservation residents who for many reasons have not had such ready access to a productive post-secondary education. Furthermore, many of those who did make it to the college level encountered serious problems related to social and academic adjustment and subsequently were forced out of the established higher education system. The resulting high attrition rate among Indian college students, as well as the impetus of Indian "self-determination" caused Indian leaders and educators to begin thinking seriously about alternatives, including community based higher education programs.

The need for increased cultural/education relevance and sensitization to particular Indian student needs has in the past not been adequately answered by the traditional routes of American higher education. This fact along with a heightened awareness among Indian people as to their own competencies helped to trigger events which set in motion the movement toward developing reservation based higher education centers. In 1968, the first Tribally chartered, Indian-controlled community college was established by the Navajo Tribe in Arizona. Since then there has been a proliferation of community based college centers on reservations in four other states.

The emphasis within the Indian community college movement is the integration of distinctly Tribal-specific elements into a post-secondary educational process contiguous with cultural advancement and practical lifestyles in the contemporary setting. It is the general view of these colleges that education should be a pragmatic approach to the gaining and improvement of individual competencies and skills, that higher education programs at the local level should be flexible while maintaining those aspects of quality and responsiveness to what the people want.

In this endeavor, the colleges are moving to the forefront of developing program criteria which would answer educational needs based in part on population variables, economic development concerns, social services needs, and cultural (Tribal) values. The entire Indian community college movement has been an organic process, conducive to dealing with immediate concerns while evolving a philosophical foundation on which to build models for problem solving for both immediate and long-range concerns.

While the movement is comparatively new, these developing Indian institutions have taken some positive steps toward increasing the effectiveness and breadth of their program offerings. In 1972, six of the established college centers joined together in a common effort and formed the American Indian Higher Education Consortium. The Consortium was established in recognition of the need to pool developmental efforts and resources through a central coordinating office controlled by a governing board comprised of representatives from the colleges themselves. Since its establishment, the Consortium membership has grown to include 10 institutions.

The expansion of the community college movement in future years depends on a number of things, not the least of which is a stable funding base. It has already been demonstrated that the basic philosophical

support needed from the Tribes involved so far does exist. To the extent possible, some Tribal Councils have allocated certain Tribal resources for the effort, but most Tribes are too hard pressed on other economic fronts to be able to contribute an adequate amoung of money or human resources for such an undertaking.

The concept of community based higher education has received widespread support throughout Indian country, and there is reason to believe that communities outside the present Consortium membership will be developing their own local higher education centers. The current momentum of the movement will see the colleges through over the short run, but serious questions related to their continued future development will remain unanswered until a stable funding base is established for them. The colleges agree that a clear, legislative authority by Congress for such support is the only workable long-range answer.

These community colleges have not yet realized their full potential. They represent a viable delivery system that takes two years of post-secondary education directly to Indian people in their home surroundings. They solve the real problems of access to such opportunities for those who otherwise would not be able to pursue post-secondary courses of study. Moreover, they represent true community based education, as well as the best current on-reservation effort to strengthen the qualifications of Indian people to assume more responsibility for the many tasks associated with operating their society.

Philosophy

The function of a college should be, above all, an exchange and transfer of knowledge and ideas. In this way, the people are given an

opportunity to create and discover.

In addition to fulfilling this primary goal, at Standing Rock Community College we hope to honor and lift into full light the heritage and spirit that belongs to our culture. Like all beginnings, we look into the day with enthusiasm toward what is ours is challenge, endeavor and enchant.

With one eye on the past, we look toward building a new past in which our children can raise their faces toward accomplishment.

We wish to provide an environment, within the local landscape, where these goals can be attained so that, as a people, we can move forward with a sense of pride, purpose, and faith in our own abilities.

Funding

Standing Rock Community College, up to this point in time, owes its' existence to a Basic Grant from Title III of the Higher Education Act. The lack of a stable funding base is unfortunately, the biggest problem facing Standing Rock Community College in terms of future development. The support of SRCC from federal sources is not unique. However, in terms of the reservation economy the federal government is the primary industry on the reservation. The fiscal objective of the community college is to develop a stable funding source which will allow Indian control of higher education locally.

A breakdown of anticipated income for SRCC follows.

STANDING ROCK COMMUNITY COLLEGE

ANTICIPATED SOURCES OF FUNDS

A. Governmental Appropriations

1. Title III.....$160,000.00
2. University Action..... 46,000.00
3. _____..... _____

Total: $206,000.00

B. Tribal Funds

1. Maintenance Man.....$ 7,000.00
2. _____..... _____
3. _____..... _____

Total: $ 7,000.00

C. Training Grants

1. _____.....$_____
2. _____..... _____
3. _____..... _____

Total: _____

D. Tuition and Fees

1. B.I.A. .....$ 15,000.00
2. HEW, DOL ..... 500.00
3. Other ..... 15,000.00

Total: $ 30,000.00

E. Auxiliary Enterprises Revenue

1._____.....$_____
2._____..... _____
3._____..... _____

Total: $_____

TOTAL ANTICIPATED SOURCES OF FUNDS: $243,500.00

Resolution No. 95-74

WHEREAS, the Standing Rock Sioux Tribe is an unincorporated Tribe of Indians having accepted the Indian Reorganization Act of June 18, 1934, and the recognized governing body of the Tribe known as the Standing Rock Sioux Tribal Council, and

WHEREAS, the Standing Rock Sioux Tribe under its Constitution approved by the Secretary of the Interior on April 24, 1959, pursuant to Article IV, Section 1, (c), through its Tribal Council, has the authority to exercise various powers by enactment of an appropriate motion, resolution, or ordinance, subject to any limitation imposed by the Constitution or applicable statutes of the United States, and

WHEREAS, the Tribe is empowered to promote and protect the health, education and general welfare of the members of the Tribe and to administer services that may contribute to the educational, social and economic advancement of the Tribe and its members, and

WHEREAS, it is the policy of the Tribe to encourage education and to take an active interest in the education and training of the enrolled members of the Standing Rock Sioux Tribe, and

WHEREAS, the Standing Rock Sioux Tribal Council has passed a resolution, (No. 144-72), recognizing the Community College Committee and authorizing it to act as the Council's representative when organizing, developing and conducting adult education efforts for the Standing Rock Reservation, and

WHEREAS, the Community College Committee has invited Bismarck Junior College to assist in the development and administration of the community college concept, and

WHEREAS, the Community College Committee and Bismarck Junior College, in order to further develop the Standing Rock Community College, have composed a Title III (Higher Education Act of 1965 as amended) Bi-lateral proposal, and

WHEREAS, the Community College Committee has reviewed the Title III proposal and passed a resolution giving full support to said proposal, and

WHEREAS, the Tribal Council H.E.W. Committee has seen fit to go on record as supporting the Bismarck Junior College Bi-lateral Title III proposal; and

WHEREAS, the Standing Rock Sioux Tribal Council supported last years Bismarck Junior College-Standing Rock Bi-lateral Title III proposal by passing resolution No. 111-73.

NOW THEREFORE BE IT RESOLVED, that the Standing Rock Sioux Tribal Council adopt this resolution giving full support to the Bismarck Junior College Bi-lateral Title III proposal.

BE IT FURTHER RESOLVED, that the Standing Rock Sioux Tribal Council Resolution No. 83-74 of October 2, 1973, designating the Standing Rock Community College as the Tribes corporate representative in negotiating, developing and implementing the Bi-lateral arrangement with Bismarck Junior College be promilgated at this time.

BE IT FURTHUR RESOLVED, that the Standing Rock Tribal Council instruct the Council Chairman and the Board of Directors of the Standing Rock Community College Corporation to forward to Bismarck Junior College a letter of commitment regarding the Title III proposal.

BE IT FURTHER RESOLVED, that the Chairman and Secretary of the Standing Rock Sioux Tribal Council be instructed to sign this resolution for and on behalf of the Standing Rock Sioux Tribe.

Resolution No. 95-74 Page 2

Certification

W , the undersigned, Chairman and Secretary of the Tribal Council of the Standing Rock Sioux T ibe, hereby certify that the Tribal Council is composed of 15 members, of whom 12 , constituting a quorum, were present at a meeting thereof, duly and regularly called, noticed, c nvened and held on the 4th day of October , 1973, that the foregoing resolution w s duly adopted by the affirmative vote of 10 members, with 0 opposing, and with 2 not voting. The Chairman's vote is not required except in case of a tie.

D ted this 12th day of October , 1973

(s) Melvin White Eagle, Chairman
Standing Rock Sioux Tribal Council

A TEST:

Alvina Greybear, Secretary
Standing Rock Sioux Tribal Council

(OFFICIAL SEAL)

# CHARTER

of

## STANDING ROCK COMMUNITY COLLEGE
(a non-profit tribal corporation)

The Standing Rock Sioux Tribe of North Dakota and South Dakota (hereinafter the "Tribe"), acting through the Standing Rock Sioux Tribal Council (hereinafter the "Tribal Council"), pursuant to the powers vested by Article IV, Section 1-c and 1-h of the Constitution of the Tribe, hereby charters and organizes the Standing Rock Community College, a non-profit corporation (hereinafter referred to as the "College").

Article 1. Purposes and powers. The College is organized exclusively for educational purposes, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1954, or the corresponding provision of any future United States internal revenue law. Such purposes include establishing, maintaining and operating educational institutions at the post-secondary level on the Standing Rock Indian Reservation, with educational, vocational, and technical programs and curricula leading to degrees and certificates that may be granted by the College. In aid of such purposes, the College is empowered to contract; to borrow; to process; to produce; to purchase, or otherwise acquire, own, mortgage, pledge, sell, lease, assign, transfer, or otherwise dispose of, property, real, personal, and mixed.

The purposes specified herein shall be construed both as purposes and powers.

The College has the power to sue and is subject to suit in any court of competent jurisdiction.

Article 2. Principal Office. The address of the principal office of the College is the Douglas Skye Memorial Complex, Fort Yates, North Dakota 58538.

Article 3. Board of Trustees. The Board of Trustees of the College shall consist of seven persons, at least one, but not more than three, of whom, shall be a member of the Tribal Council, each elected by the Tribal Council for terms of office as fixed in the bylaws. The names, addresses, and terms of office of the persons to constitute the initial Board of Trustees of the College are:

| Name | Address | Term of Office |
|---|---|---|
| Glen Eagle | Fort Yates, North Dakota | 2 years |
| Robert F. Gipp | Fort Yates, North Dakota | 2 years |
| Mrs. Shirley Plume | Fort Yates, North Dakota | 2 years |
| Zona Thunder Hawk | Cannonball, North Dakota | 2 years |
| Ambrose Antelope | Fort Yates, North Dakota | 1 year |
| Pat McLaughlin | Mahto, South Dakota | 1 year |
| George Dunn | Fort Yates, North Dakota | 1 year |

Article 4. Limitations on income. No part of the net earnings of the College shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the College shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 1 hereof. No substantial part of the activities of the College shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the College shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the College shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Article 5. Dissolution. The College may not be dissolved or liquidated except by a three-fourths majority of the Tribal Council with the approval of the Secretary of the Interior or his authorized representative. Upon the dissolution of the College, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the College, dispose of all of the assets of the College exclusively for the purposes of the College in such manner, or to such organization or organizations organized and operated exclusively for charitable, educations, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any such assets not so disposed of shall be disposed of by the Standing Rock Sioux Tribal Court of the Standing Rock Sioux Indian Reservation, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article 6. Authority of Board of Trustees. The Board of Trustees is hereby vested with all authority necessary to carry out the purposes and powers of the College.

Article 7. Amendments. This charter may not be amended except by a majority vote of the Tribal Council with the approval of the Secretary of the Interior or his authorized representative.

Article 8. Effective Date. This charter and bylaws shall become effective this 5th day of September 1973.

RESOLUTION NO. 83-74

GRANTING AND ISSUING THE CHARTER AND BYLAWS OF
STANDING ROCK COMMUNITY COLLEGE

BE IT RESOLVED, that the foregoing charter and bylaws of Standing Rock Community College be and the same arehereby granted and issued.

CERTIFICATION

We, the undersigned, Chairman and Secretary of the Tribal Council of the Standing Rock Sioux Tribe, hereby certify that the Tribal Council is composed of 15 members of whom 10, constituting a quorum, were present at a meeting thereof duly and regularly called, noticed, convened and held the 5th day of September, 1973, that the foregoing resolution was duly adopted by the affirmative vote of 8 members, with 0 opposing, and with 2 not voting. The Chairman's is not required except in case of a tie.

Dated this 21st day of September 1973.

Melvin White Eagle, Chairman
Standing Rock Sioux Tribal Council

ATTEST:

Alvina Greybear, Secretary
Standing Rock Sioux Tribal Council

(Official Seal)

# BYLAWS OF STANDING ROCK COMMUNITY COLLEGE

## Article I

## Offices

The address of the principal office of Standing Rock Community College (hereinafter the "College") is the Standing Rock Skills Center, Fort Yates, North Dakota 58538

## Article II

## Board of Trustees

Section 1. Purpose:

The government of the Standing Rock Community College, Fort Yates, North Dakota, is vested by charter and by-laws, by the Standing Rock Sioux Tribe of North Dakota and South Dakota, acting through the Standing Rock Sioux Tribal Council, in the Board of Trustees, hereinafter referred to as the Board. The Board has final authority in all matters affecting the institution and exercises jurisdiction over its financial, educational, and other policies, and its relation with the state and federal governments. The Board entrusts the execution of all its plans and policies, together with the internal government and administration of the institution, to the President and the faculty and such other officers as it may select. The President shall submit monthly for the information and approval of the Board a report showing what matters already approved by the Board have been put into execution, and all new matters, which, in his judgement, demand attention, or for which he wishes the approval of the Board. Since the Board is responsible to the Tribal Council for the management of the institution, it desires full information upon all matters, financial and educational, from proper officials.

Section 2. Composition:

The Board of Trustees shall consist of seven (7) persons, at least one of whom, but not more than three, shall be a member of the Tribal Council. All members shall be appointed by the Standing Rock Sioux Tribal Council.

Section 3. Terms of Office:

The terms of office of each of the seven (7) trustees shall be two (2) years, except that the terms of the initial Board of Trustees shall be as fixed in Article 3 of the Charter. In no case shall the term of a trustee who is a member of the Tribal Council extend beyond that trustee's term as a member of the Tribal Council. The terms shall be staggered so that the terms of four trustees shall end within even numbered years and the term of three directors shall end within odd numbered years. Each trustee shall hold office for the term of that office and until his successor shall have been duly selected and taken office, or until his death, or until he shall resign, or shall have been removed in the manner hereinafter provided.

Section 4. Election of Officers:

The Board of Trustees at its initial meeting shall elect from its own membership a President, Vice President, Secretary and Treasurer. Such officers shall serve until their successors are elected and qualified. Such assistant officers as may be deemed necessary may be elected by the Board of Trustees from its own membership.

Section 5. Regular meetings of the Board:

The Board of Trustees may provide by resolution the time and place for holding regular meetings of the Board without other notice than such resolution.

Section 6. Special meetings of the Board:

Special meetings of the Board of Trustees may be called by the President of the Board of Trustees and/or the President of the College or by three Trustees if the President should fail or refuse to act.

Section 7. Quorum:

Four (4) trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees. If less than a quorum is present at a meeting, a majority of the Board of Trustees present may adjourn the meeting from time to time without further notice.

Section 8. Manner of Acting:

The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

Section 9. Vacancies:

The Tribal Council shall fill any vacancy occurring on the Board of Trustees. A trustee elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 10. Compensation:

The trustees may be paid their actual and reasonable expenses, if any, of attendance at each meeting of the Board of Trustees. There shall be no fees for attendance at each meeting. No trustee shall be a full time employee of the College, but otherwise shall not be precluded from serving the College in any other capacity and receiving compensation therefor.

Section 11. Removal:

Any member of the Board of Trustees or any officer elected by the Board of Trustees, may be recommended for removal by the Board of Trustees whenever, in its judgement, the best interests of the College would be served thereby, subject to approval by the Tribal Council.

## Article III

### Duties of Officers of the Board of Trustees

Section 1. President:

The President shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Trustees from time to time. Subject to the control of the Board of Trustees, the President shall have general supervision and control of the business and affairs of the College. He shall, when present, preside at all meetings of the Board of Trustees. When authorized by the Board of Trustees, the President may sign on behalf of the College any leases, deeds, mortgages, contracts, or other instruments or papers. He shall vote on matters on the same basis as other members of the Board of Trustees.

Section 2. Vice President:

In the absence of the President, or in the event of death, or inability, or refusal to act, the Vice President shall perform the duties of the President and when so acting shall have all the powers of an be subject to all the restrictions on the President.

Section 3. Secretary:

The Secretary, or a person acting under his or her supervision, shall record and maintain a full report of all proceedings of each meeting of the Board of Trustees and shall in general perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to the Secretary by the President or by the Board of Trustees.

Section 4. Treasurer:

The Treasurer shall be responsible and/or may delegate authority to proper College officials for (a) all funds and securities of the College and deposit all such moneys in such banks or other depositories as may be designated by the Board of Trustees, (b) establish and maintain proper books and records accounting for all receipts and disbursements, and (c) in general perform all the duties incident to the office of the Treasurer and such other duties as may from time to time be assigned to the Treasurer by the President or by the Board of Trustees.

## Article IV

### Faculty and Staff

Section 1. Appointments:

All members of the faculty and all administrative officers are appointed by the Board of Trustees upon recommendation of the President, who confers with the Administrative Council, the Academic Dean and with the head of the department concerned.

Other assistants and employees in departments are appointed by the head of the department or office concerned, with the approval of the President and the Board. All appointments shall be made solely with respect to the special fitness of the individual for the work demanded in the position, and in compliance with established personnel procedures.

Section 2. Terms of Employment:

In the absence of some special arrangement, the employment of members of the faculty is for the regular academic year of two semesters. Those continuously employed must hold themselves in readiness for service at any time during the year. It is assumed that all persons worthy of employment in the instructional staff will be interested above all else in promoting the welfare of the college, will have no interests incompatible therewith, and will give the utmost of their powers at all times to the promotion of that end.

All full-time members of the faculty shall be in actual attendance at least until after commencement and until all reports have been made; and for at least three days prior to the first day of registration in August, unless for special reasons leave is extended by the President.

Section 3. Termination of Service and Dismissal:

The services of a person shall be terminated only for adequate cause. The specific reason for the proposed termination of the appointment of a person shall be made by notice in writing by the President and presented to the person involved, and to the Board of Trustees. The date of termination shall be determined at the time of final approval of the dismissal action by the Board of Trustees. If the faculty member's continued presence in the classroom is shown to be clearly harmful to the institution, suspension by the President may take place immediately subject to the Board of Trustees. All termination actions shall be consistent with Personnel Policies and Procedures of the Standing Rock Sioux Tribe regarding termination of service and dismissal.

Section 4. Leaves of Absence:

Faculty members may be granted leaves of absence, normally not to exceed one academic year in duration, and with or without financial assistance from the college, in accordance with regulations and policies formulated from time to time by the College with the approval of the Board. Such regulations and policies shall reflect these general considerations; significance of the leave in developing the academic background of the faculty member, the value to the department and the college as a whole, and the contribution the faculty member while on leave would be making to courses, projects and endeavors of significance to the academic world.

Section 5. Representation and Attendance at Meetings:

In order that the institution may be properly represented at the various academic gatherings or functions in which it is requested or invited from time to time to participate, the Board, in conjunction with the President, selects such members of the administrative staff and/or faculty as they deem appropriate or worthy to represent the institution.

In addition to the above, members of the administrative staff and faculty are urged to become members of and to attend meetings of national and state professional associations. In order to encourage administrative and teaching efficiency and promote original and creative work among the members of the administration and faculty, a sum is set aside also to defray the expenses in whole or in part of those who are delegated by the Board and/or the President to attend such meetings.

## Article V

### Contracts, Loans, Checks

Section 1. Contracts:

No contract shall be executed on behalf of the College unless authorized by a resolution of the Board of Trustees. Authorized contracts shall be executed only by the officers and signed by the officers.

Section 2. Loans:

No loan shall be contracted on behalf of the College and no evidences of indebtedness shall be issued in the name of the College unless authorized by a resolution of the Board of Trustees. Such authority may be general, or confined to specific instances.

Section 3. Checks, Drafts, etc.:

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the College shall be signed by such officer or officers, agent or agents of the College and in such manner as shall from time to time be determined by a resolution of the Board of Trustees, provided, any instruments under this section must be executed by a bonded officers or employee of the College.

## Article VI

### Budget, Reports, Audits

Section 1. Budget:

At least 30 days prior to the commencement of the College's fiscal year, the Board of Trustees shall prepare a budget for the ensuing fiscal year. A copy of the budget shall be delivered and explained to the Tribal Council befor it is adopted.

Section 2. Reports:

At least every six (6) months commencing with December 30, 1973, the Board of Trustees and the President of the College shall deliver to the Tribal Council a written report of the business activities of the College for the preceding six (6) months, including a complete financial statement.

Section 3. Audit:

The Board of Trustees shall retain an independent certified public accountant. Prior to the close of business in each fiscal year. Such accountant shall examine the books and records of the College, shall certify the annual balances and shall furnish a written report to the College and to the Tribal Council setting forth all pertinent data and the accountant's recommendations and views concerning the state of the College. The annual report shall not be exclusive. The Tribal Council may call for an auditor's examination and written report at any time during the fiscal year.

## Article VII

## Amendments

These by-laws may be amended by the Board by approval therefore by a three-fourths (3/4) majority of the Board of Trustees, a resolution of the Tribal Council and by the Secretary of the Interior or his authorized representative.

Prior to any meeting of the Board where an amendment to the by-laws is to be considered for adoption or recommendation, at least two weeks notice of such consideration of amendment at such meeting shall be sent to all members of the Board.

Standing Rock Community College
P. O. Box 450
Fort Yates, ND 58538
Phone: 854-6596
854-3316




Bismarck Junior College
Schafer Heights
Bismarck, ND 58501
Phone: 255-4707

Standing Rock Community College
Affiliated With
Bismarck Junior College
February 13, 1976

Spring Semester 1976

Total Enrollment ----------149

Full-time Students---------- 85

Part-time Students---------- 64

Number of Courses offered---------- 54

16 AVT Students
20 V.A.
30 Students enrolled in the Farm/Ranch Management Program

16 Manpower part-time employees working

5 Work Study applicants pending BJC's approval.

FALL SEMESTER 1975

Total Enrollment----------162

Full-time Students---------- 67

Part-time Students---------- 95

Number of courses offered---------- 34

Number of Male Students---------- 68

Number of Female Students---------- 94

Projected gradutates for Spring 1976---------- 18

# STANDING ROCK COMMUNITY COLLEGE

P.O. Box 450
Ft. Yates, North Dakota 58538
(701) 854-5316 or 854-6596




Catalog 1975

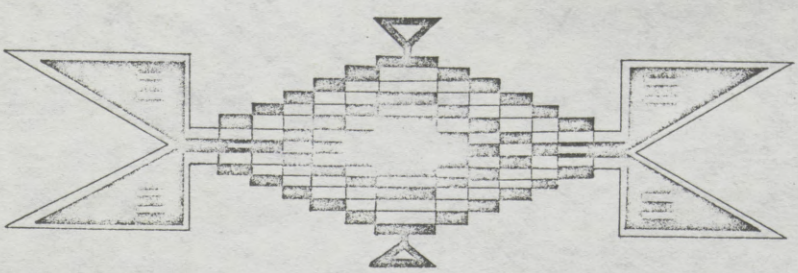
PHILOSOPHY

The function of a college should be, above all, an exchange and transger of knowledge and ideas. In this way, the people are given an opportunity to create and discover.

In addition to fulfilling this primary goal, at Standing Rock Community College, we hope to honor and lift into full light the heritage and spirit that belongs to our culture. Like all beginnings, we look into the day with enthusiasm toward what is ours to challenge, endeavor, and enchant.

With one eye on the past, we look toward building a new past in which our children can raise their faces toward accomplishment.

We wish to provide an environment, within the local landscape, where these goals can be attained so that, as a people, we can move forward with a sense of pride, purpose, and faith in our own abilities.



OBJECTIVES

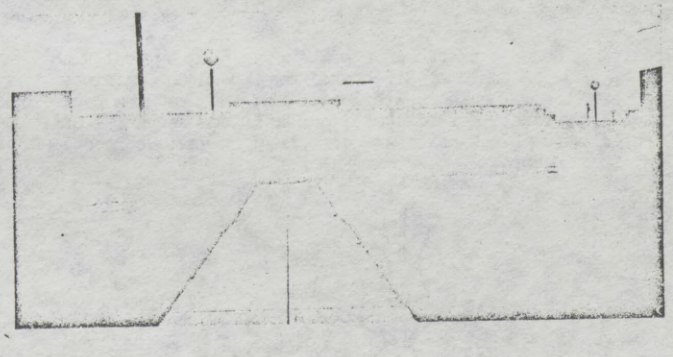
1. To provide the opportunity for Native American students to acquire a greater understanding and appreciation of the Lakota culture.

2. To promote the development of the Lakota Culture.

3. To establish an independently accredited higher education learning center on the Standing Rock Indian Reservation, serving the Native American Community.

4. To provide vocational technical training for the Native American Community.

5. To endeavor to improve the education level of the Standing Rock area and to assist in the social and economic development of the Standing Rock Indian Reservation.



HISTORY

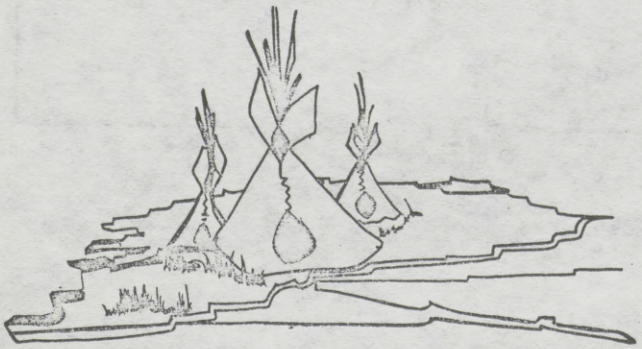
The Standing Rock Community College began its earliest stages of informal development in the latter part of the 1960's. The purpose of the College was to coordinate all of the training and higher education programs into one organized, effective, beneficial program for the Native American community in Standing Rock.

The Standing Rock Reservation contains a total of approximately 2.3 million acres with nearly 835,000 held in trust for Native Americans in North and South Dakota. The Native American population is estimated at 4,500, the majority of whom are members of the Hunkpapa Band of Lakota (Sioux).

The Standing Rock Community College was officially established on April 11, 1972. The Standing Rock Sioux Tribal Council passed a resolution recognizing the Community College Committee and authorized them to act as the Tribe's representative for organizing and conducting adult and higher education activities on Standing Rock.

The Committe invited Bismarck Junior College to assist them in developing a community college. In July, 1973, the Community College was given a multi-year Title III, Developing Institution grant ($100,000) to assist in its development. For the past three years, the College has held a bi-lateral arrangement with Bismarck Junior College with continued Title III funding. College credits for the students are received through Bismarck Junior College and are fully accredited by the North Central Association.

The Tribal Council chartered the Standing Rock Community College in September, 1973. A Board of Directors was chosen to administer the College at that time. The campus is located at the Standing Rock Sioux Skill Center, Fort Yates, North Dakota, and utilizes seven (7) offices and five (5) classrooms. Classes are also held at various locations in McLaughlin, South Dakota.



ACADEMIC CALENDAR

Fall Semester

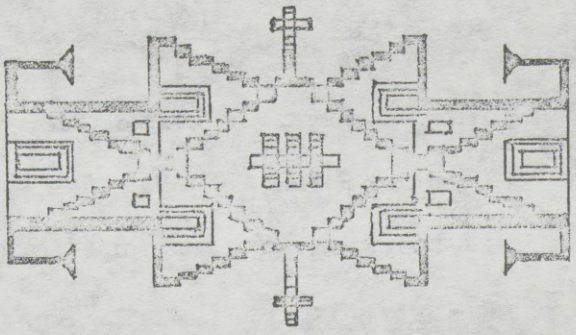
Registration----------August 18 - August 29, 1975
Primary Election----------Wednesday, August 20, 1975
Classes Begin----------Tuesday, September 2, 1975
General Election----------Wednesday, September 24, 1975
Columbus Day----------Monday, October 13, 1975
Veterans Day----------Monday, October 27, 1975
Thanksgiving Day----------Thursday, November 27, 1975
Christmas Day----------Thursday, December 25, 1975
New Years Day----------Thursday, January 1, 1976
Classes End----------Friday, January 2, 1976

Spring Semester

Registration----------January 2 - January 15, 1976
Classes Begin----------Monday, January 19, 1976
Spring Recess----------Friday, April 16, 1976
Memorial Day----------Monday, May 31, 1976
Classes End----------Friday, May 28, 1976

Summer Session

Registration----------May 17 - May 28, 1976
Classes Begin----------Tuesday, June 7, 1976
4th of July----------Monday, July 5, 1976
Classes End----------Friday, August 6, 1976



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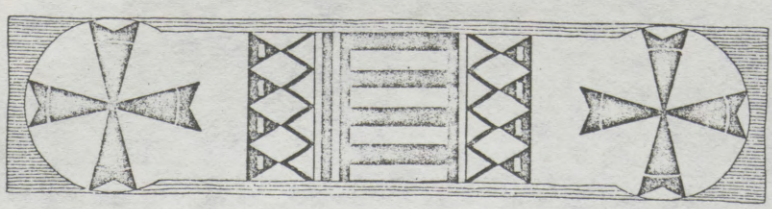

FALL REGISTRATION SCHEDULE - 1975

| | | | |
|---|---|---|---|
| PORCUPINE | Monday | August 18 | Neighborhood Center<br>3:00 - 7:00 P.M. |
| CANNONBALL | Tuesday | August 19 | Library<br>3:00 - 7:00 P.M. |
| KENEL | Monday | August 18 | Neighborhood Center<br>3:00 - 7:00 P.M. |
| MCLAUGHLIN | Tuesday | August 19 | Neighborhood Center<br>3:00 - 7:00 P.M. |
| BULLHEAD | Wednesday | August 20 | Library<br>3:00 - 7:00 P.M. |
| LITTLE EAGLE | Thursday | August 21 | Library<br>3:00 - 7:00 P.M. |
| WAKPALA | Friday | August 22 | Neighborhood Center<br>3:00 - 7:00 P.M. |
| FORT YATES | Monday through Friday<br>August 25 - September 12 | | Community College |

REGISTRATION FEES MUST BE PAID AT TIME OF REGISTRATION.

## GENERAL INFORMATION

ELIGIBILITY - Any student enrolling at Standing Rock Community College must provide the College with copies of their high school transcripts or General Educational Development (GED) certificate. Although these are not required for enrollment, one or the other is required for graduation. Students who have attended other colleges should provide Standing Rock Community College with a copy of all transcripts.

Anyone may enroll for classes offered by Standing Rock Community College. High school students wishing to take college classes must have permission from their parents and high school principal.

REGISTRATION - Students may register for classes two (2) weeks before classes begin. Late registration will be held during the first week of classes. After the second week, classes will be closed to all further registration.

TUITION AND FEES - Standing Rock Community College tuition rates and fees are as follows:

| | | |
|---|---|---|
| 12 or more semester hours | -- | $13.50/hour |
| Less than 12 semester hours | -- | $15.50/hour |

Students will not be permitted to enroll for classes unless they have paid their tuition, books, and fees, or made arrangements for an agency or program to provide payment. Standing Rock Community College fees are:

| | | |
|---|---|---|
| Enrollment fee (one time) | -- | $10.00 |
| Registration fee (each semester) | -- | $10.00 full-time, $5.00 part-time |
| Typing fee | -- | $10.00 |
| Business machines fee | -- | $10.00 |

REFUNDS - If a student withdraws from a class within the first three (3) weeks, a complete refund of tuition, books and fees will be made. After four (4) weeks, refunds will not be made.

STUDENT FINANCES - Funds available for student educational needs. A student may be eligible to obtain funds from one or more of the following programs:

BIA Education
BIA Employment Assistance
GI Bill
Public Health Service Training
Vocational Rehabilitation
Alcoholism Training
Head Start Supplementary Training
BEOG: Work Study, Tribal work programs

Students needing financial assistance should contact the College.

BOOKS - Students will be expected to pay the cost of books or make application to one of the above agencies for funds to cover these costs.

ATTENDANCE - Students are expected to attend every class. Instructors will use their own discretion with regard to attendance. Instructors may drop a student because of the lack of attendance.

ADDING CLASSES - Students who have already registered will be permitted to add classes only within the first three (3) weeks of a semester, with the consent of the instructor.

WITHDRAWING FROM CLASSES - Students may withdraw from classes at any time during the semester, with consent of the instructor.

GRADING SYSTEM - Grading policies are left completely to the discredtion of the class instructors. (Quality and quantity of work, attendance, exams, participation, term or research papers, book reports, etc., are criteria used to determine grades.)

SEMESTERS - Each semester is eighteen (18) weeks long. There are two (2) semesters during the school year, and one (1) summer session. The fall semester usually begins the first week in September, and ends the first week in January. Spring semester begins in mid-January and ends the lask week in May. The summer session begins the first week in June and ends the first week in August.

SEMESTER HOURS - Standing Rock Community College operates on the semester hour basis. One (1) semester hour of college credit is equivalent to approximately eighteen (18) class contact hours. Approximately sixty (60) semester hours of credit are required for a two-year associate degree.

CREDIT - Standing Rock Community College is not presently accredited. However, Standing Rock Community College is affiliated with Bismarck Junior College, which maintains accreditation through the North Central Accreditation Association. Efforts are underway to accredit Standing Rock Community College independently.

AFFILIATIONS - Standing Rock Community College is a tribally chartered, non-profit, tax exempt (not a private foundation) corporation and a member of the American Indian Higher Education Consortium. The college is also affiliated with Bismarck Junior College through the Title III, Developing Institutions Program.

LOCATION - Classrooms and Administrative offices are located at Fort Yates, North Dakota, Standing Rock Sioux Skills Center. Classrooms are also located at the McLaughlin Indian Health Center, McLaughlin, South Dakota.

MINIMUM CLASS SIZE - Classes which do not have a minimum enrollment of five (5) students will be cancelled.

Standing Rock Community College accepts applications without regard for race, religion or national origin.

FORT YATES

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| Acct | 102 | Elements of Acct.I | J.Karch | 2:00-5:00 P.M. Tuesday | SRCC* Rm.3 | 3 |

Elements of Accounting covers accounting procedures, accounting cycles, financial statements, notes and interest, deferrals and accruals, receivables and payables, merchandise inventory, plant assets and sole proprietorship practice set.

| | | | | | | |
|---|---|---|---|---|---|---|
| Acct | 201 | Elements of Acct.II | J. Karch | 2:00-5:00 P.M. Thursday | SRCC Rm.3 | 3 |

Covers accounting procedures, voucher system and controls, payrolls and taxes, data processing systems, partnerships, corporations and a practice set using a voucher system. Prerequisite: Acct. 102 Elements of Accounting I.

| | | | | | | |
|---|---|---|---|---|---|---|
| Art | 101 | Basic Drawing | M. Duchene | 9:00 A.M. - 12:00 P.M. Wednesday | SRCC Rm.3 | 3 |

Introduction to the elementary techniques of drawing. Freehand drawing covering selection of subject, proportion, perspective, line, texture value and composition. Media includes pencil, pen, crayon, charcoal and marking pens.

| | | | | | | |
|---|---|---|---|---|---|---|
| BE | 101 | Typewriting I | E. Smith | 10:00 A.M. - 11:30 A.M. Monday - Wed. | SRCC Rm.b | 3 |

Beginning course in typewriting, primarily for secretarial students and students outside of Business Education, with emphasis on personal-use application, learning to use the typewriter as a tool of literacy and communication, letter writing and tabulation. Typewriting fee: $3.25.

| | | | | | | |
|---|---|---|---|---|---|---|
| BE | 102-103 | Typewriting II & Typewriting III | E. Smith | 10:00-11:30 A.M. Tuesday - Thurs. | SRCC Rm.b | 3 |

Four days per week. Development of speed and accuracy; letter writing, tabulation techniques and manuscript typing. Prerequisite: BE 101 Typewriting. Typewriting fee: $3.25

| | | | | | | |
|---|---|---|---|---|---|---|
| BE | 223 | Business Letter Writing | E. Smith | 1:30-4:30 P.M. Thursday | SRCC Rm.a | 2 |

A course in creative business letter writing to prepare the student for composing business letters in the job. This includes proper usage of words and sentences to produce clear, concise and effective business letters and business reports.

| | | | | | | |
|---|---|---|---|---|---|---|
| Eng | 101 | Freshman English I | D. Jacobson | 5:15-8:15 P.M. Monday | SRCC Rm.a | 3 |

A course in which the student practices the fundamentals of composition, with emphasis on invention and structure.

FORT YATES

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| Eng | 102 | Freshman English II | D. Jacobson | 5:15-8:15 P.M. Wednesday | SRCC Rm.4 | 3 |

Emphasis is on the study of literature, together with theme writing based on the analysis and critical study of readings in the major literary forms. Prerequisite: English 101.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| Eng | 240 | Native American Literature (Literary Studies) | D. Jacobson | 2:00-5:00 P.M. Tuesday | SRCC Rm.4 | 3 |

An extended view of Indian myths, chants, poetry, and folklore ranging from the far past to the present, with a represenation of recent Indian novels and literature.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| Eng | | Creative Writing | D. Jacobson | 3:00-4:30 P.M. Monday - Thurs. | SRCC Rm.4 | 4 |

This course is designed for people interested in the composition of poetry or fiction.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 101 | Lakota Language I | E. Fasthorse | 5:15-7:15 P.M. Tues. - Thurs. | SRCC Rm.4 | 3 |

This course will introduce students to the Lakota alphabet, basic words and simple sentence structure.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 102 | Lakota Language II | E. Fasthorse | 7:30-9:30 P.M. Tues. - Thurs. | SRCC Rm.4 | 4 |

In this course the student will study complex or advanced Lakota words and structure.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 103 | Lakota Culture I | M. Duchene | 2:00-5:00 P.M. Thursday | SRCC | 3 |

This course covers the historical background and traditional customs of the Lakota people in the pre-reservation era to 1800. Philosophy, religion, traditional education and governmental structure will be emphasized.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 104 | Lakota Culture II | M. Duchene | 2:00-5:00 P.M. Wednesday | SRCC Auditorium | 3 |

This course will introduce the fundamental cultural values and their influence on Lakota behavior in traditional and contemporary society.

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 201 | Lakota Music & Dance | E. White Temple | 6:00-9:00 P.M. Tuesday | SRCC Auditorium | 3 |

This course introduces the traditional Lakota songs and dances.

FORT YATES

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| LS | 205 | Lakota Arts and Crafts I | E. Gabe | 2:00-5:00 P.M. Monday | SRCC Rm.4 | 3 |

This course is designed to introduce the student to the traditional Lakota Arts and Crafts art forms. Beadwork, quill work and tanning will be covered.

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|---|---|---|---|---|---|---|
| LS | 206 | Lakota Arts and Crafts II | E. Gabe | 2:00-5:00 P.M. Wednesday | SRCC Rm.4 | 3 |

More advances traditional Lakota Arts forms will be studies. Emphasis will be on making traditional clothing, cradle boards, drums and pipes.

| | | | | | | |
|---|---|---|---|---|---|---|
| LS | | Native American Education | M. Duchene & J. Barden | 9:00-11:45 A.M. Tuesday | SRCC Rm.a | 3 |

The course covers the systems of education for the Native American. Missionary, federal and state government educational systems, from the period of 1500 to the present, will be studied.

| | | | | | | |
|---|---|---|---|---|---|---|
| Math | 151 | Elementary Concepts of Math | S. Laubach | 8:30-10:00 P.M. Mon. - Wed. | SRCC Rm.a | 3 |

Development of numbers and numeration systems; axioms, relations, divisbility and primes, theory of sets, modular arithmetic, inequalities, the operations, their inverses, properties, and algorithims.

| | | | | | | |
|---|---|---|---|---|---|---|
| Psych | 101 | Introduction to Psychology | J. Barden | 5:15-8:15 P.M. Monday | SRCC Rm.a | 3 |

Fundamental study of human behavior with emphasis on learning processes, perception, emotion, motivation and adjustment. This course is a general requisite to other psychology studies.

| | | | | | | |
|---|---|---|---|---|---|---|
| Sci | 101 | Introduction to Laboratory Science | Staff | 5:15-7:15 P.M. Mon. - Wed. | Ft.Yates High School | 4 |

This course is organized to fulfill the science requirements of the science requirements of the elementary education curriculum, and to meet the needs of the student planning a non-science major. The fundamentals of Biology and Chemistry are covered in 101. Three hours of lecture and three hours of laboratory will be held each week. Principle of Science fee: $5.00.

| | | | | | | |
|---|---|---|---|---|---|---|
| Soc | 201 | Introduction to Sociology | J. Barden | 9:00-11:55 A.M. Tuesday | SRCC Rm.4 | 3 |

Three hours a week. The course if a study of the development of human culture, its nature of the various agencies which contribute to its growth.

| | | | | | | |
|---|---|---|---|---|---|---|
| Sp | 101 | Fundamentals of Speech | B. Miller | 7:30-9:00 P.M. Mon. - Wed. | SRCC Rm.a | 3 |

The course is designed to lay a foundation in skill for informal and formal speaking situations: the selection and evaluation of materials for speaking, composition, organization, audience adaptation and delivery.

MCLAUGHLIN

| Dept. | No. | Title | Instructor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|---|
| Acct | 102 | Elements of Accounting I | J. Karch | 2:00-5:00 P.M. Wednesday | PHS** McL. | 3 |

Elements of Accounting covers accounting procedures, accounting cycles, financial statements, notes and interest, deferrals and accruals, receivable and pyables, merchandise inventory, plant assets and sole proprietorship practice set.

| | | | | | | |
|---|---|---|---|---|---|---|
| BE | 101 | Typewriting I | M. Dutt | 9:00-11:55 A.M. Tuesday | HS McL | 3 |

Beginning course in typewriting, primarily for secretarial students and students outside of Business Education, with emphasis on personal-use application, learning to use the typewriter as a tool of literacy and communication, letter writing and tabulation. Typewriting fee: $3.25.

| | | | | | | |
|---|---|---|---|---|---|---|
| BE | 222 | Office Practice | E. Smith | 9:00-11:55 A.M. Monday | PHS McL | 3 |

Three days per week. Duties, responsiblities, personal qualities of the office worker, human relations in the business office, office ethics and etiquette. Prerequisite: Typewriting 101.

| | | | | | | |
|---|---|---|---|---|---|---|
| Eng | 101 | Freshman English I | M. Miller | 5:15-8:15 P.M. Thursday | PHS McL | 3 |

A course in which the student practices the fundamentals of composition, with emphasis on invention and structure.

| | | | | | | |
|---|---|---|---|---|---|---|
| Eng | 102 | Freshman English II | M. Miller | 2:00-5:15 P.M. Thursday | PHS McL | 3 |

Emphasis is on the study of literature, together with theme writing based on the analysis and critical study of readings in the major literary forms. Prerequisite: English 101.

| | | | | | | |
|---|---|---|---|---|---|---|
| LS | 102 | Lakota Language I | E. Gabe | 5:15-7:15 P.M. Mon. - Wed. | PHS McL | 3 |

This course will introduce students to the Lakota alphabet, basic words and simple sentence structure.

| | | | | | | |
|---|---|---|---|---|---|---|
| LS | 104 | Lakota Culture I | M. Duchene | 9:00-11:55 A.M. Wednesday | PHS McL | 3 |

This course covers the historical background and traditional customs of the Lakota people in the pre-reservation era to 1800. Philosophy, religion, traditional education and governmental structure will be emphasized.

MCLAUGHLIN

| Dept. No. | Title | Instrudtor | Time | Place | Cr.Hr. |
|---|---|---|---|---|---|
| LS | Native American Education | M. Duchene | 9:00-11:55 A.M. Thursday | PHS McL | 3 |

A course which covers the system of education for the Native American. Missionary, federal and state government education systems from the periods of 1500 to the present, will be studied.

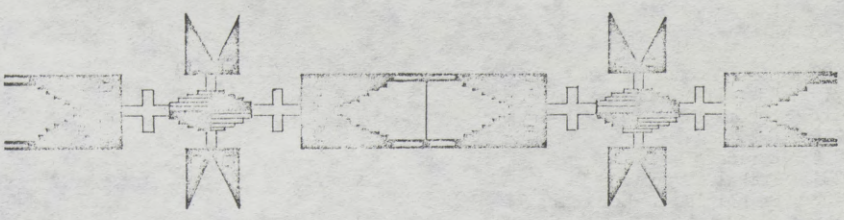
| | | | | | | |
|---|---|---|---|---|---|---|
| Psych | 101 | Introduction to Psychology | J. Barden | 7:30-9:30 P.M. Mon. - Wed. | PHS McL | 3 |

Fundamental study of human behavior with emphasis on learning processes, perception, emotion, motivation and adjustment. This course is a general requisite to other psychology studies.

| | | | | | | |
|---|---|---|---|---|---|---|
| Sp | 101 | Fundamental of Speech | B. Miller | 5:15-8:15 P.M. Thursday | PHS McL | 3 |

The course is designed to lay a foundation in skills for informal and formal speaking situations: The selection and evaluation of materials for speaking, composition, organization, audience adaptation and delivery.

* Standing Rock Sioux Skill Center
** McLaughlin Public Health Services Building



BUSINESS (Accounting Emphasis)

| Dept. | No. | Course Title | Semester Credit Hours |
|---|---|---|---|
| FIRST SEMESTER: | | | |
| Acct | 102 | Elements of Accounting I | 3 |
| Eng | 101 | Freshman English I | 3 |
| LS | 101 | Lakota Language I | 4 |
| Math | 151 | Elementary Concepts of Mathematics | 3 |
| Psych | 101 | Introduction to Psychology | 3 |
| | | | 16 |
| SECOND SEMESTER: | | | |
| Acct | 201 | Elements of Accounting II | 3 |
| BE | 101 | Typewriting I | 3 |
| Eng | 102 | Freshman English II | 3 |
| LS | 103 | Lakota Culture I | 3 |
| Sp | 101 | Fundamentals of Speech | 3 |
| PolSci | 101 | American Government and Politics I | 3 |
| | | | 18 |
| THIRD SEMESTER: | | | |
| Acct | 207 | Financial Accounting | 2 |
| BA | 215 | Business Law I | 3 |
| BE | 222 | Office Practice | 3 |
| Econ | 101 | Principles of Economics I | 3 |
| LS | 104 | Lakota Culture II | 3 |
| PolSci | 102 | American Government and Politics II | 3 |
| | | | 17 |
| FOURTH SEMESTER: | | | |
| Acct | 208 | Cost Accounting | 2 |
| Acct | 210 | Payroll Accounting | 2 |
| Acct | 211 | Income Tax | 2 |
| Acct | 218 | Cobol | 2 |
| BA | 216 | Business Law | 3 |
| LS | 203 | Tribal Government I | 3 |
| Econ | 102 | Principles of Economics II | 3 |
| | | | 17 |

TOTAL SEMESTER HOURS 68

BUSINESS (Management Emphasis)

| Dept. | No. | Course Title | Semester Credit Hours |
|---|---|---|---|
| FIRST SEMESTER: | | | |
| Eng | 101 | Freshman English I | 3 |
| LS | 101 | Lakota Language I | 4 |
| Math | 151 | Elementary Concepts of Mathematics | 3 |
| Psych | 101 | Introduction to Psychology | 3 |
| Sp | 101 | Fundamentals of Speech | 3 |
| | | | 16 |
| SECOND SEMESTER: | | | |
| BE | 101 | Typewriting I | 3 |
| BE | 222 | Office Practice | 3 |
| BE | 223 | Business Letter Writing | 2 |
| Eng | 102 | Freshman English II | 3 |
| LS | 103 | Lakota Culture I | 3 |
| | | | 14 |
| THIRD SEMESTER: | | | |
| Acct | 211 | Income Tax | 2 |
| BA | 114 | Introduction to Business | 3 |
| Econ | 101 | Principles of Economics | 3 |
| LS | 203 | Tribal Government I | 3 |
| Mgmt | 101 | Elements of Marketing | 3 |
| | | | 14 |
| FOURTH SEMESTER: | | | |
| Acct | 102 | Elements of Accounting | 3 |
| Mgmt | 102 | Elements of Advertising | 3 |
| Mgmt | 212 | Elements of Retailing | 3 |
| Mgmt | 214 | Elements of Management | 3 |
| Mgmt | 227 | Front Office Procedure | 4 |
| | | | 16 |
| | | TOTAL SEMESTER HOURS | 60 |

BUSINESS (Secretarial Emphasis)

| Dept. No | Course Title | Semester Credit Hours |
|---|---|---|
| **FIRST SEMESTER:** | | |
| BE | Typewriting I | 3 |
| Eng | Freshman English I | 3 |
| Math | Elementary Concepts of Mathematics | 3 |
| Psych | Introduction to Psychology | 3 |
| LS | Lakota Language I | 4 |
| | | 16 |
| **SECOND SEMESTER:** | | |
| BE | Intermediate Typewriting | 3 |
| BE | Office Practice | 3 |
| BE | Business Letter Writing | 2 |
| Eng | Freshman English II | 3 |
| LS | Lakota Culture I | 3 |
| | | 14 |
| **THIRD SEMESTER:** | | |
| BA | Introduction to Business | 3 |
| BE | Advanced Typewriting | 3 |
| BE | Shorthand | 3 |
| BE | Office Ed.-Key Punch | 2 |
| LS | Lakota Culture II | 3 |
| Sp | Fundamentals of Speech | 3 |
| | | 17 |
| **FOURTH SEMESTER:** | | |
| BE | Bookkeeping | 3 |
| BE | Business Machines | 2 |
| BE | Records Administration | 2 |
| BE | Legal Shorthand and Terminology | 3 |
| Econ | Principles of Economics | 3 |
| LS | Tribal Government | 3 |
| | | 16 |
| | TOTAL SEMESTER HOURS | 63 |

EDUCATION (General - 4 year college preparation)

| Dept. | No. | Course Title | Semester Credit Hours |
|---|---|---|---|
| FIRST SEMESTER: | | | |
| Eng | 101 | Freshman English I | 3 |
| LS | 101 | Lakota Language I | 4 |
| Math | 151 | Elementary Concepts of Mathematics | 3 |
| Psych | 101 | Introduction to Psychology | 3 |
| Sp | 101 | Fundamentals of Speech | 3 |
| | | | 16 |
| SECOND SEMESTER: | | | |
| Eng | 102 | Freshman English II | 3 |
| LS | 102 | Lakota Language II | 4 |
| LS | 201 | Lakota Music and Dance or Music 110-Intro.Music | 3 |
| Sci | 101 | Introduction to Laboratory Science | 4 |
| | | | 14 |
| THIRD SEMESTER: | | | |
| LS | 103 | Lakota Culture I | 3 |
| | | Native American Literature | 3 |
| Sci | 102 | Introduction to Laboratory Science | 4 |
| Soc | 201 | Introduction to Sociology | 3 |
| PE | 101 | Physical Education | 1 |
| | | | 14 |
| FOURTH SEMESTER: | | | |
| LS | 104 | Lakota Culture II | 3 |
| LS | 105 | Lakota Value System | 3 |
| LS | 203 | Tribal Government I | 3 |
| LS | 205 | Lakota Arts & Crafts or Art 110 Intro. to Art | 3 |
| Math | 103 | College Algebra | 3 |
| PE | 102 | Physical Education | 1 |
| | | | 16 |
| | | TOTAL SEMESTER HOURS | 60 |

# LAKOTA STUDIES

| Dept. | No. | Course Title | Semester Credit Hours |
|---|---|---|---|
| FIRST SEMESTER: | | | |
| Eng | 101 | Freshman English I | 3 |
| LS | 101 | Lakota Language I | 4 |
| LS | 103 | Lakota Culture I | 3 |
| Psych | 101 | Introduction to Psychology | 3 |
| Sp | 101 | Fundamentals of Speech | 3 |
| | | | 16 |
| SECOND SEMESTER: | | | |
| Eng | 102 | Freshman English II | 3 |
| LS | 102 | Lakota Language II | 4 |
| LS | 104 | Lakota Culture II | 3 |
| LS | 105 | Lakota Value System | 3 |
| Eng | 240 | Native American Literature (Literary Studies) | 3 |
| | | | 16 |
| THIRD SEMESTER: | | | |
| LS | 201 | Lakota Music and Dance | 3 |
| LS | 205 | Lakota Arts and Crafts I | 3 |
| | | Native American Education | 3 |
| Math | 151 | Elementary Concepts of Mathematics | 3 |
| Soc | 201 | Sociology | 3 |
| | | | 15 |
| FOURTH SEMESTER: | | | |
| Hist | 103 | United States History | 3 |
| LS | 203 | Tribal Government I | 3 |
| | | Lakota Oratory | 3 |
| LS | 205 | Lakota Arts and Crafts II | 3 |
| Sci | 102 | Introduction to Laboratory Science | 4 |
| | | | 16 |
| | | TOTAL SEMESTER HOURS | 63 |

FARM & RANCH MANAGEMENT

| Dept. | No. | Course Title | Semester Credit Hours |
|---|---|---|---|
| FIRST SEMESTER: | | | |
| Eng | 101 | Freshman English I | 3 |
| LS | 101 | Lakota Language I | 4 |
| Math | 151 | Elementary Concepts of Mathematics | 3 |
| Psych | 101 | Introduction to Psychology | 3 |
| Sp | 101 | Fundamentals of Speech | 3 |
| | | | 16 |
| SECOND SEMESTER: | | | |
| AB | 101 | Agricultural Economics | 3 |
| AB | 115 | Livestock Management | 3 |
| Eng | 102 | Freshman English II | 3 |
| LS | 103 | Lakota Culture I | 3 |
| Sci | 101 | Introduction to Laboratory Science | 4 |
| | | | 16 |
| THIRD SEMESTER: | | | |
| AB | 102 | Crop Production | 3 |
| AB | 103 | Agricultural Mathematics | 2 |
| AB | 113 | Soil Fertility and Fertilizers | 4 |
| AB | 116 | Grain and Seed Analysis | 3 |
| AB | 199 | Agri-Business Seminar | 1 |
| LS | 105 | Lakota Value System | 3 |
| | | | 16 |
| FOURTH SEMESTER: | | | |
| AB | 105 | Farm Management | 3 |
| AB | 202 | Pasture and Forage Management | 2 |
| AB | 203 | Feeds and Feeding | 4 |
| AB | 220 | Animal Health | 4 |
| LS | 203 | Tribal Government | 3 |
| | | | 16 |
| | | TOTAL SEMESTER HOURS | 64 |

BOARD OF TRUSTEES

| | |
|---|---|
| Roger Condon | President |
| Robert Gipp | Secretary |
| Alvina Greybear | Treasurer |
| Emma Jean Blue Earth | Member |
| Leona Claymore | Member |
| Glen Eagle | Member |
| Karen Swisher | Member |

FACULTY AND STAFF MEMBERS

John Barden----------Social Work Instructor
Marlys Duchene----------Lakota Studies Instructor
Dale Jacobson----------Communications Instructor
Jason Karch----------Comptroller
Ann LeBeau----------Registrar
Bernard Miller----------Communications Instructor
Duane Phillips----------Dean of Students
James Shanley----------President
Eunice Smith----------Business Clerical Instructor
Yvonne Wynde----------Vice President

LIBRARY STAFF

Margaret Brave Bull----------Cannonball Librarian
Patricia McLaughlin----------Assistant Librarian
Margaret Teachout----------Coordinator



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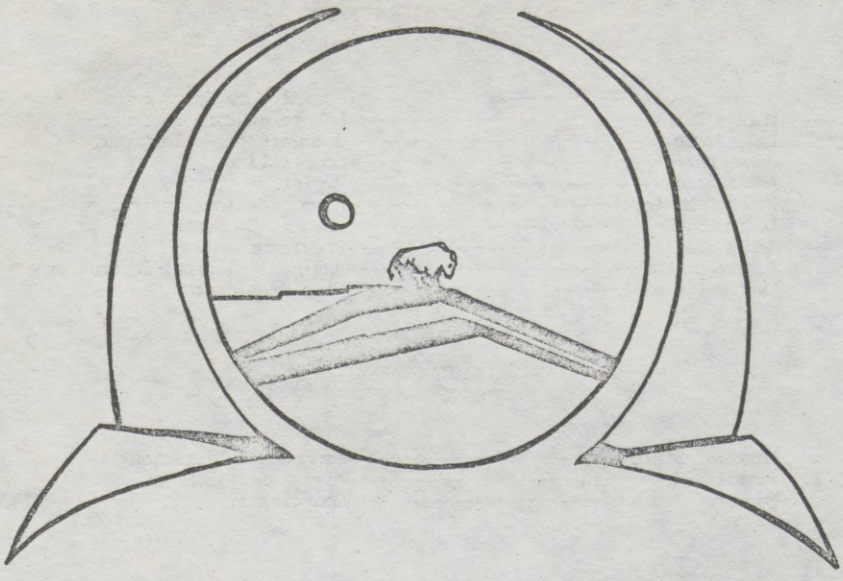
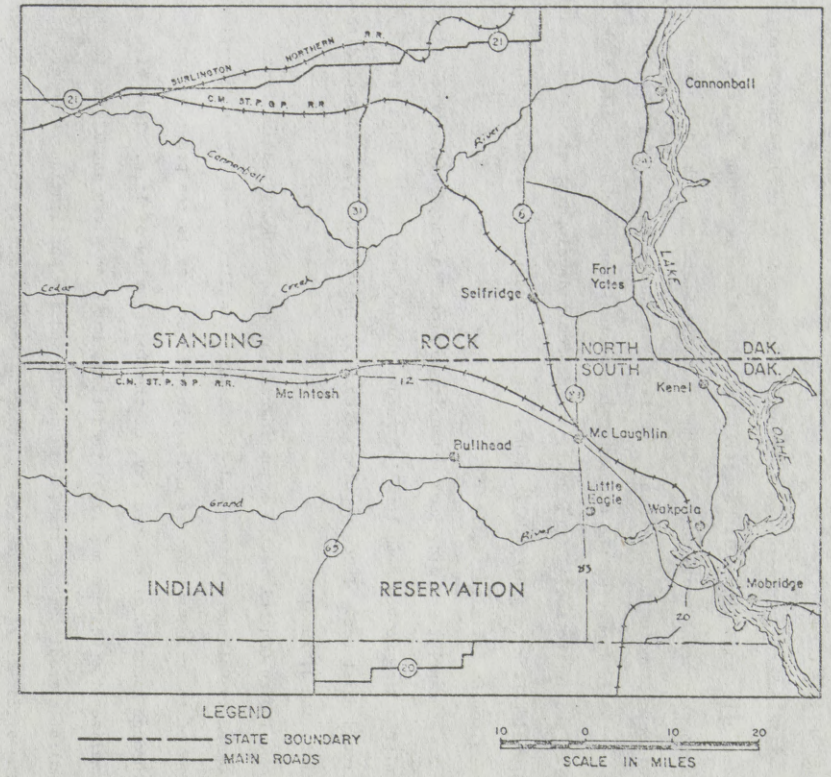


# STANDING ROCK RESERVATION MAP



SUMMARY STATEMENT

In summary, Standing Rock Community College is a tribally chartered, nonprofit, community college affiliated with Bismarck Junior College, Bismarck, North Dakota, and is located on the Standing Rock Indian Reservation. Standing Rock Community College was formed by Indian people interested in improving the educational opportunities of the Standing Rock area and in the social, cultural, and economic development of the reservation. Standing Rock Community College has been successsful in providing these services on a limited scale.

Presently, Standing Rock Community College is faced with three major interlocking problems in terms of future development and perhaps, even continued existence. These problems are: 1) Indian Control, 2) Accreditation, and 3) Funding.

Indian Control is the major ingredient which makes Standing Rock Community College a unique and alternative institution of higher education. One of the primary purposes underlying the College is the presentation, through educational opportunity, of the Indian view of life. This view realizes the western empirical tradition, but also gives equal time to the holistic traditions of the Lakota people and its application to modern life. The affiliate agreement between Standing Rock Community College and Bismarck Junior College has not necessarily compromised the position of Indian Control at Standing Rock Community College, however, future development is contingent on an Indian philisophic base for the college.

This means that Standing Rock Community College must eventually become accredited as a Community College in its own right. The process of accreditation, in the past, has tended to mold institutions using models based again, on western emprical tradition. Although it is highly concieveable that an Indian Community College can presently achieve accreditation and retain its unique character, other factors, aside from philosophical viewpoint, become paramont in the process. The most important of these factors involves stable funding for the institution. Accreditation requires a developmental process which enavles an institution to meet established long range goals and objectives. It is difficult, if not impossible, to establish a developmental process if a stable funding base does not exist. In fact, it is difficult to even establish long range goals and objectives when programmatic efforts are based on annual funding.

Stable funding, then, is the key to the solution of the major problems facing Standing Rock Community College. If adequate resources were assured to provide administrative, instructional, and supportive services for Standing Rock Community College, accreditation could be approached as a developmental process and Indian Control would be an established, achieveable goal in the process.

The hisotry of the development of the present reservation economic system indicates that the only realistic source for a stable funding base for Indian Community College will have to come from the United States Congress. Major policy shifts, in recent years, by the Federal Government toward Indian Self-Determination have been contributing factors in the birth of Standing Rock Community College.

A special focus by Congress is now needed to insure that the colleges will continue to develop and meet the potentials offered through policies of Indian Self-Determination.

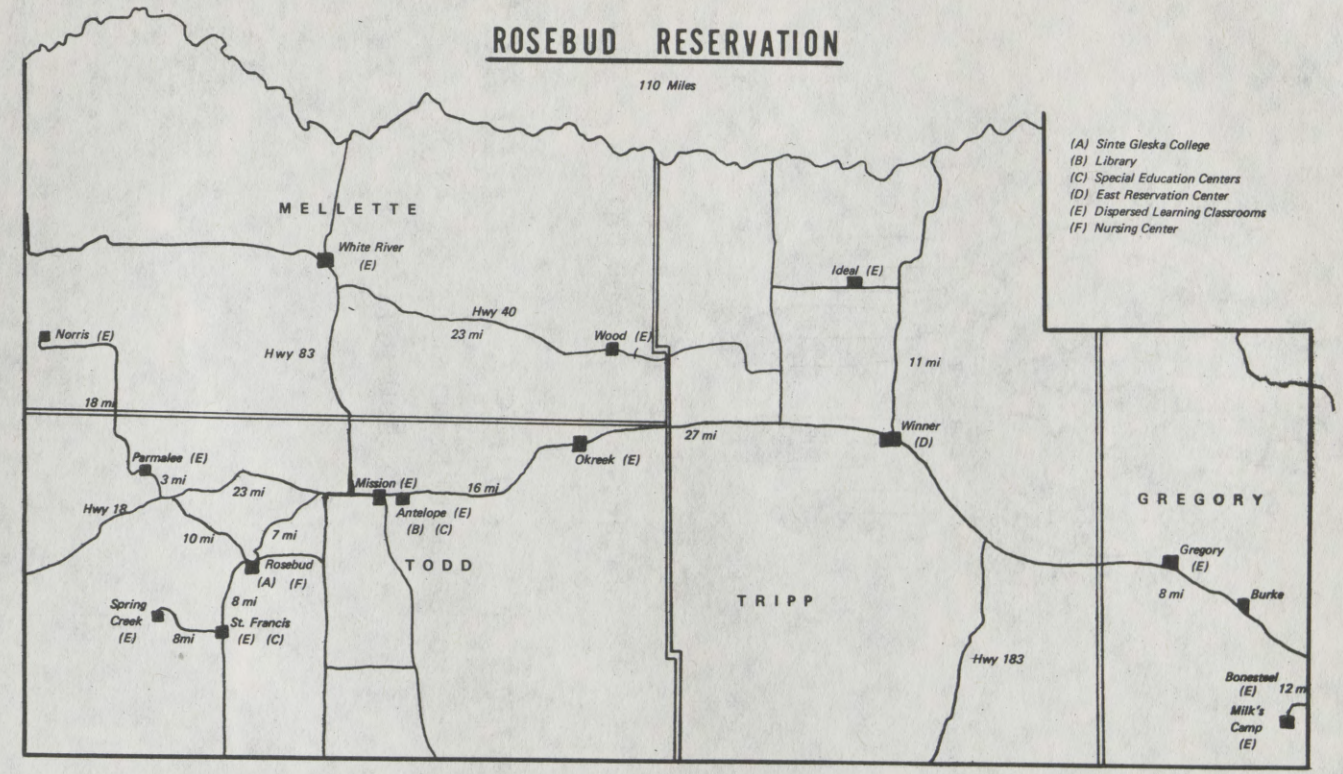



HISTORY, STATUS, AND DATA

# *SINTE GLESKA COLLEGE*

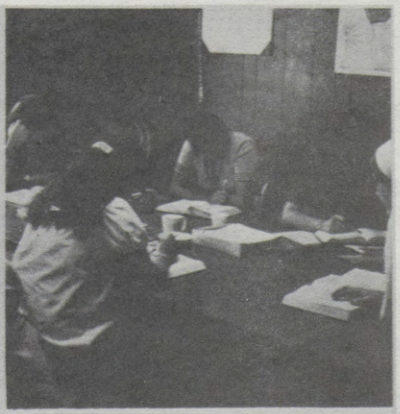
ROSEBUD SIOUX INDIAN RESERVATION

ROSEBUD, SOUTH DAKOTA


ROSEBUD RESERVATION
110 Miles
(A) Sinte Gleska College
(B) Library
(C) Special Education Centers
(D) East Reservation Center
(E) Dispersed Learning Classrooms
(F) Nursing Center
MELLETTE
White River (E)
Norris (E)
Hwy 83
Hwy 40
23 mi
Wood (E)
Ideal (E)
11 mi
18 mi
27 mi
Winner (D)
Parmalee (E)
3 mi
23 mi
Mission (E)
16 mi
Okreek (E)
Hwy 18
10 mi
7 mi
Antelope (E) (B) (C)
Rosebud (A) (F)
TODD
8 mi
Spring Creek (E)
8mi
St. Francis (E) (C)
TRIPP
GREGORY
Gregory (E)
8 mi
Burke
Hwy 183
Bonesteel (E)
12 mi
Milk's Camp (E)



SINTE GLESKA COLLEGE BUILDING (Homesite of old Rosebud Agency built late 1800's)



LIMITED CLASSROOM SPACE IN THE BUILDING



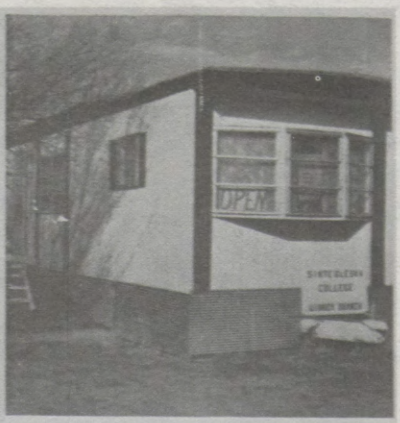
NURSING DEPARTMENT HOUSES ADMINISTRATION AND A CLASSROOM



NATURAL RESOURCE DEPARTMENT HOUSES ADMINISTRATION AND A CLASSROOM



COMMUNITY HALL OWNED BY LOCAL MISSION
USED PERIODICALLY FOR MEETINGS




EAST RESERVATION BRANCH, HOUSES ADULT
BASIC EDUCATION, A CLASSROOM, AND
ADMINISTRATION



PRESENT LIBRARY SIGHT HOUSES MEDIA,
A CLASSROOM, AND APPROXIMATELY 13,000
BOOKS



EXTERIOR STRUCTURE OF FUTURE LIBRARY
AND MEDIA CENTER

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Appendix VI--Budget Forecasts
Appendix VII--Land Resolutions & Architectural Plans
Appendix VIII--Report on College Building
Appendix IX--Business Office Report
Appendix X--Letter of Support

# TESTIMONY FOR S-2364

From Sinte Gleska College

March 15, 1976

General Introduction

Sinte Gleska College provides two-year Associate of Arts training, adult community education, and technical assistance to members of the Rosebud Sioux Tribe. The College was chartered in the fall of 1970 by the State of South Dakota as a non-profit educational organization and in December of 1970 as a higher educational institution by the Rosebud Sioux Tribe. Through a relationship with two State Universities and the South Dakota State Board of Regents, Sinte Gleska offers accredited college courses in several areas: General Liberal Arts, Business, Human Services and Mental Health, Education, Nursing, Carpentry, and Indian Studies. (See Appendix IV for further information.)

Historical Background

Historically the College originated from the aspirations of Sinte Gleska (Chief Spotted Tail) who sought education for his people in order for them to survive and compete effectively in the non-Indian world. As early as 1953 and throughout the 50's and 60's, Rosebud people sought a new college. Even though priorities of jobs and housing often took precedence, the people, through New Careers, Headstart and Follow Through programs, received some on-reservation education. However, problems such as applicability, continuity, and transferability frequently limited the benefits of such programs. Only in 1970 did the College become reality. A Board of Directors and an embryonic staff was formed and the early planning and development was accomplished so that in February of 1971 the College opened its doors to 165 students. All initial funding was from local sources, particularly from the Tribe and its OEO component. In the early part of 1971 the College received two small foundation grants from the Elliott Foundation, Strawbridge family and a Lutheran church in Iowa. (See Appendix I & III for full history). Since then each summer, fall and spring, Sinte Gleska has offered college courses and its other programs throughout the 5,337 square mile Rosebud reservation. (See Appendix III for detailed history of SGC).

Rosebud Reservation

The Rosebud reservation encompasses four counties in south-central South Dakota. That covers 5,337 square miles. The 7,200 to 8,000 Indian residents live in 20 communities dispersed throughout this area. The Tribe consists primarily of the Sicangu band of the Teton Sioux of which there are over 12,000 enrolled members. Each community corresponds usually to original Tiyospaye. The Tiyospaye is the band - extended family grouping which had chosen and gathered around a consensus leader and after which the community is often named (e.g. Two Strike, He Dog, Swift Bear, Medicine Bull, Milks Camp). Appendix II provides a detailed history including demographic statistics. Statistics of relevance to this testimony are: Annual income per family; $3,423.00; 60% below poverty level, average years of school per adult: 8.3 range per community: 5.4 to 10.3 dropout rate at high school level averaged over the last three years: 26%, average number of children per family: 5%, of population below 18: 65%, approximate in-school enrollment; 2,973. Percent totals by counties in reservation areas of persons without high school diplomas:

Todd: 60%

Mellette: 47%

Tripp: 43%

Welfare recipients for 1975: 3,364 in a population of 5,225 in Todd County.

Philosophy and Goals

The seven local people who made up the original Board of Directors were concerned that Sinte Gleska College be an institution responsive to specific needs:

1. The high dropout rate of Indian students from college. During the 50's and early 60's, the rate of their return was 90% in six months. Currently the rate is closer to 50%. The College is to provide the bridge to off-reservation institutions to insure successful transition and completion.

2. The low educational level on reservation population pointed to the need for continuing adult and college education. The College Board wanted to raise this level so that people could compete for jobs held by non-local people.
3. The Board also wanted to fill middle and upper management jobs in local institutions, for example, at the time of the College's inception only three educational administrators in the entire reservation area and only four teachers were Indian. This is in a school system that serves nearly 4,000 Indian children.
4. The reservation population is dispersed throughout the reservation. Full-blood Indians live in the more isolated areas and historically have had the least access to adult and higher education services. The College wished to reverse this trend so that isolated rural reservation population would have access to educational and technical assistance services. The College therefore created a model that disperses its courses and services throughout the reservation areas.
5. The College dedicated itself to become an institution which could provide high quality teaching and learning. Curricula and methods have been developed to insure cultural integrity.
6. The Board and Tribe wanted the College to reinforce and further self-determination. A primary goal for Sinte Gleska is to assist the Tribe and communities to assume control over their livelihood and destiny. Sinte Gleska is also to serve as a model for the effectiveness of Indian control of reservation circumstances.

Curricula and Accomplishments

Sinte Gleska College has proven its worth on both the statistical level and the innovative - quality level. The following are examples of the accomplishments:

1. By 1974 the College had reached over 1000 of the adults on the reservation with college courses and another 800 with Adult Education courses. The total by now excels 2000 which is nearly the entire adult population of the reservation. This compares to approximately 180 adult Indians attending off-reservation schools per year. Of these 180, a sizeable percent are transfers from Sinte Gleska College. Sinte Gleska therefore reaches a population that would never have had the opportunity for a college education.

2. The College has furthered Tribal self-determination by contracting to operate several BIA programs. As an example of the difference between results under the College versus under the Bureau, we will use adult education as an example: The Bureau controlled program from 1965 to 1971 produced 100 graduates. Sinte Gleska College in 4 & 1/2 years has produced 249 graduates. The Bureau used mostly non-Indian professionals to tutor. Sinte Gleska's staff is all Indian and the majority of tutors are Indian. The Sinte Gleska program has brought State and Federal funds together. Sinte Gleska's program has received a Right-To-Read grant for adult literacy training. The example is used to show that when Sinte Gleska has assumed responsibility for a program the staff complexion becomes local, the accessibility of local people increases, and the number of successes drastically increases.

4. Sinte Gleska's dropout rate compares quite well with off-reservation colleges. The current rate fluctuates between twenty and thirty per cent. This compares very favorably to fifty per cent and higher in off-reservation schools. The majority of our dropouts are no-shows: they sign up and do not come to the first class. Those that

Those that come complete the semester.

5. Summer Institute students (White and Indian) who come from off-reservation have commented that the quality of the courses taught is much better than schools from which they came. This same comment has been made by the students who transferred to other schools. The general comments have focused on the College's course as more innovative, interesting, and difficult than courses they are taking in other schools. Also, they say that Sinte Gleska courses have prepared them to handle any course required in off-reservation schools.
6. Graduates of Sinte Gleska College have already received B.A. degrees. Two are completing the M.A. These are older students and would never have had the chance if Sinte Gleska was not in operation.
7. Materials that have been non-existent previously, have been and are being developed by the college: e.g. Book of Oral Narratives, Lakota language texts, book on Lakota Music and Dance, Lakota ceremonials video-taped, tapes of discussions and classes in critical reservation issues. The demand of schools and organizations for these is more than what we can fill at present.
8. Tribal and community groups have been assisted in committee proceedings, planning, in-service training, preparation of position papers and proposals, and evaluation of programs.
9. Lakota rituals have been strengthened, revived, and contemporized. For example, Sinte Gleska has had the first Lakota ceremony for graduation and inauguration. They were created by Lakota Medicine people. The College has brought together the Tribal Medicine Men and helpers to form the first full-blood, traditional organization in decades. This group has already sponsored a Sun Dance based on

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the traditional ways.

10. Sinte Gleska has begun to meet community needs never previously dealt with: e.g. the needs of adult handicapped for a sheltered workshop, the needs of young developmental disabled for training and education. Parents of the mentally retarded have been organized with the support of the College.

11. The College Department of Human Services has developed an Indian Law course for the local high schools. College faculty have continued to provide this type of assistance to local shcools: e.g. Lakota language and cultural courses, orientation of teachers and medical personnel, evaluation of an early childhood model for educating Indian children in Rosebud. The College has an important responsibility to provide Indian Studies to teachers in school systems who must, by law, take three credit hours of Indian Studies. The College is developing a reservation-wide literacy publication entitled The Voice of The Eagle. The College's poet in residence has published a book of reservation childrens' poetry which she developed with them through classroom teaching.

12. The College has created a Psychological Institute that not only provides on-going therapy and counseling, but provides ways to use Lakota Medicine Men and traditional methods to treat persons.

13. The College's Nursing program has graduated three nurses. All have passed their state boards and are working. This is the best record of any program in the state.

The cost of the entire program of the college is much lower than one would expect. Per pupil cost at present is $1600. This has varied from $1534 to $1840 per student. This cost is considerably below what is needed. We expect that currently we need $2000 to $2400. By 1980, with an expected enrollment of 500, we will have a need of $3000 per student.

S.G.C. therefore, has developed a dispersed learning center model throughout the Rosebud Reservation. The intent is basically two-fold: (1) provide classes within communities where students live and work, rather than develop a campus-based operation, and (2) develop a type of educational institution which uniquely blends non-academic community people into a meaningful role through the various services provided by the College.

## SINTE GLESKA NEEDS FOR STABLE FUNDING

Sinte Gleska has continued to operate with no adequate stable funding for five years. The funding is inadequate because it is insufficient for our needs and is not guaranteed beyond yearly or perhaps three to six year projections at most. In terms of funding, the following indicate its inadequacy and our need for a stable, adequate source. (See Table I.)

I. The attached graphs show increased students--decreased money level.
   A. Funds for academic services reached peak level in 1973 and has decreased while students enrollment continues, though at times fluctuating, to increase.
   B. More full-time students mean more advising, counseling and teaching; however Sinte Gleska can't serve more students with less money since we can't pay new faculty.
   C. The number of faculty has not increased in two years nor can it increase without more funds. If projections for full-time students continue to increase Sinte Gleska will have serious problems in meeting teaching and counseling demands. (See Appendix V and VI.)

II. Faculty staffing and loads.
   A. Without more funds faculty cannot receive raises. 5% raises which are characteristic at Sinte Gleska do not come close to the inflation rate. (See Appendix IX.) Without raises faculty cannot

FIG. 1. BUDGET

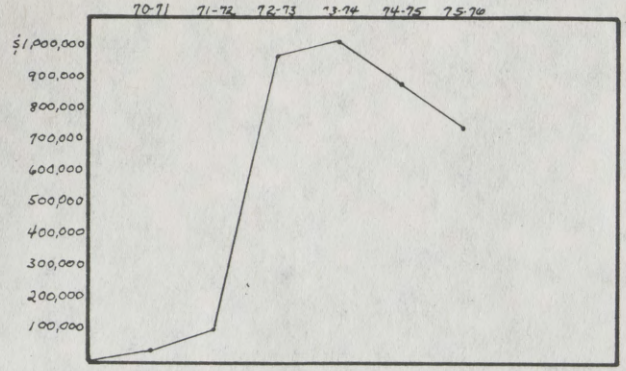



FIG. 2. STUDENT ENROLLMENT

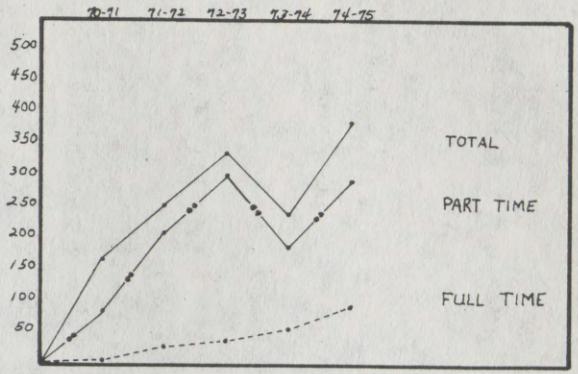



FIG. 3. COURSE STATISTICS

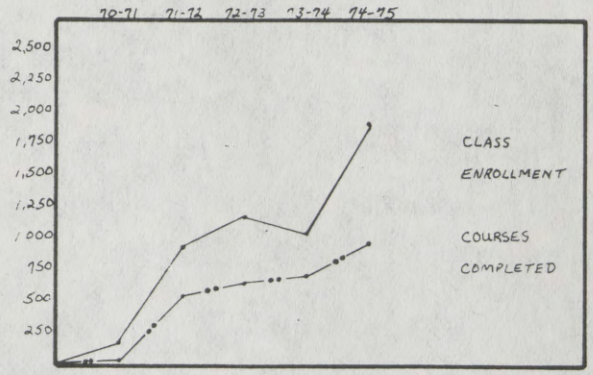
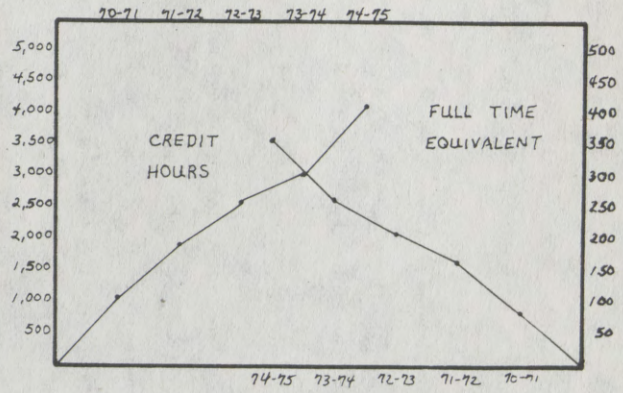



FIG. 4. COURSE STATISTICS.



be expected to remain. Other consequences of this lack of funds are:

1. The College has no retirement or tenure plan and, therefore, cannot insure that competent persons will remain. Lack of stable funds means no long-term commitments from the institution to staff. Frequent staff turnover would mean less quality and continuity.
2. The College has no money for staff development. Staff who teach do so for twelve months. They, therefore, do not have time to spend upgrading their professional areas.
3. The lack of money for staff means that Sinte Gleska's teaching staff must perform a multitude of functions. For example, the Chairman of Human Services teaches five classes, administers a departmental staff of five, develops curricula for a Law Associate degree, and maintains liason with local and state accreditating agencies. He has had to teach business math because the Business Department has no faculty for this. The Dean of the Academic Department also teaches three courses, administers six departments, writes proposals, maintains a relationship with sponsoring institutions, develops curricula and currently is a member of a number of development committees. Each person on the staff is also expected to attend community meetings and provide technical assistance to appropriate Tribal agencies. The above situation is duplicated throughout the College and results in understaffing and the impossible bind of having insufficient time to do a quality job in all areas. Unfortunately teaching suffers most and this is our central function.

4. Low salaries for faculty: Doctoral level persons with administrative and teaching responsibility and eight years of experience receive $12,800.00 to $14,000.00 for twelve months. (See Appendix IX.) Our salary levels are not competitive with local universities, federal governmental positions in Washington, and other Indian colleges and and organizations.
5. Because of no campus and building funds, little housing for staff or students is available.
6. Even if a position is open Sinte Gleska lacks adequate funds to recruit.

III. Supplies and Programs.

A. Funds for books and films in many departments are non-existant for the second semester of this fiscal year.

B. Funds for office supplies have been depleted and four months in the fiscal year remain.

C. The entire vocational training program had to be dropped after three years because of insufficient funds. (See Appendix IX) It was based on soft money and could not be refunded after three years and no hard money existed to assume funding.

D. The College has no funds for expansion and absorption of its programs that operate on grants; e.g., the Medicine Man Project (See Appendix IV.) has no money left and no guarantee for next year, the Handicapped Teacher Training Program has decreased funds by $140,677.00 in one year. A majority of these programs decrease because they are on soft money. Since Sinte Gleska has no guaranteed stable funding, it can't absorb the programs operation. In the future the following programs will be in the same situation:

1977--NIMH: Mental Workers

1980--NIH: Nurses Training

1976--Library's Ford Foundation Grant

1977--Developmental Disabilities

1976--Handicap Teacher Training Program

? --Bureau of Indian Affairs $200,000.00 funds for each academic year has no guarantee from year to year.

This means that the only soft money that we can depend on is Title III Developing Institutions. Clearly this program does not see itself as being a permanent funding source nor is its level adequate for such; e.g., $150,000.00 for 1975.

IV. Facilities.

A. In the five years of the College's operation, only one building has been erected, but it has not been completed because of a lack of funds.

B. Except for the above no funds have ever been given for buildings.

C. Renovation of the 90-year-old College building has been inadequate. Appendix VIII provides a Bureau of Indian Affairs report that the building is a hazard. This is our only administrative building.

D. The library has only one-fourth of its books on shelves because of a lack of space. We have no money for a library at present. Without a library we can't expect to become independently accredited.

E. The space problem in the 90-year-old building is acute. As an example: the Human Services Department has a space of 120 square feet in which three persons have offices, the departmental

library is housed, counseling and therapy and meetings of staff with community members must take place. Adult Education has 220 square feet in which there are three administrative offices, a tutoring room, a testing space, and a library-study area. Obviously all these functions cannot take place in such small spaces since they often must occur simultaneously.

F. Appendix VII provides an architectural space place and campus plan. The former was developed in 1971 and the latter in 1974. No funds to actualize these plans are currently available.

SUMMARY

1. Sinte Gleska College provides low-cost, high-quality educational services to the people of the Rosebud Sioux Reservation.
2. Sinte Gleska College reaches a majority of the adult population.
3. The College has developed a unique model for the development of higher education for rural and Indian populations through its dispersed services concept.
4. The College has strengthened self-determination on the Reservation.
5. The College has lacked adequate funds for facilities and operational costs.
6. Sinte Gleska has strengthened, revived, and helped contemporize traditional Lakota cultural moves and rituals.
7. The College needs hard money that is stable and committed not only soft grant monies.

The College provides a model for Indian-controlled education. It is an institution governed by people rooted to the reservation, concerned about its future, and willing to work to see a new institution grow. The Sinte Gleska College Center meets the needs for on-reservation higher education.

The founding persons desired to see each Lakota person given the opportunity to pursue an education within an environment which was conducive to their learning. Students at Sinte Gleska College will receive education or training relevant to their career needs. Willing to change when new needs are shown and old ones satisfied, the College will add, drop, and adopt programs or degrees as necessary. The overall goal is to provide a quality education in each area: strong associate degrees, remedial and basic adult education community education, and technical assistance.

The College believes that Tiyospaye should grow and become strong. The family-clan group needs continual retribalization. The College will go to these groups, teach in the communities, have staff live and work there, listen to the peoples' aspirations, and ask for their feedback. We seek the community strengths to mobilize the positive life forces and cultural factors.

Some Sinte Gleska students will not want to transfer. The College will attempt to place all graduates in jobs or to help them transfer off the reservation.

The College wishes to model an institution governed by local Indian people. We see ourselves as showing that Indians can create and operate a quality institution. Sinte Gleska College will chart the directions for the 20th and 21st Century on Rosebud. Lakota questions about the future present themselves to us: how education, captial and personal wealth, prestige, political and economic power are to change religious and cultural values and cultural and community life. The College hopes to enable Indian people to determine these changes. The staff and students and Board work together so that the people may grow. In order to grow to self-sufficiency, people need an institution which can provide opportunity for them to become independent. The College see the College helping produce the reservation's future leaders: businessmen, doctors, lawyers, teachers, and ranchers for the reservation.

However, other institutions have universally created professional elites--the few become educated and financially grow, while the majority are neglected. Sinte Gleska College, through its dispersed model, wishes to serve as many Lakota people on the reservation as possible. The College is dedicated to each Lakota receiving new opportunity, to each being able to see himself or herself being able to take this opportunity, and to coming to terms continually with the needs of the common person and the community.

# APPENDIX I

## SINTE GLESKA COLLEGE DEVELOPMENT

SINTE GLESKA COMMUNITY COLLEGE
ROSEBUD, SOUTH DAKOTA

College Development and Philosophy

Sinte Gleska College is a tribally chartered higher education institution which was incorporated in the State of South Dakota as a non-profit organization in 1970. The College provides accredited college-level courses and adult education programs to all members of the area which it serves. Courses are offered with accreditation from Black Hills State College and the University of South Dakota. However, Sinte Gleska is not considered an extension of the two State institutions. At the present time the College offers Associate of Arts degrees in General Studies, Business, Human Services, Indian Studies, Education, Special Education, and Nursing.

Sinte Gleska College is a result of Indian people persistently working to see reservation higher education become an actuality. From the early 1950's there was talk of a local community college on the Rosebud Reservation. The idea was discussed in the communities, among interested educators and the Tribal Council. However, other problems took precedence. (See Appendix II.)

Classes began in February of 1971 with volunteer instructors, 165 students, four full-time staff members and a big dream. In that same month the Rosebud Community College became Sinte Gleska College, chartered by the Rosebud Sioux Tribe. A development grant was awarded Sinte Gleska College by the Elliott Foundations, the Strawbridge family, and the local OEO. Curricula development, institutional development of funding base, staffing, community relations was continued throughout 1971-72. The first full-time staff was put together for the academic year 1971-72 through money from a few grants, volunteer programs and tribally shared funds. Tribal programs cooperated to utilize local labor

and OEO department program monies to help the College finance itself. However, basic funds were lacking. In December of 1971 the Bureau of Indian Affairs agreed to provide the first core funding for the College: $45,000.00 for six months. In June of 1972 they agreed to provide $200,000.00 for the next year. This funding level has remained constant. Title III of the Office of Education provided $100,000.00 in developmental institution monies in 1973. This has increased to $150,000.00. However, historically the College's enrollment has increased proportionally more than its funding. Simultaneously no guaranteed core funding has been achieved.

In March of 1972 five Associate of Arts degrees were approved by the South Dakota Regents of Education for Black Hills State College in affiliation with Sinte Gleska College and Lakota Higher Education Center in Pine Ridge on a resident credit basis. In the fall of 1971 an additional degree was added through the School of Nursing at the University of South Dakota. Graduates of this program receive an Associate of Arts degree and are eligible to take the state boards examination for an R.N. Syllabi, course descriptions, and course methodology have been created for all degrees.

The College was founded on a unique model of dispersed learning centers. As such, there is no central campus. The central administration building is located in Rosebud, which is the heart of the Reservation. However, classes are offered throughout the Rosebud Reservation in local schools, community centers and churches.

Since the birth of the College the enrollment has risen from 155 to over 300 students, 64 staff members and 20 part-time instructors. The most dramatic increase has been in full-time students: 2 to over 100. The College has acquired a library, a permanent learning center in the East Reservation area and two

special education centers for teacher training. The College has published the first Lakota language textbook, a book of traditional tales, a text on songs and dances and a considerable amount of instructional media materials dealing especially with Native American Studies.

Sinte Gleska College was founded upon the philosophy of Indian control and self-determination. The founding persons desired to see their children given the opportunity to continue their education in an environment which would likely lead to success. Too often they have seen young people leave for college and soon return home frustrated and defeated. The present Board of the College wishes to offer quality education to their own, such that they can succeed in the Indian and non-Indian world. Some may choose to go to a non-Indian institution or some may remain at home and work. Whatever the person chooses, the Board feels the Indian student should have the skills intellectually, emotionally, interpersonally and technically to succeed. The Sinte Gleska College is to be the mechanism by which the Indian person can gain these skills.

## OBJECTIVES OF SINTE GLESKA COLLEGE

Sinte Gleska College is striving to provide an new type of higher educational system designed for the reservation environment. The objectives of this Indian controlled college are as follows:

1. To reach the majority of the area population with courses and training in dispersed learning centers located in various communities. The 20 Rosebud communities are scattered over a 5,400 mile square area. Roads are poor, cars often old, and gas prices are extraordinarily high (65 cents a gallon for regular). Because of this Rosebud people in rural, isolated areas typically do not receive services. Sinte Gleska College wishes to reverse this (See map in beginning).

2. To make provisions for Adult Education, remedial tutoring and counseling are offered to form a bridge to higher education for the academically unqualified. 1970 statistics indicated the average grade level on Rosebud Reservation among adults to be 8.3 years. The lowest was 5.6 in one community and 10.3 in another as the highest. Few adults (40%), then, over the age of 21 have high school diplomas let alone college diplomas. Since Sinte Gleska assumed control of the BIA Adult Education program over 250 adults have received their

high school equivalency diplomas.

3. To coordinate educational efforts with local employers in order to develop career ladders, facilitate job placement, and to fully utilize education resources. Education does not lead automatically to economic equality. Jencks (1973) has shown convincing statistics on this. Sinte Gleska College works very closely with students and employers to insure that courses mean job potential. The College has also provided technical assistance to local people to establish business or increase productivity. Working closely with the Tribal Economic Development Planning Office, diverse training is provided for tribal employees to upgrade skills.

4. To provide for continuous progression toward credentials, particularly the two-year Associate of Arts degree, in areas of greatest local need, such as administration, business, mental health, education, social services, agriculture and recreation. Credentials are needed to solidify job qualifications. All too often Indian people have been eliminated from job possibilities because of a lack of credentials. Because the Associate of Arts degree is a new concept in credentialing, the College has had to work with local, state and federal employers so that they will recognize its validity.

5. To guarantee the validity of course work for transfer to other institutions and for employment purposes. Students have transferred from Sinte Gleska College with no problem. Typically, freshmen Indian college dropout statistics elsewhere have been as high as 90%, only 3% of those enrolled in college will complete. Also, only one of one hundred graduates will receive a Master's degree. In terms of the Indian population in colleges, Indians are underrepresented by 65%. Sinte Gleska prepares those who wish to transfer and successfully complete their college work. Two Sinte Gleska graduates have already completed a B.A. degree at off-reservation schools. One Sinte Gleska student who is over 50 years old has transferred and is finishing her bachelor's degree.

6. To develop curricula to meet the special cultural needs and demands of the Lakota people, to provide cultural resources of an Indian nature and to revive Lakota cultural traditions. Curriculum in schools and colleges has typically been devoid of Indian content and teaching methods. Sinte Gleska had developed curricula content to be relevant to local facts and events. For example, in Psychology local issues are covered and Medicine Men used as teachers. Also the college has attempted to generate alternatives in terms of teaching based on Lakota ways of social interaction: lectures viewed as "Speech Making" little direct questioning in a large group, settings, teams, groups of students working together.

7. To provide for local tribal and community control. Sinte Gleska is the first educational or social institute with the exception of the Tribal government that is completely under the control of local Indian people.

# APPENDIX II

## ROSEBUD RESERVATION

Rosebud Reservation: History, Education, Economy and Cultural life

History of the Brule Sioux

The Brule Sioux, now occupying the Rosebud Reservation in southwestern South Dakota, are a branch of the Sioux Nation which once dominated the Northern Plains of the upper Midwest of the United States. The Lakota also represent the tribe upon which the average American via Hollywood has tended to model all-American Indians: Warbonnets and aristocratic finery on horseback, fighting white encroachment to the end. While the latest anthropological speculations indicate the Mound builders of the Ohio Valley were the original source of the Siouian language group, historical documentation and tradition place the Sioux along the upper Mississippi valley in the present state of Minnesota, Wisconsin, and Iowa during the 17th century. At that time the Sioux nation was divided into three divisions (Teton, Yanktonais, and Sisseton) dependent primarily upon hunting. Although a powerful group even at that time, a series of historical events gave opportunity for a cultural revolution which left the Sioux ascendant in the territory from the Mississippi to the Rockies and created the classic type of the plains Indian horseman.

The Chippewa of Minnesota were receiving guns from the French in the late 17th century,and this circumstance combined with the new availability of horses on the plains, turned the interest of the Teton, Yankton, and Yanktonai Sioux westward. Within fifty years these tribes with the Cheyenne and Arapaho as allies, controlled North and South Dakota (Dakota or Lakota being the true Sioux name), Nebraska, Wyoming, much of Colorado and Montana, and large areas of the Canadian Plains.

The religious, social and economic patters of the Teton or Western Lakota were all cast into molds fitting their new life at this time also.

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The Oglala and the Sicangu or Brule (Rosebud Tribe) became the largest subdivisions of the Teton Sioux, a population explosion which made them probably larger than the entire Sioux Nation had been in its Minnesota origin. This development has left these bands still preeminent today.

Until the 1840's, the only white man the Sicangu had known were the traders, missionaries, and trappers who lived very much like themselves. Then came the wagon trains carrying white settlers across the plains and the despoiling due to smallpox and cholera. This period also initiated official relations between the U.S. Government and the Sioux in the form of Indian agents, special commissions, and the making and breaking of treaties. Added to the Sicangu's problems was the presence of soldiers stationed at Fort Laramie in Wyoming.

The Teton Sioux generally had extended power and control over vast regions of the continent. Their lands and rights were more fiercely resisted and eventually proved more devastating economically and psychologically than to more sedentary Indian groups who could maintain much of their traditional life in circumscribed areas. The Sicangu saw vast areas taken from them through broken treaties and the chicanery of white commissioners. The loss of the sacred Black Hills proved to be a culminating event. Mainly because of the the Black Hills, the government decided to route out the hostiles and drive them into agencies, by military force if necessary. Apparently the war office thought that this would be an easy task, but it completely underestimated the fighting powers of the people.

On a June day in 1876, a detachment of the 7th Cavalry under Custer confidently attacked a Sioux encampment on the Little Big Horn. Waiting for them were some of the Sioux Nation's most illustrious warriors led by Crazy orse and Sitting Bull.

Although the Little Big Horn was a resounding victory for the Sioux, it also marked the end of their free roaming life. All the elements necessary for epic tragedy faced them. The white rush for gold and land was physically irresistible, but the Sioux determination to maintain themselves as a people, embodied in religious-military leaders such as Crazy Horse--son of an Ogalala father and Sicangu mother--would not admit the possibilitiy of any meaning to life impounded on a reservation and pensioned by the government. The entire Lakota were now hounded by the military until all consented to reservation life. After the battle, the warriors had wanted only to resume their yearly cycle and hunt in peace; but this was not to be allowed. Spotted Tail, the Brule leader, went out to persuade the people to come in. Faced with starvation, the buffalo herds virtually gone, nearly all died.

Placed on the Rosebud reservation under Spotted Tail, the Brule in the late 1880's saw their religion outlawed, their leaders stripped of authority, and the buffalo gone. In 1889 nearly half of their remaining lands were taken. (General Allotment Act) Simultaneously, Indian appropriations were cut by Congress and, as a result, hunger and disease swept the reservation. At this point, news of an Indian "Messiah" arrived. Through performance of the Ghost Dance, it was revealed to Wovaka in Nevada, deceased relatives would return, the buffalo would reappear and the whites would leave forever. When many of the Lakota embraced these ideas, troops were called into Pine Ridge Agency, the Sioux camped at Wounded Knee Creek were surrounded by the 7th Cavalry with Hotchkiss guns set in place. The next morning a gunshot--whose origin is still unexplained--caused the army to open fire on the entire group of men, women, and children. One hundred eighty-three of the Sioux were killed, many of the women and children being found along the ravines where they had been hunted down by the soldiers. Some 18 medals of honor were given to the army for their bravery. Today the Department of Defense still will not admit to this as

being a Massacre.

The massacre at Wounded Knee represents a tragedy in that many lives were lost, but also because of the psychological consequences for the Sioux. It brought the death of hope. Severely defeated, the path back to the traditional way of life blocked by the government, the Sioux turned to passive resistence from which they are only now recovering but through which they retained their pride and culture.

For two generations after Wounded Knee, the Brule lived under a governmental supervision which allowed for no self-determination and utilized every means at its disposal to destroy the Sioux identity and culture. Positive policies on the other hand were always unstable, changing from one national political administration to the next. More land disappeared, but little else changed. Between 1949 and 1959, as an example, 104,775 acres of land went out of trust to non-Indians on the Rosebud Reservation. In the late 1950's the reservations were again threatened with dissolution or termination, a danger only officially withdrawn again under President Nixon.

With the advent of the Civil Rights movement, the opoverty programs, and a sudden awareness by the public of the shameful United States treatment of its native inhabitants and the recognition of the respect due Indian cultures that the stagnation of reservation bureaucracies began to break. The stated policies of all agencies are now directed toward Indian self-determination and control of Indian affairs by Indians. The reservations have thus become regions similar in many ways to developing countries, including possession by the Tribes, of a residual sovereignty always legally admitted by the U.S. Government. The major thrust-politically, socially, and educationally is toward the assumption by tribal members of all possible policy and administrative positions. In a certain sense, the phase of development is analagous to the withdrawal of

colonial powers from former possessions. The opportunities and pressures for the tribes to take over functions previously barred to them after generations of powerlessness are far greater than the available trained manpower. But as a political and cultural phenomenon, the assumption of power by the tribes will not wait upon gradualism, however defended administratively. Consequently, the people of the Rosebud reservation today are moving with great strides into the future although simultaneously feeling the lingering consequences of years of paternalism.

Current Reservation Profile

The Rosebud Reservation includes the four counties of Todd, Tripp, Mellette, and Gregory with the largest Indian population presently concentrated in Todd. The four county area ranges from 45 to 80 miles from north to south and 85 miles to 135 miles east to west. The approximate land area totals 5,337 square miles. The topography is characterized by rolling plains covered by buffalo grass interlaced by creeks, buttes, ravines, and low ridges. The western part of the reservation is cattle country with a mellow, semi-arid, and open aspect while the eastern side presents a greener, more agricultural, and more middle-western appearance. The reservation has a beauty of its own, a tranquility and an openness close to the sky, and a landscape with occasional ghostly badland formations, impressive in their starkness.

The reservation communities are fairly well serviced by a network of asphalt, oiled and gravelled roads which are maintained by the BIA, the counties, and state. Two-thirds of the Indian households have a car or truck. For the family without a vehicle, transportation present a major problem because there is no public bus service either within the reservation or to the communities outside the reservation. Technical communications facilities are lacking. Only 25% of the households have telephones. Nearly every household has a radio

and almost every home has electricity: (60%) have television.

Economically the reservations are primarily fitted for cattle raising and some farming. However, a great potential for tourism based both on recreational possibilities exists.

At the present time, one could without hesitation state that government agencies form the backbone of the reservation's economy. For Rosebud, over half (54%) of the Indian population in the work force is employed by a government agency, Federal or Tribal. Next to the government the most important sources of employment are industry, and self-employment, most of the latter involving ranching. The sources of work reveal only part of the employment picture. Most of the higher status positions on the reservations are filled by non-Indians. This is due to the lack of college-trained personnel among the Sicangu, partly because many educated off the reservation seek employment elsewhere. The majority of Indian workers (73%) on the reservation fall into the three lowest status occupation categories of Warner's seven point scale for rating occupations. In contrast, 56% of th the reservation's non-Indians fall into the three highest status categories. Only 15% of the Indians are in these categories. In the highest category one finds only 0.8% of the Indian work force.

The total population for the Rosebud reservation is 23,875. The total Indian population for the Rosebud Reservation is 7,233. The Indian population varies reasonably and often reaches over 8,000. These figures include the counties of Todd, Tripp, Mellette, and Gregory. The highest number of the Indian population resides in Todd County while the lowest concentration of the Indian population is found in Gregory County.

Various statistics present a less than encouraging picture:

| | |
|---|---|
| -Average Annual Income | $3,423 |
| -Indian Birthrate | Highest in the Country |
| -National Indian life expectancy<br>others | 66.5 year<br>70.4 years |
| -Indian infant mortality rate | 1.2 times the national average |
| -Median school years completed-Rosebud | 8.3 years |
| -Dropout rate | Twice the national average |
| -High School graduates | 23.4% |
| -Average number of persons per family | 5 children |
| -Persons with a below poverty level income | 59.2% |

In South Dakota, which has a net population loss for every census after the 1930's, the Indian counties alone gained in the 1970 census. These facts indicate that long term planning must provide for increased educational and job training facilities, greater employment opportunites, larger caretaking agencies and the like.

Education on Rosebud

Present incomes are extremely low and unemployment extremely high for the Rosebud reservation. The higher one's education level, the greater is the likelihood of being unemployed on Rosebud. Among college graduates there is little unemployment. Males in the labor force who have less than a grammer school education have an unemployment rate of approximately 48% whereas those with a high school education have approximately 22% unemployment.

Educational Level from Age 14 and by Sex

| Years of Education | Ages 14-17 | 18-19 | 20-25 | 31-40 | 41-60 | 61+ |
|---|---|---|---|---|---|---|
| 1-8 | 216 | 32 | 62 | 153 | 336 | 254 |
| 9-11 | 540 | 112 | 154 | 146 | 208 | 55 |
| 12 | 18 | 94 | 220 | 117 | 158 | 24 |
| GED | 1 | 1 | 13 | 6 | 9 | - |
| 13-14 | 1 | 6 | 48 | 39 | 27 | 5 |
| 15+ | - | - | 22 | 19 | 11 | 3 |

| Years of Education | Male | Female | Total | Percent |
|---|---|---|---|---|
| 1-8 | 574 | 541 | 1115 | 34.3 |
| 9-11 | 549 | 572 | 1121 | 34.5 |
| 12 | 386 | 351 | 737 | 22.7 |
| GED | 13 | 23 | 36 | 1.1 |
| 13-14 | 90 | 81 | 171 | 5.3 |
| 15+ | 46 | 27 | 73 | 2.2 |
| TOTAL | | | 3553 | 100.0 |

Only 1% of the Indian population over 25 years completed four years of college Although statistics for Rosebud for students going to college and their dropout rate are not complete, all observers agree that the number going to college is low and dropouts is very high.

Although explanations vary, it is certain that one of the primary difficulties faced by college students involves the adjustment problems of coping with an alien environment and ordinary "homesickness" to which an Indian student is particularly prone. Because of the low income level of the reservations, it is extremely difficult for most students to put together a financial package. Bureau of Indian Affairs Scholarships and B.E.O.G. are the primary source for most students. For students with a family, of course this is quite insufficient.

Education

The Rosebud reservation school age population is served by fourteen elementary schools and seven high schools. The total school age population served by the elementary schools was 1,757 children from kindergarten to grade eight. Total high school population was 509. The review of statistics indicates that 49.09% of the elementary age children attending schools serving local Indians were Indian although the vast majority of total population was 23,875 non-Indian, 7,233 Indian. Also of interest is the lower numbers of Indians in the igher grades of high school. Forty=two percent are Indian in ninth grade while 24% are in tenth and only 16% in twelfth.

Currently no accurate statistics exist on local dropouts. The Bureau of Indian Affairs claims 17% of all children (elementary and secondary) dropped out of school in 1972-73 academic year.

The schools are dispersed throughout the reservation. There are only two types of schools on the reservation: Indian controlled community schools or public schools. St. Francis Indian School was formerly St. Francis Mission and operated by the Jesuits. In 1972 they relinquished control to an Indian parent group who had previously erved as an advisory board. The school is now funded by the BIA and private sources. The Todd County School system serves the largest potion of Indian children on the reservation (1,337). Until 1955 Indian children had been education in Bureau of Indian Affairs schools. In 1955, the BIA and Tribe agreed to join the state public school system. In this way the former BIA day schools in communities became public schools and a new high school was built. All schools concentrate on a traditional curricula. Headstart and Follow Through have attempted innovative approaches, however they are based on non-Indian models, e.g. Stimulus-Response Behaviorism. No bi-lingual education exists and most cultural programs remain very embryonic.

St. Francis has gone the furtherest toward developing a complete Indian studies area in which language, arts & crafts, history, and culture are taught.

Teaching is done primarily by non-Indians as indicated: 80 of 175 teacher aides and 1 of 20 teachers in elementary schools were of Indian descent; 49 of 82 aides and 6 of 77 teachers in secondary schools were Indian.

Only ten Indian administrators are employed in the school systems, eight of these by the St. Francis School controlled by Indian people. The contrast in employment becomes striking when one compares the fact that the five top administrators of the three-year old, Indian controlled, St. Francis School System are all Indian, while of the fourteen top administrators of the Todd County School System only two are of Indian descent. (Although the school board of Todd county may be considered to have an Indian plurality, its directors are traditionally non-Indian.)

Indian students go to college mostly throughout the state of South Dakota. Off-reservation schools accounted for 75 students in 1973, while Sinte Gleska College enrolled 39 full-time students and 186 part-time students for the same period of time. The closest state school to Sinte Gleska is the National College of Business and the School of Mines in Rapid City which are located 180 miles away, respectively. Our list deals only with state schools; some Indian students do attend out-of-state schools.

Agriculture

The following facts also indicate the need for concerted action to reverse the trends:

1. Diminishing of Indian Land Base: 2,503 acres in 1972 and about 50,000 acres in the last 10 years went out of trust.
2. Low ratio of Indian use of Indian land to total Indian owned land: 293,774 used by Indians, to 962,333 owned by Indians or 30.5 percent.

3. High ratio of Indian livestock owners with less than 150 cattle ( (a non-economic unit) to total Indian Livestock operations. The decline in the number of livestock owners which generally affects those with less than 150 head of cattle therefore is most harmful to the Indian livestock owner.
4. The limited expnsion and benefit of tribally-owned land does not show the highest or best use of land. Dry land farms are not converted to irrigation by spring or gravity flow. High Production and yield operations such as dairy herds or feedlot or breeding stock have not been created.

Commercial

1. The sales tax jurisdiction problem has not been clearly resolved. Estimated reversion on sales and use tax to the Tribe by county based on ratio of Indians to non-Indians (population):

| | |
|---|---|
| Gregory | $ 19,400 |
| Mellette | 18,900 |
| Todd | 41,000 |
| Tripp | 47,000 |
| TOTAL | $127,200 |

Reversion on gas, cigarettes and liquor tax is $445,300.

2. Large amount of consumer's income is pent with off-reservation retailers thereby reducing cash circulation on the reservation. Estimated monthly expenditures by Indian families: $280,000 for food
$65,000 for clothing
$2,000 for furniture

3. The Rosebud Sioux Tribe, the governing body of the reservation, has no regulatory measures over pricing or quality of merchandise. The Tribe does not offer or operate for sale stable commodities to offset high prices of commercial business by non-Indian businesses.

4. Little adequate assistance is available for Indians starting a new business The cost of constructing a building and purchasing equipment is in most cases prohibitive for establishing a business.

Industry

Industry on the Rosebud reservation includes RST Construction, Lakota Products, Sicangu Development Corporation and Frontier Industries.

Means of transportation for commuting to location of Plants in operation eliminates many Indians from the available labor force. The July, 1973 Tribal census shows the unemployment by community. If the unemployed all had an opportunity to work at Rosebud, it would take 54,282 man miles to go to work and return each day. The following list was compiled by the tribal planning group to indicate needed work-job categories:

Major occupation groups. (16 years old and over-both sexes)

| | | |
|---|---|---|
| 1. | Professional, technical, and kindred works | 125 |
| 2. | Managers and administrators, except farms | 5 |
| 3. | Sales workers | 14 |
| 4. | Clerical and kindred workers | 178 |
| 5. | Craftsmen, foremen, and kindred workers | 101 |
| 6. | Operatives, including transport | 83 |
| 7. | Laborers, except farm | 36 |
| 8. | Farm laborers and foremen | 79 |
| 9. | Service workers, except private household | 185 |
| 10. | Private household workers | 34 |
| 11. | Farmers and farm managers | 34 |
| | TOTAL | 874 |

We consider number 11, on the previous page, quite low and predict that the following jobs are also open and available provided trained local persons are present.

Following is a projection of jobs open at present and tentative future projections. These projections are based on a survey of institutions done during July, 1974.

| | Present | Future |
|---|---|---|
| Institute of living for Elderly | 0 | 15 |
| R.N. Nursing | 28 | 75 |
| Lab Technicians | 0 | 4 |
| Medex (Physicians Assistants) | 2 | 10 |
| LPN | 50 | 100 |
| Community Health Representatives | 14 | 50 |
| Alcoholism Counselors | 6 | 21 |
| Mental Health Crisis Intervention Workers | 7 | 21 |
| Medical Records Clerks | 2 | 6-10 |
| Nutritionist | 1 | 6- 8 |
| Sanitation and Health Engineer | 4 | 6-10 |
| Ranch Operators | 125 | 250 |
| Conservation Officers | 4 | 15 |
| Veterinarian | 1 | 2 |
| Veterinarian Technicians | 4 | 8 |
| TOTALS | 248 | 589-607 |

An example of the need for Indian teachers is given below for only two subject areas, science and math. Other areas are as available.

| Science Teachers | | Present | Future |
|---|---|---|---|
| St. Francis | Elementary | 0 | 3 |
| | Junior High | 1 | 2 |
| | Senior High | 2 | 3 |
| Todd County | Elementary | 2 | 4 |
| | Junior High | 2 | 2 |
| | Senior High | 2 | 3 |
| White River | High School | 2 | 3 |
| Bonesteel | Junior High | 1 | 1 |
| | Senior High | 1 | 1 |
| | TOTALS | 13 | 22 |

| Math Teachers | | Present | Future |
|---|---|---|---|
| St. Francis | Junior High | 1 | 3 |
| | Senior High | 3 | 5 |
| Todd County | Elementary | 2 | 4 |
| | Junior High | 3 | 4 |
| | Senior High | 5 | 7 |
| White River | High School | 2 | 3 |
| Bonesteel | Junior High | 1 | 1 |
| | TOTALS | 17 | 27 |

# APPENDIX III

## SINTE GLESKA COLLEGE HISTORY

SINTE GLESKA COLLEGE HISTORY

A. Roots of the College

As early as the 1950's, the tribal leaders discussed the possibility of a college on the Rosebud Reservation. During the Robert Burnette administration of 1954-55, the Bureau of Indian Affairs school system was discontinued on the Rosebud in order for a public school district to be established for both Indian and non-Indian students. At that time the tribe discussed the possibility of using the old Rosebud Boarding School for a college. The Rockefeller Foundation Whitney Foundation, and Doris Duke Foundation studied the old Rosebud Boarding School as a site for a college. However, the money was not provided for a number of reasons. It seemed that the zeitgeist was not present. Concern at that time was focused on the need to prevent so many young people from leaving college. Stanley Red Bird, a local leader, often discussed in the early fifties the problems of St. Francis Mission students when they left to go to off-reservation Catholic colleges. He discussed both this and the need for a reservation college with some of the Jesuit priests. In early 1960, the Tribal Executive Committee moved the discussion further by surprising the regional Jesuit education director with a request to turn the local mission school into a Junior College. Unable to make this a reality, community discussion continued. During the Cato Valandra administration, a discussion with some foundations and funding sources began, but again did not materialize. However, the grassroots groundwork was being laid. Other priorities remained foremost: housing, anti-poverty programs, roads.

Again in 1969 discussion about a college grew. Julia Lambert and Winnie Wood, sisters, and Olive Pretty Bird, all members of the Rosebud community, actively sought community support to establish a junior college. They canvassed the community about need, spoke with Indian and non-Indian leaders, and finally

wrote a resolution to be presented to the community. At a regular community meeting of the Rosebud community, the resolution was presented, discussed, and passed. The Tribal councilman, Opie Lapointe, met with Julie, Winnie, and Father Richard Pates, SJ of Rosebud to draw up the resolution for the Tribal Council. This resolution was presented to the Tribal Council at its meeting in December of 1969. The Council unanimously passed it. This resolution is given on the next page.) Prior to this, the Tribal Education committee had received presentations from Father Joseph Gill, SJ, concerning his feasibility study of the college. He had determined that there was a target population of at least 250-300 students on Rosebud. The committee asked Father Gill to assist them in contacting representatives of colleges to determine ways in which the tribe could begin a college. Meetings were held with representatives from the University of South Dakota, Notre Dame, and Mount Marty College of Yankton, South Dakota. Again Stanley Red Bird and Robert Burnette assisted the education committee in contacting Notre Dame. During this period, the questions most asked were how a college could be created to help Rosebud youth receive higher education at home. Local leaders felt the students became too "homesick" when they left the reservation. A college at home could enable them to receive at least two years of college in their own environment and be prepared very thoroughly for transfer to a non-Indian school.

This preparation would insure that students would succeed at the non-Indian college and would also encourage their return to the reservation when they graduated.

In late summer of 1970, the local OEO began an effort to involve local communities in setting priorities for its funding. George Keller, Director of the CAP-OEO, appointed Thomas Dooley, Head of OEO Education component, to establish a local committee to set CAP priorities for end-of-the-year savings and the following years' priorities. Mr. Dooley asked each community to elect

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two representatives to meet in Rosebud to determine priorities. The group met for a series of meetings and established priorities. The number one priority was the establishment of a community college. The group appointed four of its members to meet with Father Gill, Mr. Dooley, and Gerald Mohatt, a co-worker of Dooley's, in order to make a budget. Their group met and discussed a number of important points. The most important was the need for a director to start out the college. This theme had been voiced earlier by Father Gill and Julie Lambert to the education committee. The central discussion revolved around whether the group should seek money, plan more, and then start; or start and then seek funds and continue planning. Father Gill indicated the academic support was present. The group as a whole agreed that the time was ripe for action. Stanley Red Bird had assumed a prominent leadership role by then, and felt strongly that there had been enough "talk" and the group should act and then look for money. The discussion then focused on the need for a Board, how to form it, who was to be represented, how to incorporate and make by-laws. The group also talked about tribal policies, stressing that a college had to remain outside of politics. The group decided to ask the University of South Dakota for money to hire a person to work on the college or to loan them a person and to ask CAP for the money to pay the person. Following the meeting, Father Gill found out no money was available at the University, so efforts by Dooley, Mohatt, and Red Bird intensified to receive local OEO funding.

At this time, Stanley Red Bird asked Gerald Mohatt to assist in establishing a Board of Directors. Isadore White Hat, a member of the OEO committee, Mr. Dooley, Red Bird, and Mohatt met to suggest name for the ad hoc board. the group looked for persons involved in various communities and agencies which needed to be involved in the college, e.g. OEO, Tribe, St. Francis Mission, and the Rosebud community. An ad hoc committee was formed. This group then asked

Mohatt to direct the development of the college. They then requested approval from the Tribe, to represent the people's interest in a college. They subsequently secured funds from the local OEO to pay the Director's salary for three months and asked Joe Marshall, Jr., assistant Director of CAP, and a Rosebud Sioux, to be a staff member and secured the CAP Director's permission. They then asked James Tydings, a former assistant principal and teacher at St. Francis, to join the staff and secure tribal funding for his position. So with a board of seven, a staff of three, and a cubbyhole in the CAP building, the college began.

B. Initiating Actions

After initial staff and board formation, the next few months entailed intense work to set up a first semester operation for February, 1971. This involved assessing numbers of qualified professional faculty to serve as initial part-time instructors who were willing to volunteer their services. Simultaneously, we assessed interest in courses to determine those that were most likely to attract students. A pre-registration was held in early January in order to see how many students were immediately interested. We had expected 50 students, but 80 pre-registered. Meanwhile, we had established a relationship with the University of South Dakota in Vermillion's Extension College by which we could offer 26 accredited courses. They cooperated in sending out a group of professors to meet with our part-time faculty in order to help prepare the courses. In February, we registered 165 students and began the first semester of Sinte Gleska operation.

Earlier in December, Stanley Red Bird, Joe Marshall, and Jerry Mohatt traveled to Washington, New York and Boston to seek development funds. The first foundation grant proposal was written in Boston with the assistance of Elizabeth Rosenthal of the Intercultural Studies Group and Tom Hinkley of the Maine State Indian Commission. This led to meeting with the Ford, Mellon, Rockefeller, Carnegie, Rockefeller Brothers Fund, and Elliott Foundations. After

a revision of the initial request the Elliott Foundation through John Elliott and John Folk-Williams indicated the college had been awarded a $9,000 grant for six months. Subsequently, the Rockefeller Brothers Fund informed us that Mr. and Mrs. William Strawbridge had given us $1,500. With a $10,500 budget, the staff and Board decided to hire a secretary, seek more funds, look for faculty for 1971-72, plan a summer school, and renovate part of the 85-year old Tribal-BIA Building given by the Tribe for the college's use. The Todd County School District, White River School District, St. Francis Indian School, Winner Indian Community, Rosebud C.Y.O., and the Episcopal Church all provided space for the college to hold their classes. The staff settled into an intense semester of monitoring classes, visiting communities, writing proposals, seeking local funds, developing short range plans, attempting to expand our staff, and establishing liaison with accrediting agencies. The Board and Staff realized early that it was necessary to relate to its sister reservation and community college of Pine Ridge. Through discussions between the two college boards it was agreed to develop parallel plans and seek funding jointly. James Hamm, the Pine Ridge Director, and Gerald Mohatt wrote a large long-range plan with monetary projections for three years in the spring of 1971.

During the first semester, the initial college model became more detailed. Most of us had observed the demise of small non-Indian colleges in the Mideast. They seemed to develop problems because they served a non-local population, paid high salaries to attract a large full-time faculty, and built a large resident campus. We also realized the Rosebud population was dispersed over 5,400 plus miles. The people traditionally live in Tiyospaye, family-band groups. These provide a network of stable and growing relations. Transportation is entirely by automobile. Many people do not have cars capable of long trips. It was apparent that Winner people could not be expected to

travel for class to Rosebud, 60 miles to the west, or Mission 45 miles to the west. In order to make education as accessible as possible and to help build reservation communities, the college decided to disperse its services among the communities. In the first semester we offered courses in six communities From this beginning and subsequent observations, the conviction has developed that a non-campus based, dispersed education system most closely fits the needs of the Rosebud people.

Accreditation

A major concern in the beginning was how to insure credibility of credit hours, degrees, and transferability for students. Reservation people were concerned that their credentials and courses would not be accepted anywhere. In order to achieve immediate accreditation, we decided to align the college with already accredited institutions in the state. We asked them to offer their courses, credits, and degrees on the reservation through our college. We would hire faculty. They would decide on their suitability as instructors and accredit them. We would offer, then, fully accredited courses and degrees on the reservation. They agreed to this and we have enjoyed fully accredited status for courses and degrees since our beginning. The University of South Dakota offered two degrees which we needed--an Associate of Arts degree in Nursing and in Carpentry--which they agreed to offer on the reservation. We had to develop curricula for other degrees. To insure cooperation between Rosebud and Pine Ridge we both chose to work on new degrees with Black Hills State College. Staff at Sinte Gleska and Pine Ridge, with committees of local people, developed curricula for degrees in Social Services, Education, Indian Studies, Business, and General Studies. Each of the first three had sub-specialities with appropriate categories. Black Hills State College's curricula committee approved these. The Black Hills administration then presented them to the State Board of Regents,

who approved them. This occurred in the spring of 1972. By the summer of 1972, the college offered courses that led to a number of accredited Associate of Arts degrees.

Funding

The funding philosophy of Sinte Gleska in its first few years combined a tenuous future with a certain inevitable certainty that adequate funds could be gained. The following outline indicates three stages of funding:

Initial: Funds to hire staff were primarily received from local agencies. The Tribe or OEO provided positions for a person of the college's choice. CAP also provided initial travel, telephone, and secretarial assistance. Funds to begin some autonomous budgeting were given by the Elliott Foundation; Mr. and Mrs. William Strawbridge; and from the Bureau of Indian Affairs. Again the local CAP provided grant funds of $4,800 to sponsor the development program.

Intermediate: During the next year of operation, the college was able to secure funding for the 1972-73 academic year through the Donner Foundation ($5,000), the Ted Beck Fund ($1,500), the BIA Scholarship fund and G.I. Bill provided tuition and fees for students. Through these sources of income the college budget grew to around $100,000. At the same time, the college was able to secure four programs aimed at specific priority tasks. In the line of self-determination in the spring of 1972, the college and Rosebud Sioux Tribe took control of the BIA adult education component from the Bureau. Simultaneously, we received a $5,000 grant from the Johnson-O'Malley United Sioux Tribes fund to develop a Rosebud Sioux History for the local schools. By the summer of 1972, we had also gained funding from Indian Health Service to develop a feasibility study and plan for a Registered Nursing Program. Finally, in the fall of

1972, the college began an attempt to assume control of BIA agricultural extension's funds. Previously, they had been given to the state. In cooperation with the Tribe, the college secured these funds, bringing self-determination another step forward.

Basic Core Funding: From our inception in 1970, the college had sought to gain operational funds. In order to secure funds on specific contracts, the college needed a basic budget guaranteed for each year. Our assessment indicated that only the Bureau of Indian Affairs had funds available for such an endeavor. Negotiations began with the Commissioner of Indian Affairs, Louis Bruce and his Director of Education, James Hawkins. Negotiations continued throughout the spring and summer and fall of 1971. Finally, in December of 1971, Rosebud and Pine Ridge college representatives achieved an agreement with Commissioner Bruce to provide $45,000 for the two colleges from January 1 to June 30, 1972, 75% funding for 1972-73, and 100% funding thereafter. The assistance of a group of Senators, Congressmen, and their aides helped make this possible. South Dakota's Senator Mundt and Congressman Abourezk, Wyoming's Senator McGee assisted the college greatly. The following late spring brought a surprise. The Bureau of Indian Affairs cut the 1972-73 agreement from 75% to $225,000. In June, anti-contracting, anti-self-determination factions in the Bureau attempted to stop all funds on a contract basis. Through the efforts of Rosebud and Pine Ridge College Directors and Boards in cooperation with South Dakota Senators Mundt and McGovern, Wyoming Senator McGee, Nebraska's Senator Curtis, and South Dakota Congressman Abourezk, the Bureau agreed to the $200,000 grant and $25,000 scholarship per college. This has been a relatively stable source of funding to the present.

Title III: During the late summer of 1972, negotiations with the U.S. Office of Education began to gain Title III Developmental College funds. The college, in cooperation with Black Hills State College, submitted a Title III grant for $150,000 in October of 1972. The college received notice that they were awarded

$100,000. This has been another relatively stable source of funding which has increased to $112,000 in Year Two.

Staff

The college began with the staff of Gerald Mohatt, President, James Tyding, Associate Coordinator and Adult Education Director, Joseph Marshall, Associate Coordinator/Business Manager. Soon Sherry Red Owl was hired as Executive Secretary/Registrar. By the summer of 1971, a Librarian-English professor, Education Director, Information Officer, A-V Director, Nursing Director, Indian Studies Director, Natural Resources Director, Human Services Director, and a Student Services Director were hired. All administrators were both teachers and program developers. At that time the majority of staff were non-Indian (60%-40%). By the summer of 1972, the College Board of Directors had hired an Indian Dean, Nursing Director, Information Officer, and Education Director. In the spring of 1972, Gerald Mohatt asked the Board to advertise to seek an Indian to replace him. By the summer, the Board had decided on Lionel Bordeaux, a Rosebud Sioux in Doctoral Studies at the University of Minnesota. He was hired and began work in February, 1973. The college now had a Rosebud Sioux President and 60% Indian faculty.

Summary of History

Sinte Gleska College grew from the dreams of the Sicangu people beginning with Chief Sinte Gleska (Spotted Tail). The idea and thrust came from the Indian people persistently working to see it as an actuality. The college was conceived to serve people on the reservation. It was to create an institution integrated with the peoples' aspirations and life-style. Never was it to become elitistic and satisfied to self-perpetuate itself for its employees' financial aggrandizement. As the people had always been a warrior people,

the college was to become an institution reflecting this proud tradition in moving Indian people toward personal groups and tribal power. In summary, a number of important facts arise from this history:

1. The college has deep historical roots and it origin in the expressed needs of Rosebud Sioux people. Thus "grassroots" assumes its fullest significance when applied to the college. The college began with the belief that Indian people should and could determine their own destiny and that the theory of gradual takeover and partial control was unacceptable. Only by full control could full responsibility follow.

2. The college aimed at change--social and educational.

3. Action was a cornerston of its beginnings--thoughtful, reflective action. One of the Lakota words associated with white people is iwasichu--he who talks continually, and with a certain purposelessness. The College Board and Staff were dedicated to talk and reflection springing from and always relevant to doing.

4. Only through cooperation with tribal and local agencies did the college become a reality. The local CAP money, Tribe and CAP positions, Tribal support, the local schools' classroom space, and the volunteer teaching of local people were essential to the college inception and growth.

5. Cooperation with a state system can and has occurred in good faith without violating sovereignty and autonomy of Indian control.

6. Money and personal aggrandizement were not the moving forces behind the college creation. Rather, dedicated action and cooperative work by Indians and non-Indians working together made the college grow. This was the ingredients of its beginnings.

7. Without huge grants, plush facilities, and thorough long-range plans, a surplus of personal and tribal commitment and a plan constituted the basis of the college's beginning.

# APPENDIX IV

## SINTE GLESKA COLLEGE TODAY

APPENDIX SINTE GLESKA COLLEGE TODAY

BOARD OF DIRECTORS

Sinte Gleska College is governed by a Board of Directors of nine enrolled members of the Rosebud Sioux Tribe. Two student directors are elected by the student body. One staff director is elected by the College staff. The Tribal Education Committee chairman will be represented by a director. The communities in an at-large election shall elect five directors. This board meets regularly once a month and in special meetings called by the chairman or any two members. The agenda is to be set jointly by the Board and the College administration.

ENROLLMENT AND STUDENT PROFILES

The Sinte Gleska College is serving, during the current semester, 100 full-time students and 201 part-time students. Table 1 indicates the enrollment history of Sinte Gleska College.

Academic Year: Courses are held in nine communities on the Rosebud Reservation and two other reservations. Off Rosebud enrollment is 31 part-time students. The statistics in Table I (of 1A and 1B) indicate a stable increase in the number of Indian students, more courses completed than dropped except for one semester, and a respectably low drop-out rate. The dropout rate is interesting in that it is almost entirely made up of the "non-shows". These students register but never show up for the first class. The majority of the rest of the dropouts drop within the first seven weeks of class. We also see a fairly stable enrollment figure with a significant increase each year in full-time students: 5/23/36/52. We also note that the Sinte Gleska students are predominantly female. A survey indicated their average age is 29.5 years. Three-fourths are high school graduates while one-fourth have a G.E.D. Every community on the

TABLE IA

SINTE GLESKA COLLEGE
STATISTICS

| SEMESTER | TOTAL ENROLLED | # INDIAN STUDENTS | # NON-INDIAN STUDENTS | FULLTIME | PARTTIME | MALE | FEMALE | DROPOUTS |
|---|---|---|---|---|---|---|---|---|
| SPRING 1971 | 164 | 106 | 58 | 5 | 158 | 61 | 103 | 39 |
| SUMMER 1971 | 75 | 57 | 18 | 22 | 53 | 12 | 63 | 0 |
| FALL 1971 | 238 | 140 | 98 | 19 | 219 | 72 | 166 | 43 |
| SPRING 1972 | 267 | 139 | 128 | 39 | 228 | 86 | 181 | 55 |
| SUMMER 1972 | 113 | 64 | 49 | 2 | 111 | 12 | 101 | 0 |
| FALL 1972 | 200 | 139 | 61 | 39 | 161 | 61 | 139 | 86 |
| SPRING 1973 | 479 | 211 | 268 | 37 | 442 | 131 | 348 | 108 *169 |
| SUMMER 1973 | 113 | 90 | 23 | 7 | 106 | 23 | 90 | 19 |
| FALL 1973 | 256 | 215 | 41 | 52 | 204 | 119 | 137 | 78 |
| SPRING 1974 | 232 | 163 | 69 | 54 | 168 | 63 | 169 | 52 |
| SUMMER 1974 | 163 | 118 | 45 | 20 | 143 | 62 | 101 | 24 |
| FALL 1974 | 239 | 170 | 69 | 62 | 177 | 79 | 160 | 74 |
| SPRING 1975 BREAKDOWN - | 514 (366-Rosebud 148-EPDA) | 385 (275-Rosebud 110-EPDA) | 129 (91-Rosebud 38-EPDA) | 109 (all Rosebud) | 405 (257-Rosebud 148-EPDA) | 161 (111-Rosebud 50-EPDA) | 353 (255-Rosebud 98-EPDA) | 158 (105-Roseb 53-EPDA) |
| Summer, 1975 | 147 | 114 | 33 | 79 | 68 | 46 | 101 | 25 |
| FALL, 1975 | 297 | 229 | 68 | 110 | 187 | 84 | 213 | 68 |
| SPRING, 1976 | 301 | 232 | 69 | 100 | 201 | 100 | 201 | |

TABLE IB

SINTE GLESKA COLLEGE

COURSE STATISTICS

| | #COURSES OFFERED | CLASS ENROLLMENT | COURSES COMPLETED | #CREDIT HOURS | FULLTIME EQUIVALENT |
|---|---|---|---|---|---|
| Spring, 1971 | 26 | 235 | 95 | 1,057 | 88.1 |
| Summer, 1971 | 14 | 183 | 169 | 732 | 61.0 |
| Fall, 1971 | 37 | 407 | 206 | 1,183 | 98.5 |
| Spring, 1972 | 50 | 530 | 321 | 768 | 64.0 |
| Summer, 1972 | 27 | 189 | 183 | 567 | 94.5 |
| Fall, 1972 | 30 | 421 | 163 | 1,230 | 102.5 |
| Spring, 1973 | 51 | 766 | 454 | 1,371 | 114.2 |
| Summer, 1973 | 28 | 244 | 185 | 753 | 62.8 |
| Fall, 1973 | 31 | 410 | 269 | 1,230 | 102.5 |
| Spring, 1974 | 68 | 635 | 388 | 1,905 | 158.8 |
| Summer, 1974 | 39 | 189 | 154 | 370 | 66.7 |
| Fall, 1974 | 70 | 910 | 432 | 1,421 | 118.4 |
| Spring, 1975 | 89 | 874 | 514 | 2,916 | 243.0 |
| Summer, 1975 | 36 | 282 | 203 | 756 | 126.0 |
| Fall, 1975 | 77 | 737 | 387 | 2,198 | 183.1 |
| Spring, 1976 | 74 | | | 2,153 | 179.4 |

reservation is represented in the college student population. However, the majority of students come from the three largest communities: Rosebud, St. Francis, and Antelope. In a survey taken in 1973, the majority of students would like to be full-time students if they could gain adequate financial support. The majority (75%) want a Bachelor's degree eventually. They plan to attend Sinte Gleska College for two years. The majority take courses for the educational value, to help in their current job and to gain a better job. Of the students surveyed, most were interested in either the field of education, human services, or business. Of 95 high school students surveyed at the same time, these students saw education as their main interest followed closely by health, agriculture, and human services. The majority of these students would like to attend Sinte Gleska for a summer or a year, but then transfer to an off reservation non-Indian or Indian college.

We see Sinte Gleska currently serving, therefore, a large group of young adults interested in career education relevant to their employment and a smaller group of recent high school graduates interested in career pursuit in an off reservation college. In general, however, most see the Bachelor's degree as a goal.

Faculty: Sinte Gleska College has always utilized local persons to teach courses on a part-time basis. Even though our full-time faculty has grown the part-time faculty make up the bulk of teachers. In the spring of 1976, 74 courses are being offered: 38 taught by full-time staff, 36 taught by part-time staff. Of the non-Rosebud or Mission courses, all except one are being taught by part-time instructors.

Degrees and Transfers: Since its first courses in February, 1971, and its approval of degrees in the spring of 1972, the college has had seventeen graduates in the Associate of Arts degree and one person receiving a one-year certificate in Business. Associate degree graduates were in Human

Services, Education, Nursing, General Studies and Lakota Studies. The three nurse graduates passed their State Boards.

Besides those who graduate, Sinte Gleska had 32 students transfer to off-reservation schools up until 1974. Table 4 is a list of these students, the name of the transfer school, and the length of their stay at Sinte Gleska. The average stay at Sinte Gleska was 2.2 semesters.

SINTE GLESKA COLLEGE

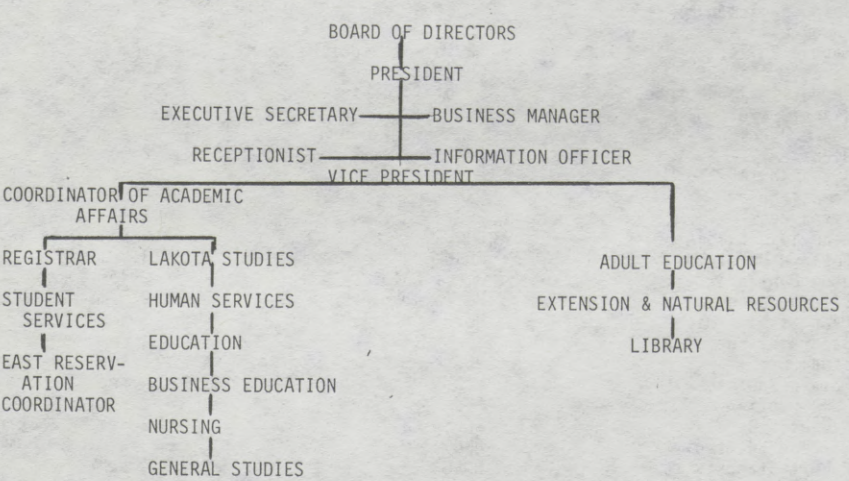
LIST OF TRANSFER STUDENTS

| NAME OF STUDENT | SCHOOL ATTENDED | HOW LONG AT Sinte Gleska |
|---|---|---|
| Colleen Abourezk | BHSC | 1 sem. |
| Janeen Antoine | Stanford | 4 sem. |
| Clifford Broken Leg | BHSC | 2 sem. |
| Raye Burnette | SDSU | 2 sem |
| Dorothy Clark | Central Michigan | 1 sem. |
| Rose Ann Cochran | BHSC | 1 sem. |
| Joyce Colombe | USD | 1 sem. |
| Gloria Deutch | USD | 1 sem. |
| Ralph Eagleman | I. of A.I.A. | 2 sem. |
| Gwen Felix | USD | 1 sem. |
| Maggie Fuller | Xavier of Cincinnati | 3 sem. |
| Marie Grimshaw | BHSC | 3 sem. |
| Verdell Hollowhornbear | U. of Colo. | 1 sem. |
| Jeannie Iyotte | USD | 4 sem. |
| Joyce Johnson | Central Michigan | 1 sem. |
| Diana Kary | | 2 sem. |
| Belva Kaulay | Metro, Denver | 8 sem. |
| James Kaulay | USD | 8 sem. |
| Myrna Knox | USD | 1 sem. |
| Genevieve LaPointe | BHSC | 9 sem. |
| Rosalyn LaPointe | SDSU | 1 sem. |
| Judy Laurie | U. of Colo. | 2 sem. |
| Eileen Luxon | Metro, Denver | 9 sem. |
| Francis Nightpipe | Univ. of Ariz. | 3 sem. |
| Sandra Olsen | | 1 sem. |
| Tina Opp | SDSU | 2 sem. |
| Gorgie Paulhamus | USD | 4 sem. |
| Ruby Poorman | BYU | 1 sem. |
| Marcella Prue | Huron Coll. | 2 sem. |
| Darlene Shortbull | USD | 1 sem. |
| Robert Stands | NDSU | 1 sem. |
| Charles White Pipe | U. of Colo. | 3 sem. |
| Marilyn Olson | U of Colo. | 1 sem. |

Plant Facilities: Sinte Gleska operates out of a 90-year old building in Rosebud, the governmental center of the reservation. All departmental components are housed in this structure. The college's library is located in Mission, South Dakota, 15 miles northeast of Rosebud, as well as a trailer that houses a special education center for the multably handicapped. Another of these is located in St. Francis, South Dakota, 7 miles south of Rosebud. The college has also placed a trailer in Winner (East Reservation) to serve as a center for that area.

In order to teach courses, the college uses both its own facilities, high school classrooms and labs, church and community meeting halls, and at times, private homes.

Organizational Structure: Currently, the college conducts its business according to the following organization chart:




1. Solid lines represent flow of authority and responsibility. Dotted lines represent open line of communication.

2. The President is responsible for directing academic and community programs and development.

3. The Vice President meets weekly with departments to discuss College operation make suggestions to President and Board, facilitate decision making.

4. Business Officer meets regularly with departments and program heads to explain budgets, facilitate expending funds, monitor use, and arrange for appropriate budget changes.

In order to maximize functioning of the departments, authority for development and execution is delegated to each department head, who is responsible to the Vice President. To maximize cooperation and communication, the Vice President meets bi-weekly with the department heads to insure that they receive support and assistance. In order to make decisions in a thorough way and to increase communication of staff and student need, department heads meet each week to discuss policy, current operational needs, and decisions to be made. They can facilitate decision making, make recommendations to the Board, and bring needed infromation to the staff.

The Business Manager is responsible for providing accurate and timely information to the College Board of Directors, Administration, Department Heads and Program Directors regarding budget summaries, quarterly program reports, vouchering needs, budget revisions and other fiscal matters.

The Board meets each month to consider policy needs, evaluate college effectiveness, consider staff or administrative problems, and to present on a regular basis feedback from their constituancies. They also are informed in these meetings of program and college changes and development. They are also asked to provide support and feedback to the staff.

Current Community Programs

Medicine Men Group - Since February of 1973 the Department of Human Services has sponsored regular meetings of local Medicine Men and their assistants. Begun as an attempt to gain help in curricula development, teaching, and referrals from the College's Psychologists and Mental Health workers, it has grown into

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a stable organization of Medicine Men, their helpers and their singers. They have assisted the College in training threelocal full-blood Lakota people as counselors of adolescents with drinking problems. The Medicine Men meet each week or bi-weekly to discuss needs of the people, how to assist others, share ideas in professional aspects of healing and to support each other. Never since the old days of the yearly Sun Dance has a means existed to bring together the Holy men, healers, and their associates. The combined power of these men and women impresses one immediately. They have assisted the College in making video tapes of old stories, ceremonies, dances. Some have taught in regular College courses. Some visited a non-Indian Mental Health Center in Denver, Colorado, to share with them their personal approaches to similar problems. Currently, they are incorporating and seeking funds for their own organization. They held a traditional Sun Dance last year, are discussing criteria for the making of a vision quest, how to certify the authenticity of new medicine men so they echo the foundations of the Lakota people. Though this will function separately from the college, it has its beginning with Sinte Gleska College.

Human Services- Mental Health Worker Training Grant

The NIMH Mental Health Worker Training Grant officially started July 1, 1973, and is expected to continue through June, 1977. The expectation is that an average of six students per year will be enrolled at Sinte Gleska and another six at Pine Ridge, yielding a total of thirty-six (36) graduates at the end of the program. Students pursue the A.A. Degree program in Human Services and maintain a field placement involvement each semester. Since most students can't afford to be full-time students, the field placement is usually their place of employment.

During the past year, eighteen students were in the program at Sinte Gleska while six (6) others were able to graduate. As in previous years,

students made a three-day field trip to the Fort Logan Mental Health Center. Several medicine men accompanied them.

Natural Resources Program

The Natural Resources Program at Sinte Gleska College currently provides two educational approaches: academic or college level credit work, and extension or non-credit work. The emphasis in both approaches is on management and wise use of tribal natural resources (soil, energy, water, range, forest, lakes, wildlife) in a rapidly changing world. A.A. Degree programs in Range-Ranch Mangement and Environmental Conservation are in the process of being accredited by South Dakota State University. Lakota history, culture and language courses are required as well as a core of liberal and technical courses relating to current natural resource issues. Heavy emphasis is placed on field experience although classroom and laboratory sessions are also necessary. Presently, we are not able to fully implement our two degree programs because of our limited staff and facilities.

The Extension Program offers the following services. A reference and information library is maintained on a wide variety of subjects (e.g. gardening, homemaking, livestock management, conservation). Stockmen clinics (5 days) are offered periodically to area ranchers and college students. The main topic has been animal health and nutrition. Intensive management consultation is being offered to individuals attempting to start their own farming or ranching enterprise. The two most difficult hurdles have been credit and access to land. The consequences of the 1887 Allotment Act known at the "Heirship Problem" are particularly frustrating to a tribal member attempting to make a living from the land. Consultation and training is also being provided to Tribal Parks and Wildlife Officers. The Extension staff works closely with the Tribal Parks and Wildlife Committee, Tribal Land Enterprises, Tribal Planning Committee and Bureau of Indian Affairs Land Operations. The Extension Program provides a variety of youth activities including 4-H projects, gun and hunter safety

courses, and organizes outdoor demonstrations. Finally, the Extension Programs organizes annually the Exhibits for Rosebud Sioux Tribal Fair.

Education Department

To date the Education Department has outlined and developed detailed formats for all required courses. In addition one upper level course has been developed. We are working on a course in bi-lingual education and doing preliminary planning for a proposal for a day care center.

The Education Department completed a Title IV project involving the development of Lakota Social Studies units for preschool through fourth grades. These materials have been distributed to the local schools and Headstart.

Special Education

On February 28, 1974, Sinte Gleska College received $170,303 of a total of $250,000 grant from HEW for the training of special education associate teachers. The program will run 2½ years. At the end of that time a minimum of twenty Lakota Trainees will have received an A.A. Degree in Education, area of emphasis in Special Education.

At the present time we have 12 trainees. The trainees spend 5 hours daily working with handicapped Lakota children at two locations; St. Francis and Antelope communites. Trainees also attend classes daily which meet their degree requirements.

The Special Education Centers have received private school accreditation by the State of South Dakota. Each center is supervised by a certified special education teacher. These teachers are directly responsible to the HTE director. The Director coordinates the total effort of the program and works closely with local school administrators, and state officials.

Student Services

This is the department that the students rely on for financial aid. It

an information service that provides some scholarships and grant information which is available through the College. In addition it helps students gain financial aid through federal and stae governmental agencies. And it also helps the student to find short term loans through private sources. A work study program is also available through the College for students who need additional financial assistance or who do not qualify under some of the above programs.

The emphasis of this department is on its academic counseling. Ms. Tillie Black Bear is in charge of this department and is assisted by Mr. Richard Lunderman and Mr. Michael Benge. All are employed full-time. Mr. Richard Lunderman is working primarily with financial aid. Ms. Black Bear and Mr. Benge are both certified counselors in the state of South Dakota. Ms. Black Bear has conducted a workshop in communication skills for the GED tutors and has worked with the Alcoholism Program Counselors in an effort to combat alcoholism on the Reservation. She also counsels students and frequently visits people in their homes. Much of the time the financial assistance duties overlap between them.

Human Services Law Program

Law of the American Indian was offered at Todd County High School for juniors and seniors. It was offered for one quarter. It was for high school credit with the option of doing it for college credit. Sixteen out of eighteen completed it for high school credited, one completed it for college credit and one got an incomplete grade.

A survey taken and the students reacted favorably and two sections of this course will be offered in the Fall semester. Mr. Pommersheim again will be working in conjunction with Mr. Wysuph of the High School.

A program is being planned which would teach high school teachers to eventually take over the course and instruct the students themselves, thus the course offering would not be limited because of lack of teachers. This program will not be limited to just Todd County High School but to all other area high schools that wish to participate.

This project enables the College to go into the communities and to expose our services to more people. The course was a good, relevant course which is not normally offered in high schools, and it is important when entering college if you plan to major in social sciences and to specialize in American Indian Studies. It is also good for students to gain college credit while still in high school, it allows them to get ahead of schedule and also establishes their confidence that they can do college work.

Library

Sinte Gleska Library is currently operating 40 hours a week. Plans are under way to find some means of increasing the library staff so that we may increase our services and office hours.

The library now has a staff of four which includes a Director of LIbrary Services, Librarian, Librarian-Custodian and Director of Media. The work load of these individuals is tremendous and not many new ideas can be developed or expansion of new services can be developed.

Current duties are as follows: weeding, sorting, ordering, acquisitions, processing, cataloging, placing books on shelves, and circulation. Other duties are guided tours, research, disemination of information, and instruction. Many book or media requests are from people who come to the library but many are done by mail or telephone.

The library has little or no budget in which to operate but we purchased new books and they will be delivered as they become available. That way we always have books coming in.

We are a member of the local interlibrary loan system and we request materials for individuals and organizations. The library has nine Indian films (16mm) which are in constant demand by local schools and organized groups. All media material has to be thoroughly checked when it come in and if maintenance or repairs are needed then it is done before it will be circulated again.

The library operates under a five year plan in order to see if it is achieving its goals. At the end of each year the library is evaluated to see what success has been achieved, what may be possible and the five year plan is readjusted with new goals.

New plans are constantly being formulated, proposals being written, and services expanded, not all are successful but the majority are. The library sees the need of the people and is trying to meet these needs.

General Studies Department

The General Studies Department as its name indicates offers a wide range of courses. Thus, the student who would not like to be limited by a strict specialized degree program leading to a special competence, can explore a wide range of alternative courses. Nevertheless, the student does acquire a marketable set of skills which provide him or her with a sound basis for various jobs, or let him or her transfer to a four year program.

The department offers courses in English, language skills, in literature, math and sciences, the area of politics, history and civilization, and any other course that is required for graduation for one of the College's A.A. degrees.

Lakota Studies Department

Our Lakota culture though often examined from the outside, is certainly worthy of and in need of study and preservation by our own people. The Lakota Studies department is attempting to make Lakota culture a serious and valuable

element of our student's learning experience.

The department offers an Associate of Arts Degree in Lakota Studies with three areas of emphasis. The areas of emphasis are Sioux Culture, Lakota Language and Lakota Arts and Music. Thus, training is provided to many who will apply their ckills in local schools, other institutions and their daily lives. A vital need exists for locally developed, accepted and applicable curriculum materials for students of Native American culture. The department is deeply involved in this.

Business Education Department

The Business Education Department offers a schedule of courses designed to help both the student looking to transfer credits and the student wanting practical courses designed to improve job related business skills

For the student interested in transfer credits the department offers most courses required for Freshman and Sophmores in four year colleges throughout the State of South Dakota. Most of the academic courses such as Business Law, Economics, Management and Marketing are offered on alternate semesters.

The department offers both an AA degree and a one year secretarial science certificate. The Associate of Arts degree is designed to provide the student with a broad education in business, English, Math, the social sciences, and Lakota studies. This broad education enables the student to have a wide range of experience that makes him better qualified to handle different kinds of jobs. Since training is in many different areas, the student is qualified for jobs in several vocations. In addition, the student is able to transfer his AA degree credits to a four year college should he desire to obtain a four year degree. The one year secretarial certificate is a local certificate requiring 29 semester hours and can be completed in one year by a fulltime student. The secretarial course is designed to supply skills most requested by local employers who have asked that the course be taught.

## Profile of the Rosebud Adult Basic Education Program

1. Brief History:

In 1971, at the request of the Rosebud Sioux Tribe, Sinte Gleska College presented a resolution to the Rosebud Tribal Council in which they requested that the Bureau of Indian Affairs ABE Program be placed under the control of the Tribal Council and contracted directly to Sinte Gleska College for administration of the program. This was approved by the Council and BIA in the Spring of 1971, and since the Fall of 1971, the College has contracted directly with the BIA.

In 1972, the program first received a contract from the State ABE to provide adult education services in Todd County. Also, in June of 1972, the GED Testing Center was established under the Adult Education Program.

2. Program Philosophy:

The Rosebud Adult Basic Education Program operates under the philosophy that learning is a life-long process. The Rosebud Reservation adult lives in a setting unique in its social, economic, academic and political characteristics. To better cope with life on knowledge and skills from two sources--the world of the present society and the world of the American Indian. The ABE office exists to aid the reservation adult in his search for that knowledge which will aid him in leading a better more fulfilled life.

3. Program Services:

A. To identify educational needs and take the required action to establish and locate training sources to meet these needs and to develop practical needs in Adult Education on the Rosebud Sioux Reservation.

B. Recruit and provide G.E.D. instruction to the adult students in the following communities: Rosebud, Spring Creek, He Dog, Norris, OKreek, Milks Camp, Mission, St. Francis, Parmelee, White River, and Ideal.

C. Bridge the gap between the basic educational structure by providing the following:

1. Tutorial services for students working to achieve a G.E.D. equivalency certificate.

2. Counseling for students who plan to further their education after achieving their G.E.D. certificate.

3. Facilitate areas of advancement in imployment by providing the opportunity for the education needed for career or vocational training and job placement.

4. Program Operation:

The ABE Program has its office located in the basement of the Sinte Gleska College Center.

To provide ABE services to the area adults the program must utilize the office space consisting of two 16' x 16' rooms for:

individual tutoring;
GED testing;
counseling;
staff meetings;

in addition to office space for the four staff members, (the director, assistant director, secretary and counselor). Since 1974, the program has employed part-time community tutors who are paid $12.50/week for conducting one ABE class per week in their respective communities. They teach in the five GED areas of math, English, natural science, literary materials and social studies. Most instructions are on a small group and individual basis. Supportive services for the tutors include, mileage at 12¢/mile, monthly workshop stipend of $10.00/workshop and per diem which covers meal costs. Tutor training is included in the monthly workshop and also the summer workshop which is usually one week of intensive training. Most tutors are employed as teacher aides in the reservation schools. Past program statistics indicate a great increase in the number of students enrolled and the number that have completed the GED test since the community tutor system was implemented in 1974.

The eleven (aa) communities with ABE classes have the largest population and have adequate facilities for ABE classes, such as school facilities or community centers. The other ten communities need classes in reading and literacy since they are the more isolated communities, they also have a higher (%) of dropouts due to the distance to the schools. Most dropouts in those communities dropped out by the 8th grade. The total number of adults in those communities not served by ABE 1552. To provide adult education services in those communities the ABE Program has submitted a proposal to the Right to Read, Reading Academy Grant, which is pending, for a mobile unit which would travel to those communities without facilities to hold classes in the unit on a weekly basis.

5. Past Program Statistics:

| | FY-72 | FY-73 | FY-74 | FY-75 | FY-76 to January 1 |
|---|---|---|---|---|---|
| Number Enrolled | 31 | 72 | 186 | 359 | 216 |
| Number Dropped | 0 | 0 | 10 | 21 | 12 |
| Number Tested | 23 | 25 | 62 | 160 | 88 |
| Number Completed GED | 12 | 14 | 40 | 110 | 73 |

| | |
|---|---|
| Total Number of GED Completions | 249 |
| Number Attending Sinte Gleska College | 57 |
| Number Attending Vocational Institutions | 18 |
| Number Graduates Now Employed | 99 |

NURSING

Overview - The two year A.D. Nursing Program is a Satellite of the University of South Dakota and department of Sinte Gleska. The program is under U.S.D's academic control with the Project Director being the Director of the School of Nursing at the University of South Dakota.

The Program has South Dakota State Board approval and a site visit was held here in conjunction with U.S.D. for National League of Nursing accreditation.

Philosophy - The A.D. program in Nursing prepares graduates to become registered nurses. As beginning staff nurses they will give direct nursing care to patients and collaborate with other nursing and health team members in providing individualized nursing care. This program recognizes the tremendous needs of reservation people for effective, quality medical care. Realizing the tremendous turnover rate of non-Indian nurses prevents local hospitals from achieving stable quality care, this program wishes to produce trained nurses dedicated to remaining with their people.

Goals - Year I

1. Staff: One Coordinator, one Instructor, two Clinical Lab. Assistants, and one Secretary.

Staff Pattern: This staffing pattern for the Nursing Program will continue as the expected number of students enrolled in the nursing program remains 10-16. The staffing pattern of the nursing department should be anticipated to increase with an increase in the number of students.

NURSING (contd.)

The above staffing pattern is based on an individual department standing. If an allied health technicians or workers program were to develop, this would also change the faculty staffing pattern as some faculty, classes and facilities could be shared between programs. This type of program would have to be well coordinated to prevent duplicate efforts in nursing, or in other health areas.

2. To complete a feasibility study concerning the possibility of independent A.D.N. accreditation if the College seeks individual accreditation. This will assess what services we would need, the time table, and outline the pros and cons for independence or remaining as an external degree of the University.

3. Supplement University outlines as necessary to include Cultural considerations.

4. Produce a bilingual recruitment film with local student acting.

5. Act as consultant or recourse personnel for inservice workshops given to hospital staff, staff permitting.

CURRICULA GOALS

The Nursing Program consists of two years, including summers. This schedule will be modified, according to individual student needs, which may lengthen the time for some students. (see following pages for projected schedule)

NURSING - Curriculum (contd.)

REQUIREMENTS - FIRST YEAR

| | |
|---|---|
| Anatomy | 3 hours |
| Chemistry 102 | 4 hours |
| Chemistry 104 | 4 hours |
| English 1A | 3 hours |
| Physiology | 4 hours |
| NURS. 101 - Fundamentals | 5 hours |
| NURS. 102 - Med. Surgical | 5 hours |
| NURS. 103 - Psychiatric | 5 hours |

REQUIREMENTS - SECOND YEAR

| | |
|---|---|
| English 1B | 3 hours |
| General Psychology | 3 hours |
| Public Speaking | 3 hours |
| Microbiology | 3 hours |
| Sociology | 3 hours |
| NURS. 317 - Obstetrics | 5 hours |
| NURS. 318 - Pediatrics | 5 hours |
| NURS. 323 - Advanced Med. Surg. | 7 hours |

TOTAL - 65 credit hours

FIVE YEAR PROJECTION

The course requirements should remain static if the program is to continue through U.S.D. Even if the College Center should "go on their own", the State Board of Nurses would require much the same course requirements for an A.D. in Nursing. Efforts are currently being made by the current staff to supplement present curriculum to meet the needs of the Indian students and yet meet the standards of the State Board of Nursing. Before the Nursing Program can stand on its own, the consent and approval of the State Board of Nursing must be gained.

The State Board of Nursing has been consulted on this issue and moved that if the Sinte Gleska College seeks North Central

NURSING - Curriculum (contd.)

Accreditation, they will then consider the Nursing department's application for a new program. They also emphasized that Sinte Gleska use U.S.D. as a consultant for the new program.

Sinte Gleska's seeking candidacy status will also help the program financially as we have written a renewal grant and it will be available through 77 - 78. If Sinte Gleska is granted candidate status, a new special project grant can be written in conjunction with the new program. We would then be eligable for an additional five years of funding.

DISPERSION GOALS:

The process to deal with how to serve the 20 Rosebud communities is central to our model. Because of the need for hospital facilities it is important for advanced nursing courses to be at Rosebud. The following model appears feasible:

A) Liberal Arts requirements in each area.

B) Science courses in Rosebud or Mission.

C) Nursing courses in Rosebud.

EXPANSION GOALS

In the next five year period the College will determine the feasiblity of expanding to include Laboratory technicians, x-ray and other allied health fields.

FACILITY

On additional building for lab., classroom and study will be needed if this program continues to expand. This should be 24 X 75.

EMPLOYMENT AND TRANSFER:

Estimates are that currently twenty-four R.N. positions are available and fifty in the future. The following career ladder indicates to where a graduate of our program can go and how tribal C.H.R.(s), L.P.N.(s) etc. can upgrade themselves in the Colleges' A.D.N. program.

CAREER LADDER:

Nursing Assistant

Licensed Practical Nurse
1 year training
Licensing Examination

Associate Degree Nurse
2 years Junior College
Licensing Exam
Registered Nurse (Technical)

or

Diploma Nurse
3 years hospital training school
Licensing Examination
Registered Nurse (Technical)

Baccalaureate Nurse
4 year College trained
Clinical experience controlled by College
Registered Nurse (Professional)
also Baccalaureate degree (BSN)

Masters Degree
May specialize in several area: Medical - Surgical, Psychiatric, Public Health, Pediatric, Obstetric, Teaching (Education), Administration, become a clinical specialist in Pediatrics, Medical - Surgical, Obstetrics or Psychiatric Nursing. May also get MS in other fields - Sociology, Public Health, Anthropology, Education.

Doctorate
In Administration, Education or allied field - Sociology, etc. A few go into Post-doctoral fellowships and do research become consultants, or are Chairmen of Nursing Departments.

# APPENDIX V

## STUDENT FORECASTS

CHAPTER IV STUDENT FORECASTING

In order to forecast student population for the next five years we worked out the best mathematical mithod based on our past student trends. Below is a description of each step followed by a demonstration projection done for 1974-75.

STEP I: Stratify the Indian population on Rosebud by age groups; 16-25, 26-35, 36 up. The figures we used are from those done in the summer of 1973 Tribal census. They are broken down by age.

STEP 2: Stratified population of SGCC students full-time residents. The same will be done for part-time when projects are done for them.

STEP 3: Calculate the percent of the total population of the full-time students who are Rosebud residents.

STEP 4: After talking with departmental & student services staff we have concluded that we can safely predict we will have at least ten new full-time resident students each year for the next five years. We had first thought that we could figure twenty but after discussion ten seems more realistic. In this step we will take this constant and figure out how many of the constant will be in each age group per year. This is done by multiplying the constant by the percent of the total full-time resident student in each age group to give a figure for the stratified increase with the constant.

STEP 5: We need the forecast of population on Rosebud by age by year for as many years as we will do the forecast of student population. Public Health figures indicate that the growth of population on Rosebud was 43.2% per year from 1969-70. We took the average per year of 4.3% and multiplied it by the 1973 census figures per age group to project each years population.

STEP 6: Multiply each forecast stratified age group population by the percent fo full-time resident students from STEP 3. This then gives the number of students in each group for the next year without having figured in

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the the constant increase for full-time students.

STEP 7: Add for each age group the results for STEP 4. This will give a final result of the percent of the next year plus the constant.

STEP 8: We now need to figure what portion of our future enrollment will be from non-resident students. We will, therefore, divide our current total full-time residents into our full-time non-residents (e.g. Cheyenne Eagle Butte, etc.), we then have the percent for this year. We then multiply this into our future projection for the coming year to find out what number of them can be figured on the basis of this year.

STEP 9: Add STEP 7 and STEP 8 together re: totals and this gives the total expected enrollment for this year.

This process is also repeated for each year up to the limit for which we wish to plan. The process is also repeated for part-time students. On the following pages are examples of the process given the number which we have.

fr - Full-time resident

STEP 1

16-25 = 1,264

26-35 = 669

35 up = 1,579

STEP II

xfr = 20

yfr = 14

zfr = 4

STEP III

% xfr/1,264 = 20/1,264 = 1.6%

% yfr/669 = 2.1

% zfr/1,579 = .25%

STEP IV

Step V x Step III for each

16-25 = 1,319 x 1.6 = 21.1

26-35 = 698 x 2.1 = 14.6

35 up = 1647 x .25 = 4.1

STEP VII

Step VI + Step IV

+ 4.4 = 25.4

+ 4.2 = 18.3

+ 1.3 = 5.2

48.9 (49)

Total full-time resident projection for next year by guessing population in Step V

I will guess possible stratified pop. for Rosebud for next year.

STEP IV

10 x xfr/Tfr = 10 x 20/38 = 5.3

10 x yfr/Tfr = 10 x 14/38 = 3.7

10 x zfr/Tfr = 10 x 4/38 = 1.1

STEP V

16-25 = 1264 x 4.3 = 1319

26-35 = 1264 x 4.3 = 698

35 up = 1579 x 4.3 = 1647

STEP VII - Figure non-resident for project for next year
Tfr x all other non-resident/Tfr future.
For these purposes let me conjecture that we hed four full-time non-resident students this year, therefore
49 x 38 = 1.2 total projection full-time non resident students for next year.

STEP IX

Add totals from Step VII and Step VIII

49 + 1.2 = 50.2. So with this process we would have 50 full-time resident and non resident students. In actuality Sinte Gleska enrolled 52 full-time students. The margin of error is quite small, less that 1%, therefor, we feel confident in our predictions.

Below are the predictions for full-time and part-time students for five years. Following it is a table giving the population projections for Rosebud.

SINTE GLESKA STUDENT PROJECTIONS

| | Full-time predicted res. | Full-time predicted non-res. | Full-time actual | Part-time predicted | Part-time actual |
|---|---|---|---|---|---|
| 1973-74 | 49 | 1 | 52 | 184 | 186 |
| | | | | res. | non-res. |
| 1974-75 | 64 | | | 194 | 45 |
| 1975-76 | 78 | | | 202 | 47 |
| 1976-77 | 101 | | | 239 | 55 |
| 1977-78 | 116 | | | 246 | 56 |
| 1978-79 | 132 | | | 259 | 60 |
| 1979-80 | 146 | | | 270 | 62 |

POPULATION PROJECTIONS

| | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 |
|---|---|---|---|---|---|---|---|---|
| 16-25 | 1264 | 1319 | 1376 | 1435 | 1497 | 1561 | 1628 | 1698 |
| 26-35 | 669 | 698 | 728 | 759 | 1092 | 1139 | 1188 | 1239 |
| 35-up | 1597 | 1647 | 1718 | 1792 | 1869 | 1949 | 2022 | 2109 |

Based on percentages growth 1960-1970 projected at rate of 4.3% per year per age group utilizing 1973 tribal census.

Increased in numbers for non-resisdent full-time students is insignificant. There was one full-time student on the other reservations last year, which projected to next year would be 1.2 and for the year after 1.4.

Error in prediction over the last three years.

The predicted versus the actual numbers of students has varied as follows:

| | Full-Time | | Part-Time | |
|---|---|---|---|---|
| | Predicted | Actual | Predicted | Actual |
| 1974-75 | 64 | 85 | 194 | 217 |
| 1975-76 | 78 | 105 | 194 | 205 |

Percent of error:

| | Full-Time | Part-Time |
|---|---|---|
| 1974-75 | 32.8% | 11% |
| 1975-76 | 34.0% | 1% |

The full-time variance we believe results from:

1. More financial assistance for students than in earlier years. (e.g. BEOG)
2. Increase in veterans after Vietnam.
3. Return of students from other colleges.
4. Better services and a wider reputation locally, state-wide and nationally.

If this increase continues we will have more than 534 students by 1979-80. We are planning a Bachelor's degree program which would increase the constant in Step IV to 25. This constant will probably be 35 or 40 rather than 25. A budget of $1.5 million is needed. The following Appendix indicates the need for $1.5 million based on a projection of 500 students.

# APPENDIX VI

# BUDGET FORECASTS

BUDGET PROJECTIONS

Student forecasts predict at least 534 students within three years. The following indicates course loads and time demands and summarizes Sinte Gleska's funding needs for the projected student body.

We realize that for 400 or 500 students a similar budget for faculty and support services is needed.

MATRIX I - CREDITS TAKEN IN EACH DISCIPLINE DURING 1974-75 ACADEMIC YEAR BY AN AVERAGE FULL-TIME STUDENT ENROLLED IN EACH DEGREE PROGRAM

Degree Program Clusters

| Instructional Discipline Clusters | Science & Math | Business and Public Services | Social Sci. & General Education | Letters and Communication | Mechanical Technologies | Fine and Applied Arts | Tribal & Indian Studies | Undeclared | |
|---|---|---|---|---|---|---|---|---|---|
| Science & Math | 12 | 3 | 3 | | | | 3 | 3 | |
| Business and Public Services | | 12 | | | | | | 3 | |
| Social Sciences & General Education | 3 | 3 | 10 | | | | 3 | 6 | |
| Letters and Communication | 3 | 2 | 5 | | | | 3 | 3 | |
| Mechanical Technologies | | | | | | | | | |
| Fine and Applied Arts | 2 | | 2 | | | | 6 | 4 | |
| Tribal and Indian Studies | 4 | 4 | 4 | | | | 9 | 5 | |
| Total Semester Credits Per Average FTE Student | 24 | 24 | 24 | | | | 24 | 24 | |

SINTE GLESKA COLLEGE

ENROLLMENT PROJECTIONS - WITHIN 3 YEARS

Degree Program Clusters

| | Science & Math | Business and Public Services | Social Sci. & General Education | Letters and Communication | Mechanical Technologies | Fine and Applied Arts | Tribal & Indian Studies | Undeclared | Totals |
|---|---|---|---|---|---|---|---|---|---|
| 1974-75 FTE Enrollments (Current) | | | | | | | | | |
| Within 3 years Enrollments (Projected) | 30 | 30 | 150 | | | | 30 | 260 | 500 |

SINTE GLESKA COLLEGE

MATRIX II - ESTIMATE OF TOTAL CREDIT DEMAND ON EACH DISCIPLINE
FOR 300 to 500 STUDENTS

Degree Program Clusters

| Instructional Discipline Clusters | Science & Math | Business and Public Services | Social Sci. & General Education | Letters and Communication | Mechanical Technologies | Fine and Applied Arts | Tribal & Indian Studies | Undeclared | Credit Demand Totals |
|---|---|---|---|---|---|---|---|---|---|
| Science & Math | 360 | 90 | 450 | | | | 90 | 780 | 1,770 |
| Business and Public Services | | 360 | | | | | | 780 | 1,140 |
| Social Sciences & General Education | 90 | 90 | 1,500 | | | | 90 | 1,560 | 3,330 |
| Letters and Communication | 90 | 60 | 750 | | | | 90 | 780 | 1,770 |
| Mechanical Technologies | | | | | | | | | |
| Fine and Applied Arts | 60 | | 300 | | | | 180 | 1,040 | 1,580 |
| Tribal & Indian Studies | 120 | 120 | 600 | | | | 270 | 1,300 | 2,410 |
| TOTAL | | | | | | | | | 12,000 |

SINTE GLESKA COLLEGE

FACULTY SALARY PLANNING PARAMETERS PER DISCIPLINE
FOR 300 to 500 STUDENTS

| Instructional Discipline Clusters | Credit Hour Demand | Planned Credit Production Per Faculty Position | Number of Faculty Needed | Salary and Fringes Per Faculty Position | Total Salary and Fringes |
|---|---|---|---|---|---|
| Science & Math | 1,770 | 400 | 4.5 | $17,250. | $77,625. |
| Business and Public Services | 1,140 | 570 | 2.0 | $17,250. | $34,500. |
| Social Sciences & General Education | 3,330 | 600 | 5.5 | $17,250. | $94.875. |
| Letters and Communication | 1,770 | 400 | 4.5 | $17,250. | $77,625. |
| Mechanical Technologies | | | | | |
| Fine and Applied Arts | 1,580 | 400 | 4.0 | $17,250. | $69,000. |
| Tribal & Indian Studies | 2,410 | 600 | 4.0 | $14,950. | $59,800. |

BUDGETED EXPENDITURES
FOR 300 TO 500 STUDENTS

SINTE GLESKA COLLEGE

I. INSTRUCTION AND GENERAL

A. Sciences and Mathematics

| | | |
|---|---|---|
| 1. | Salaries & Fringe | $77,625.00 |
| 2. | Wages & Fringe | 4,500.00 |
| 3. | Supplies & Expenses | 4,800.00 |
| 4. | Travel | 4,725.00 |
| | Total | $91,650.00 |

B. Business and Public Services

| | | |
|---|---|---|
| 1. | Salaries and Fringe | $34,500.00 |
| 2. | Wages & Fringe | 2,530.00 |
| 3. | Supplies & Expenses | 3,600.00 |
| 4. | Travel | 1,575.00 |
| | Total | $42,205.00 |

C. Social Sciences & General Education

| | | |
|---|---|---|
| 1. | Salaries & Fringe | $94,875.00 |
| 2. | Wages & Fringe | 4,500.00 |
| 3. | Supplies & Expenses | 5,200.00 |
| 4. | Travel | 6,000.00 |
| | Total | $110,575.00 |

D. Letters and Communication

| | | |
|---|---|---|
| 1. | Salaries & Fringe | $77,625.00 |
| 2. | Wages & Fringe | 4,500.00 |
| 3. | Supplies & Expenses | 4,800.00 |
| 4. | Travel | 4,725.00 |
| | Total | $91,650.00 |

E. Mechanical Technologies

| | | |
|---|---|---|
| 1. | Salaries & Fringe | _____ |
| 2. | Wages & Fringe | _____ |
| 3. | Supplies & Expenses | _____ |
| 4. | Travel | _____ |
| | Total | _____ |

F. Fine and Applied Arts

| | | |
|---|---|---|
| 1. | Salaries & Fringe | $69,000.00 |
| 2. | Wages & Fringe | 4,500.00 |
| 3. | Supplies & Expenses | 2,160.00 |
| 4. | Travel | 1,575.00 |
| | Total | $77,235.00 |

SINTE GLESKA COLLEGE

BUDGETED EXPENDITURES, 1975-76 (Cont.)

| | | | |
|---|---|---|---|
| G. | Tribal and Indian Studies | | |
| | 1. Salaries & Fringe | $59,800.00 | |
| | 2. Wages & Fringe | 4,500.00 | |
| | 3. Supplies & Expenses | 5,000.00 | |
| | 4. Travel | 2,100.00 | |
| | Total | $71,400.00 | |
| H. | Summer & Special Sessions | | |
| | 1. Salaries & Fringe | $ 8,000.00 | |
| | 2. Wages & Fringe | 2,500.00 | |
| | 3. Supplies & Expenses | 3,000.00 | |
| | 4. Travel | 3,570.00 | |
| | Total | $17,070.00 | |
| | TOTAL INSTRUCTION AND GENERAL | | $501,785.00 |
| II. | PUBLIC SERVICES | | $162,800.00 |
| III. | LIBRARY AND AUDIO-VISUAL | | $ 70,695.00 |
| IV. | STUDENT COUNSELING AND SERVICES | | $ 35,530.00 |
| V. | INSTITUTIONAL ADMINISTRATION | | $ 76,256.00 |
| VI. | MANAGEMENT OPERATION | | $147,931.00 |
| VII. | PHYSICAL PLANT MAINTENANCE AND OPERATIONS | | $ 62,670.00 |
| VIII. | SCHOLARSHIPS AND GRANTS | | $482,400.00 |
| | TOTAL OPERATING BUDGET | | $1,540,067.00 |

Summary Statement

Member institutions of the American Indian Higher Education Consortium represent the best current on-reservation effort to improve the qualifications of Indian people to assume responsibility for many tasks associated with operating their society. Those who will assume leadership roles at all levels of the social structure need conceptual and organizational skills as well as a heightened awareness of the broader American society. Basic skills must be acquired by those who will hold construction, technical, secretarial and clerical positions. Moreover, the self-concept of young and old alike can be boosted through successful participation in post-secondary educational experiences.

The Indian-controlled community college movement is an example of Indians helping Indians. There are many unique features to reservation life and Tribal cultures that only Indians can fully appreciate and understand. The reservation community colleges represent true community based education, and only those fully aware of the nuances and subtleties of Indian life can fully develop the curricula and teaching methods that will prove most successful in the reservation setting within the context of the Indian world.

American Indian reservations are remote from general population centers where public colleges and universities are available. Thus, access of Indian youth to post-secondary training will be seriously hampered if the reservation community colleges are not nurtured and allowed to realize their full potential. The transition from reservation secondary schools to public four-year colleges and universities will be very difficult without the reservation based community college to help smooth the path.

Most Americans feel that each United States citizen should have the opportunity to become all that he is capable of being. The American Indian community colleges represent a significant if not the first step toward making that goal a reality for Indian people.

# APPENDIX VII

## LAND RESOLUTIONS & ARCHITECTURAL PLANS

RESOLUTION RB 74-98

WHEREAS, Antelope Community has delegated authority to a seven-man board Planning Committee to develop Health, Education, and Welfare for Antelope Community; and

WHEREAS, On March 11, 1974, Antelope Community approved a land site described as follows for building, developing, and expanding Sinte Gleska College Center: 2½ acres south of Highway 18, 18W 600 ft., SW¼, SE¼, 33 T. 39N, R28W, 6th PM, and

WHEREAS, This approved land site is considered too small for development and expansion so Sinte Gleska College Center requests that another land site be approved; and

WHEREAS, Sinte Gleska College Center now requests that the following land site by approved; A tract of land described as follows: West 1000ft. of W½SE¼, S33, T39N., R28W., 6th PM of Todd County, South Dakota, north of Highway 18, containing 56.6 acres more or less; and

WHEREAS, Antelope Community approves the above change in the described land site for Sinte Gleska College Center;

THEREFORE BE IT RESOLVED, That is is the recommendation of Antelope Community that Sinte Gleska College Center by given the above described land site for development and expansion.

BE IT FURTHER RESOLVED, That a duly called Community meeting of Antelope Community with a quorum present on July 22, 1974, the vote was 13 in favor, 0- opposed, 4 not voting.

CERTIFICATION

This is to certify that the above Resolution RB 74-98, was duly passed, by the Rosebud Sioux Tribal Council in session, July 31, 1974, by a vote of 24 in favor and none opposed. The said Resolution was adopted pursuant to authority vested in the Council by the provisions of paragraph (t) of Section 1 of Article IV of the Tribal Constitution. A quorum was present.

Adams Burbury Vice Pres.
for Robert P. Burnette
President
Rosebud Sioux Tribe

ATTEST:

Norman L. Knox
Secretary
Rosebud Sioux Tribe

AUG 15 1974

DATE SUBMITTED 8-8-74
TO ROSEBUD AGENCY SUPT.

PROGRAMMING AND COST ANALYSIS

# NEW FACILITIES FOR SINTE GLESKA COLLEGE CENTER:
Rosebud, South Dakota

Report Prepared by:

Ben Rosenbloom & Chester Sprague
Massachusetts Institute of Technology
assisted by Rick Richardson
Rosebud Housing Authority

October, 1972

Revised July, 1974

CONTENTS

INTENT OF THE DOCUMENT

THE COLLEGES ATTITUDES AFFECTING ITS FACILITIES NEEDS

SOURCE OF INFORMATION

BUILDING COSTS:

- Explanation of Square Foot Area Determination
- Explanation of Building Cost Determination
- Additional Fees and Expenses
- Price Increases
- Total Square Footage and Costs

CHART: SPACE NEEDS OF SINTE GLESKA COLLEGE CENTER BY LOCATION

- Mission Main Facility
- Rosebud
- Winner
- Parmelee
- White River
- Spring Creek
- Milks Camp
- Black Pipe/Corn Creek
- St. Francis

THE CONSULTANT'S ATTITUDE TOWARDS THE DEVELOPMENT PROCESS

- Some General Attitudes
- Attitudes Relating to Sinte Gleska College Center
- Attitudes Relating to Housing on the Rosebud Reservation
- Attitudes Relating to the Development of an Environmental Curriculum

INTENT OF THE DOCUMENT

This document is formulated to assist the Sinte Gleska College Center in its application for federal funding for physical development of the College. In addition, it is intended to serve as a basis for space programming once money is secured. Included in tabular form is a listing of all major spaces which the College projects and will require five years hence, their general quality and estimated square footage. These facilities are costed as accurately as possible to determine an estimated total sum necessary for their construction. Also included is a discussion of alternate facilities development processes and the consultants' attitudes towards them.

THE COLLEGE'S ATTITUDES AFFECTING ITS FACILITIES NEEDS

a) The college exists to serve the educational/cultural needs of the entire Rosebud Sioux Reservation. As such, its programs and supporting facilities cover a wide range of subjects and needs.

b) The College aims to become apart of the fabric of Indian community life. As such, it decentralizes its facilities in many communities and makes as great use as possible of existing community facilities for its programs. This maximizes community involvement and minimizes necessary new construction by avoiding duplication of existing facilities within the community.

c) The College locates its headquarters and major facilities in the Antelope community with dispersed facilites in other population centers of the Reservation. Antelope is the largest community on the Reservation as well as near the Reservation's governmental center.

d) The College will make use of flexible and sometimes mobile facilities to eliminate unnecessary duplication of expensive facilities and allow for program changes as the need arises.

e) The College must have a clear physical identity, as befits its role as a major cultural institution and source of social change on the Reservation.

SOURCES OF INFORMATION

The consultants determined facilites need by conferring with each of the heads of the College's programs as to the particular requirements of each program, and then determining with the College director the extent of the facilities and their location on the Reservation. The numbers of people to be accommodated in each facility were determined by the College staff and director, while square footages and costs were determined by the consultants.

71-843 O - 76 - 36

BUILDING COSTS:

Explanation of Square Foot Area Determination

Space needs of individual facilties were determined in two ways:

1) Area standards were derived from the following sources:
   Dober: Campus Planning: Reinhold, 1963
   Metcalf: Planning Academic and Research Library Buildings; McGraw-Hill, 1965
   Myller/Bowker The Design of the Small Public Library: R.R. Bowker, 1966
   Ramsey/Sleeper Architectural Graphic Standards, Sixth Edition: John Wiley & Sons, 1970

2) Where no standards were available or when it was advisable to check the standards, rooms and facilities were graphically laid out to determine required areas.

Explanation of Building Cost Determination

Building costs vary from area to area and are constantly rising. To determine costs for estimating purposes a great variety of information on a national scale needs to be determined and synthesized. One of the best and most reliable compilations is the book Means Building and Construction Cost Data revised each year. The current edition is the main basis of the cost figures, along with information for the Dodge Building Cost Calculator and Valuation Guide which indicates how prices in Pierre, South Dakota compare with those in the rest of the country and gives a multiplier figure to use with the nationally-averaged Means figures to determine prices local to Pierre, the closest city to Rosebud for which there are figures. The building cost figure of $43.00/s.f. (square foot) is interpolated from the Means figures corrected for conditions in Pierre and from our own experience in constructing academic facilities, The square foot figure includes site preparation, but does not include furnishings and equipment or the architect's fee which are added on.

The figure represents our best understanding of a realistic construction cost for academic facilities of high quality and duration which are appropriate for the Sinte Gleska College without being luxurious.

The $40.00/s.f. figure for the Athletic/Exhibition Facility represents more of a guess on our part because figures for precisely the type of facility required are not readily available.

Nonetheless, it is the most realistic figure we could determine. The size of the facility is based on that of a football field with 4500 seats and completely enclosed. If desired, one can easily compute the cost of alternate plans with more or less field area and spectators by determining the field size, multiplying the number of spectators by 15 s.f./spectator, adding the field and spectator square footages, and then multiplying the total by the square foot cost and addition cost factors as indicated on the "Building Cost" page. A similar procedure can be carried out for the Academic Facilities and is described in the "Price Increases" section.

The basic construction cost does not include furniture and equipment which is subsumed under the 15% tag-on price.

The architect's fee can be determined in several ways but for purposes of this document, we use the standard fee schedule determined by the American Institute of Architects, which sets up fee standards and contract forms governing most architects in the United States. The Sinte Gleska facilities fall under Group III of the A.I.A. building type classification. The fee depends on the type and cost of the building and is indicated on the "Building Cost" sheet. Note that our fee figures are for Massachusetts, and may vary from state to state. For South Dakota A.I.A. fees, contact Marvin L. Peterson, Box 1123, Sioux Falls, South Dakota 57101, Phone: 605-334-6106. The fee includes normal architectural schematic design, design development, working drawing and supervision services, and from it other professional consultants, including mechanical, electrical, and structural engineers are paid.

Additional Fees and Expenses

The fees and expenses described here provide the site preparation, physical facilities, their furnishing and equipment, and the professional services needed for their design and erection. They are based on construction by union labor under normal conditions, and include normal contingency costs. Any unusual conditions (a difficult site problem, labor difficulties, unusually high transportation or materials costs) are not reflected.

Additional architectural services including unusual programming requirements are paid for in addition to the percentage fee schedule usually on a 2.7 or 2.8 times direct personnel cost basis. These extra services are not reflected in total construction costs in this report as their need has not been determined between us.

Mobile facilities are to be an important component of the educational program. Enclosed are catalogues and a price list of 1972 Winnebago Industries Shells and Motor Inns. The prices will probably rise in the near future.

In the section on "The Consultant's Attitudes Towards the Development Process" occuring later in this report, we outline some ways consultants could be used by the Rosebud to help in a programming/development process for the College. If Sinte Gleska feels as we do that such a process would be quite important to undergo, it might in its proposal to Congress request funds to underwrite necessary expenses which would determine future consultation.



Price Increases

It is important to note that costs shown here are for mid-1972. Prices are increasing each year. In the past five years, construction costs have increased in Pierre on the average 7% a year, and it is reasonable to take this figure as valid to project into the future. One might be safer using an 8% rise, per year, but 7% might be regarded as being realistic. Note that prices over the last year in Minneapolis have risen 9.9%, in Milwaukee 6.25%, and in Denver 5.78%. The sources for these figures are the Architectural Record, September 1972 and the Dodge Building Cost Calculator and Valuation Guide.

As we do not know when construction will start, what follows is a method to interpolate square foot costs for a given year:

a) Take total square foot figure (the one in our report or as modified by you) and multiply by the escalated square foot figure found on the next page for the appropriate year you project that construction will start.

b) Multiply this new cost found in step a) by 15% for furnishings and equipment, and multiply the same new cost by the A.I.A. standard fee for your area (the report contains the source for this figure in the "Building Cost-Explanation of Building Cost Determination" section).

c) Add the figure found in step a) to the two figures found in step b) to determine the total cost. For the academic facilities, be sure to escalate the $300,000 figure for wildlife management facilities and add to the total square foot cost before taking the 15% figure and the A.I.A. fee percentage.

Square Foot Costs

| Year | Academic Facilities | Athletic Facilities |
|---|---|---|
| 1972 | $43.00/s.f. | $40.00/s.f. |
| 1973 | 46.01 | 42.80 |
| 1974 | 49.23 | 45.80 |
| 1975 | 52.68 | 49.01 |
| 1976 | 56.37 | 52.44 |
| 1977 | 60.32 | 56.11 |
| 1978 | 64.54 | 60.04 |
| 1979 | 69.06 | 64.24 |
| 1980 | 73.89 | 68.74 |

TOTAL SQUARE FOOTAGE AND COSTS

| | | |
|---|---|---|
| Academic Facilities | Facilities square footage | 63,975 s.f. |
| | Plus 10% circulation | 6,398 s.f. |
| | Total Square Footage Academic Facilities | 70,373 s.f. |
| | Cost: Assume $43.00/s.f. | |
| | $43.00 x 70,373 s.f. | $3,026,039 |
| | Wildlife management facilities | 300,000 |
| | Plus 15% x cost for furnishings and equipment | 498,906 |
| | Plus A.I.A. standard fee (Massachusetts) for Group III construction (7.7% x $3,326,039) | 256,105 |
| | Total Cost Academic Facilities | $4,081,050 |
| Mission Athletic/ Recreation Facility | Basketball floor, weight rooms, handball court, showers, saunas | 12,000 s.f. |
| | Supporting facilities: game room, recreation room | 1,200 s.f. |
| | Total Square Footage Athletic/Recreation Facility | 13,200 s.f. |
| | Cost: Assume $40.00/s.f. | |
| | $40.00 x 13,200 s.f. | $528,000 |
| | Plus 15% x cost for furnishings and equipment | 79,200 |
| | Plus A.I.A. standard fee (Massachusetts) for Group III construction (7.0% x $528,000) | 43,490 |
| | Total Cost Athletic/Recreation Facility | $640,690 |

COMMUNITY: MISSION

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQU.FT./RM | SQ.FT. TOTAL |
|---|---|---|---|---|---|---|
| Main Facility | Administrative Offices | Office Space, Formal | 24 | 40 TOTAL 2/Average room | 250 | 6000 |
| | Classrooms | Open | 5 | 25 max. | 500 | 2500 |
| | Tutorial Rooms | Intimate | 3 | 3 + instructor max. | 200 | 600 |
| | Informal Lounge | Relaxing, intimate small | 5 Dispersed throughout structures | 4 max. | 150 | 750 |
| | Media Communications Center, Movie House Snack Bar, Performing Arts | Open, Relaxing Social | 1-Kitchen-Home Ec.<br>1-Theatre<br>1-Message Info. Place | 50 people in Small Theatre Movies & Performances | 300 | 300 |
| | Studio Space Fine Arts | Open; Relaxing yet secure for projects | 1-Darkroom | 2-max. | 150 | 150 |
| | | | 1-Ceramics studio-kiln facility | 10-max. | 600 | 600 |
| | | | 2-Painting drawing sculpture weaving | 20 max. | 1200 | 2400 |
| | | | 1-Print Room | 10-max. | 600 | 600 |
| | Cultural Center | Inviting to public & students, Relaxing | 1-Museum Exhibit Hall | 30-max. (Small) | 1000 | 1000 |
| | | | 2-Craft Rooms Gallery | 5-max. | 300 | 600 |

COMMUNITY: MISSION cont.

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Mission Library | Bookshelves | Open shelving | 1 Large | | | |
| | Offices | Small | 3 | 1 per person | | |
| | Production Room A-V | Sound-proof | 1 | 2-5 mx. | | |
| | Study Area & Film Showing | Open, Quiet Relaxed | 1 | 50 max. | | |
| | Book Processing | Closed Work Area | 1 | 2-5 max. | | |
| s.f. + 10% circulation = Total Mission Library | | | | | | |
| Agricultural Program: Veterinary Clinic | Treatment Room | | 1 | Horse & 2 people | 350 | 350 |
| | Office | | 1 | 3 | 375 | 375 |
| | Seminar & Conference Rm. | | 1 | 8-10 | 300 | 300 |
| | Corrals | | 3 | 3 head cattle | 50 sq. ft. each | |
| 1,025 s.f. + 10% circulation = Total Agricultural Program | | | | | | 1,128 s.f. |
| Wildlife Management Facilities | Outdoor Research Lab | | | | 225 | |
| | Storage Building | | | | | |
| | Wilderness camp | | | 20 | | |
| | Tree nursery | | | | | |
| | Buffalo reserve | | | | | |
| | Fish hatchery | | | | | |

COMMUNITY: MISSION cont.

| FACILITY | SPACE | CHARACTER | NO.ROOMS | PERSONS/RM. | SQ.FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Mission Child Development & Mental Health Clinic | Counseling | Intimate | 2 | 2 | 150 | 300 |
| | Reception | Comfortable | 1 | 5 plus sec. | 200 | 200 |
| | Group Therapy | Expansive & Relaxing | 1 | 6 | 300 | 300 |
| | Clinic Teaching | Seminar-Type | 1 | 8 | 600 | 600 |
| | Observation (adjacent clinic teaching) | Seminar-Type | 1 | 6 | 250 | 250 |
| 1,650 s.f. + 10% circulation = Total Mission Child Development & Mental Health Clinic | | | | | | 1,815 s.f. |
| Mission Business Program | Classroom for Business Machines | Quiet, Secure | 2 | 30 | 750 | 1500 |
| 1,500 s.f. + 10% circulation = Total Mission Business Program | | | | | | 1,650 s.f. |
| Mission Language Labs | Language lab | Contains 20 carrels | 1 | 20 plus instructor | 500 | 500 |
| 500 s.f. + 10% circulation = Total Mission Language Labs | | | | | | 550 s.f. |
| Rosebud TV & Radio Station KBUD | Studio | | 1 | | 700 | 700 |
| | Control Room | | 1 | | 300 | 300 |
| 1,000 s.f. + 10 circulation = Total Rosebud TV & Radio Station KBUD | | | | | | 1,100 s.f. |

COMMUNITY: MISSION cont.

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM | SQ.FT./RM | SQ.FT. TOTAL |
|---|---|---|---|---|---|---|
| Built 1974 Fall | Vocational Technical Building | Open workshops<br>Drafting, Electronics<br>TV & Radio Repair Shops | Office Space<br>1-Workshop<br>1-Classroom | 4<br><br>20 max. | 600<br>3000<br>900 | 600<br>3000<br>900 |
| 21,050 s.f. + 10% circulation = Total Mission Main Facility | | | | | | 23,155 s.f. |
| Rosebud - Trailer and Old College Building | | | | | | |
| Rosebud Nursing Program | Lecture Hall | Formal | 1 | 50 | 400 | 400 |
| | Laboratory | Formal | 1 | 25 | 1250 | 1250 |
| | Ward Type Classroom w/5 beds 3 sinks storage | Simulating real hospital ward | 1 | | 700 | 700 |
| | Audio visual | Comfortable | 1 | 55 stalls | 1500 | 1500 |
| | Small Conf. | Comfortable | 1 | 12 max. | 350 | 350 |
| | Lounge/Student | Comfortable | 1 | 25 max. | | |
| | Offices | Formal | 4 | 1 | 125 | 500 |
| | Lounge/Faculty | Comfortable | 1 | 4 | 150 | 150 |
| 4,950 s.f. + 10% circulation = Total Rosebud Nursing Program | | | | | | 5,3335 s.f. |

COMMUNITY: ROSEBUD

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Sub-Center Available at Old College Building | Media & Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Semi-Formal | 1 | 5-10 usual | 500 | 500 |
| | Studio-Workshop | Open & Flexible to size or use. Secure | 1 | 10 max. | 600 | 600 |
| | Tutorial & Counseling | Small, Intimate | 2 | 1-3 includ- | 200 | 400 |
| 2,450 s.f. + 10% circulation = Total Antelope Sub-Center | | | | | | 2,695 s.f. |

COMMUNITY: ST. FRANCIS

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| St. Francis Sub-Center | Media Center/ Small Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Flexible | 1 | 20 max. | 400 | 400 |
| | Studio-Workshop | Flexible & Secure | 1 | 10 max. | 600 | 600 |
| | Tutorial & Counseling | Intimate Comfortable | 2 | 3 max. w/instructor | 200 | 400 |
| 2,350 s.f. + 10% circulation = Total St. Francis Sub-Center | | | | | | 2,585 s.f. |

COMMUNITY: BLACK PIPE/CORN CREEK

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Black Pipe/ Corn Creek Sub-Center | Media Center/ Small Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Flexible | 1 | 15 max. | 300 | 300 |
| | Studio-Workshop | Flexible & Secure | 1 | 5 max. | 300 | 300 |
| | Tutorial & Counseling | Intimate, Comfortable | 2 | 3 max. w/instructor | 200 | 400 |
| 1,950 s.f. + 10% circulation = Total Black Pipe/Corn Creek Sub-Center | | | | | | 2,195 s.f. |

COMMUNITY: MILKS CAMP

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Milks Camp Sub-Center | Media & Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 2 | 2 max. | 125 | 250 |
| | Classroom | Semi-Flexible<br>Semi-Formal<br>Open | 3 | 25 max.<br>5-15 normal | 500 | 1500 |
| | Studio-Workshop | Flexible, Secure | 1 | 10 max. | 600 | 600 |
| | Tutorial & Counseling | Small, Intimate<br>Comfortable | 3 | 3 max.<br>w/instructor | 200 | 600 |
| | Psychologist's Office | Small, Intimate<br>Comfortable | 1 | 3 | 200 | 200 |
| 3,850 s.f. + 10% circulation = Total Milks Camp Sub-Center | | | | | | 4,235 s.f. |

COMMUNITY: SPRING CREEK

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT/RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Spring Creek Sub-Center | Media Center/ Small Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Flexible | 1 | 15 max. | 300 | 300 |
| | Studio-Workshop | Flexible, secure | 1 | 5 max. | 300 | 300 |
| | Tutorial & Counseling | Comfortable & Intimate | 2 | 3 max. w/instructor | 200 | 400 |
| 1,950 s.f. + 10% circulation = Total Spring Creek Sub-Center | | | | | | 2,145 s.f. |

COMMUNITY: WHITE RIVER

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| White River Sub-Center | Media-Center/ Small Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Flexible | 1 | 15 max. | 300 | 300 |
| | Studio-Workshop | Flexible, secure | 1 | 5 max. | 300 | 300 |
| | Tutorial & Counseling | Intimate, Comfortable | 2 | 3 max. w/instructor | 200 | 400 |
| 1,950 s.f. + 10% circulation = Total White River Sub-Center | | | | | | 2,145 s.f. |

COMMUNITY: PARMELEE

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Parmelee Sub-Center | Media Center/ Small Library | Integrated | 1 | | 700 | 700 |
| | Offices | Formal | 1 | 2 max. | 250 | 250 |
| | Classroom | Flexible | 1 | 20 max. | 400 | 400 |
| | Studio-Workshop | Flexible & Secure | 1 | 10 max. | 600 | 600 |
| | Tutorial & Counseling | Intimate & Comfortable | 2 | 3 max. with instructor | 200 | 400 |
| 2,300 s.f. + 10% circulation = Total Parmelee Sub-Center | | | | | | 2,585 s.f. |

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COMMUNITY: WINNER

| FACILITY | SPACE | CHARACTER | NO. ROOMS | PERSONS/RM. | SQ. FT./RM. | SQ. FT. TOTAL |
|---|---|---|---|---|---|---|
| Winner Sub-Center | Media & Library | Integrated | 1-Integrated | | 1000 | 1000 |
| | Offices | Formal | 2 | 2 max. | 250 | 500 |
| | Classroom | Semi-Flexible Open | 3 | 5-15 usual | 500 | 1500 |
| | Vocational Shop | Flexible for size & use. Secure for projects | 1 | 10 max. | 600 | 600 |
| | Tutorial & Counseling | Small, intimate comfortable | 3 | 3 max., including instructor | 200 | 600 |
| Winner Child Development & Mental Health Clinic | Clinic teaching | Seminar-type | 1 | 6 | 250 | 250 |
| | Observation | Seminar-type | 1 | 6 | 250 | 250 |
| 4,700 s.f. + 10% circulation = Total Winner Sub-Center & Child Development & Mental Health Clinic | | | | | | 5,170 s.f. |

Some General Attitudes

1. The Tribe should determine the degree of control it wishes to exert over physical development on a reservation-wide scale. We strongly urge that all development take place then, within a planning process both reservation-wide and long-term rather than on a project-by-project basis.

2. The process of the definition of the Tribe's objectives and methods in providing facilities is itself of great educational worth and potential. We believe that the best environmental education is that reached through the collective definition of objectives, participation methods, design, and implementation by many if not all tribal members on all educational levels.

3. To realize any tribal objective, the Tribe may employ a range of methods ranging from hiring a single outside experienced 'expert' who will deliver a solution to a Tribe-wide process which through wide-spread participation of tribal members evolves a solution, requiring more consultant time. But the participation options are of correspondingly greater long-term benefit to the Tribe.

4. If construction in the near future is seen as providing not only for immediate needs, the provision of physical facilities can become an important source of economic development, as well as a continuing creator of jobs and revenue. Construction in the near future could lead to the establishment of a Tribal planning and construction capability which could be exercised not only within Rosebud but in non-Tribal lands.

Attitudes Relating to Sinte Gleska College Center

We assume that in relation to the judicious use of Tribal resources, the less construction of new Sinte Gleska facilities, the better.

Five major ways to provide facilities are:

1. Hire an 'expert' to deliver a complete package of facilities with minimum consultation with the Tribe.

2. Exterior consultants/masterminders are hired to work in association with the 'expert' or builder. These consultants

would primarily apply their pre-existing expertise in architecture, education and community development to make the 'expert's' product more responsive to architectural/educational/community considerations on a general level.

3. Sinte Gleska and Tribal officials act as masterminder in association with external consultants and a local or external builder.

4. The teachers and students of the Sinte Gleska College and perhaps other schools on the reservation act within the framework of an environmental curriculum to serve as masterminders with external consultants acting in a teacher/builder role. Coordinate with internal or external builder.

5. Members of the Tribe as a whole act as masterminders. Again, the external consultants act as teachers/builders. Coordinate with internal or external builder.

Attitudes Relating to Housing on the Rosebud Reservation

The methods outlined above generally apply to the development of housing as well. Self-help housing and direct rental grants to tenants should be considered.

Attitudes Relating to the Development of an Environmental Curriculum

The Sioux' relation to their land, their environment, their place lies at the core of their spirit and culture. New facilities development and the planning of reservation development as a whole can thus become an organic extension into the future of age-old Sioux practices and culture meeting with present and future needs. This encounter becomes a fusion whose shape is not now known but will emerge during the development process.

The development process can serve as the basis of an educational curriculum leading not only to facilities development, but the development of Tribal and personal identity, the Tribal economy, and job opportunity. All age levels within the Tribe should be involved. A research program should be initiated to determine the history of the Tribe's relation to the environment and the impact on the landscape of past development. The research would produce a factual basis for current and future planning, and should be a continuing activity which monitors current development and its impact on the Tribe and its land.

Public education and communication through the media--television, radio, publications, newspapers etc.--are the most potent means to involve the whole Tribe in development activity. Media itself are sources of jobs and a multi-form learning opportunity.

We feel it essential that curricula at all levels at Rosebud recognize that difficult but necessary tasks of reinforcing and perpetuating the greatness of the Sioux culture and identity, while giving individuals the tools they need to earn a living through work that is meaningful to them. We are concerned that the curriculum does not simply prepare Indians to do White men's work: the White culture has too much to learn from the Indians to serve as a sufficient model for Indian life and education.

# APPENDIX VIII

# REPORT ON COLLEGE BUILDING

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
ABERDEEN AREA OFFICE
115 FOURTH AVENUE S.E.
ABERDEEN, SOUTH DAKOTA 57401

IN REPLY REFER TO:
Plant Management
412.17-A07

FEB 2 1976

Memorandum

To: Superintendent, Rosebud Agency
Attention: Mr. Hugh Potter, Plant Manager

From: Office of the Area Director

Subject: Evaluation of Sinte Gleska College Building

In reply to your request for assistance in evaluating the Sinte Gleska College building, please use the following information according to your needs.

On Thursday, January 15, 1976, Messrs. Potter, LaPointe, Lingor and Hengel made a walk-through inspection of the Sinte Gleska College building at Rosebud, South Dakota. The building in question appears to have been constructed around the turn of the Century and is a two-story frame and brick veneer structure with basement. Basement walls appear to be of limestone block and are covered with plywood panels on the inside.

The general condition of this building is not good. With the paneling on the greater share of interior walls and rubber back carpeting on all floors, it is very difficult to inspect the structural components. However, with the misaligned and racked doors, the attempted floor shoring, and the many points of cracking and shifting, it is only logical to conclude that the building is deteriorating and becoming unsuitable for continued use.

The exterior brick veneer has deteriorated to the point of buckling and pulling away from the sheathing. Sections have fallen out leaving exposed sheathing. Mortar joints have weathered to the extent that many brick are loose and in danger of falling.

The wooden windows are in a very poor state of repair and do not have storm sash. Many have propane heaters vented through them and many have wire security bars. The necessity of these items indicates a real lack of heating facilities and the wire bars prevent the use of the windows as emergency exits.

The use of the propane heaters and the method of installation is in violation of the American Gas Association Code and creates a real danger to the occupants. Insulation is almost non-existent, thereby creating a most wasteful and expensive heating condition.

It was noted that much new electrical wiring had been installed; however, it is not in complete compliance with the National Electrical Code for type and use of the building. This again creates another potential hazard to the occupants of the building.

In summary, due to the overall poor physical condition of this building, the potential hazards due to propane heaters, especially below grade, and the lack of exits for the number of occupants housed in this facility, it is my recommendation to secure safer and more suitable facilities to house Sinte Gleska College.

In addition, I would further recommend that a very serious and real effort be extended to provide a new administrative center that would house all office requirements for the Tribe and the Bureau of Indian Affairs.

Should you desire a more detailed or thorough inspection and report, please be prepared to remove some of the superficial coverings in the old building and we will be most happy to assist in additional evaluation.

Stanley H. Fox

Area Director

# APPENDIX IX

# BUSINESS OFFICE REPORT

FUNDING REPORT

LEGISLATURE S.2634

LEVELS OF FUNDING

Special Programs: The Fiscal Years 1972-73, 73-74, and 74-75 were the most appropriately funded because of the Indian Action Team Contract and the Educational Proffessions Development Act which were for only two-year periods.

Indian Action Team provided a total of $692,000.00 for Fiscal Years 1972-73 and 73-74. The program provided training for approximately eighty Indian men and also provided services for the local communities. During these two years the carpentry trainees designed and constructed eight new houses, erected one 60' x 70' Butler building, completed seven major remodeling jobs, and painted twenty-four houses.

The heavy equipment portion constructed the Spring Creek Dam, fifty miles of access roads where there had been no roads before, graveled over seven miles of roads, and over 150 driveways, excavated ten basements and did improvements on thirty livestock watering facilities.

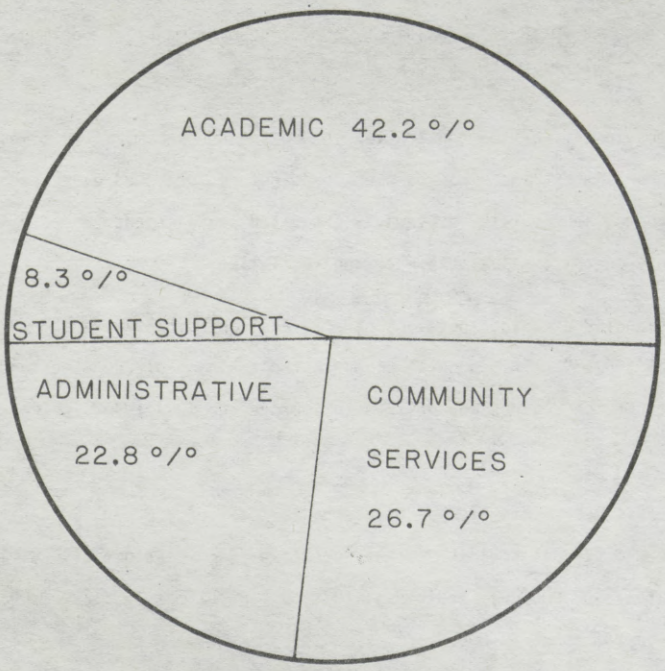
The Educational Professions Development Act, available in 1973-74 and 1974-75 totaled $250,000.00. This program aided in the training of competent and enthusiastic teacher aides who desired to improve the quality of Indian education.

Present: This year Sinte Gleska College has a total of $766,343.00 derived from state and federal sources. Other sources of funds include BIA tuition (approximately $22,000.00), individual tuition (approximately $12,000.00) and donations of about $2,000.00

Salaries: The College employs approximately 64 persons and expends $582,400.00 annually on salaries and employee benefits. This provides only $219,915.00 for all other operational and support costs. This figure falls short a great amount for meeting the need of providing adequate monies for part-time instructuors and other costs incurred daily such as rent and mortgage, utilities, travel and per-diem, office supplies, departmental books, etc.

While inflation has increased approximately 15% annually during the past five years, funding for Sinte Gleska has decreased. Fortunately, SGC has experienced a low employee turnover rate despite only 5% annual increments and a low starting salary base. College employees have remained because of a commitment to the College and to promote the tribal self-determination. They sacrificed developing a personal economic base.

Percent of Salaries per Area

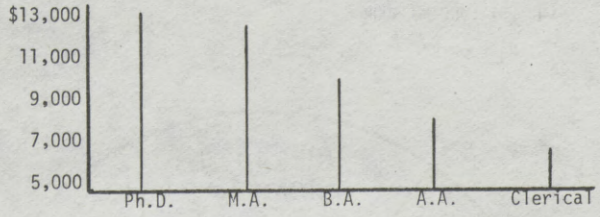


RANGE OF SALARIES

Starting Academic Salary Schedule (12 months)

| Number of Years Experience | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Ph.D. | $12,200 | $12,810 | $13,451 | $14,124 | $14,830 | $15,572 |
| M.A. | 10,600 | 11,130 | 11,687 | 12,271 | 12,883 | 13,477 |
| B.S. | 8,500 | 8,925 | 9,371 | 9,840 | 10,332 | 10,849 |
| A.A. | 6,900 | 7,245 | 7,607 | 7,987 | 8,386 | 8,805 |

Average Salaries for FY 75-76




Degreed Personnel

Ph.D.-- 4
M.A. --12
B.S. -- 9
A.A. -- 2

NEEDS

Funds are greatly needed for new office classroom and library facilities. The current administrative and classroom building is over one hundred years old and has been condemned by the regional BIA office. (See Appendix.) However, by reinforcing the basement with jacks it is possible to remain in the building for probably another year. The International Business Machines Incorporation

provided a $6,600.00 donation in 1975 for the erection of a steel building. The shell of this building is completed, however there are no funds for interior completion, so the building sets unoccupied. Neither are there funds available for the installation of water and sewage.

Due to the lack of funds there are no machines for use in Business Education classes and administrative offices are also underequipped.

Student activities are extremely limited because there are no funds to get such initiated.

CURRENT FUNDING SOURCES

Source of Revenue Fiscal Year 75-76

Key:

A. Indian Health Service

B. State of South Dakota

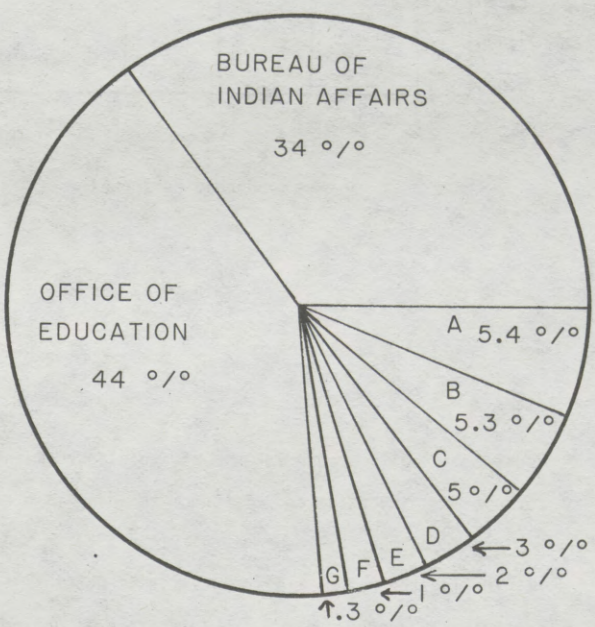
C. National Institute of Menatal Health

D. State Colleges

E. BIA Tuition

F. Individual Tuition

G. Private Donations



1975-76

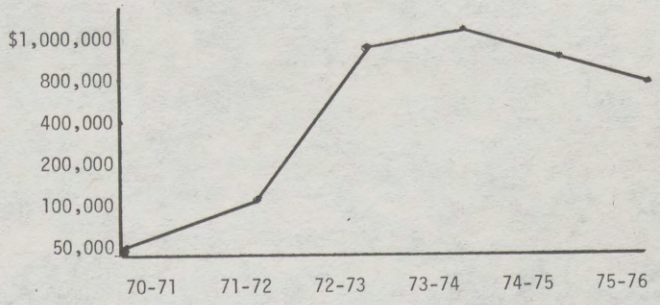
Funding

ACADEMIC RELATED

| Title of Grant | Federal | State Colleges | Source |
|---|---|---|---|
| Higher Education | $200,000 | | BIA |
| Handucapped Teacher Education | 61,168 | | HEW |
| NIMH | 26,808 | | HEW |
| Title III | 150,000 | | HEW |
| Title IV-B | 68,044 | | HEW |
| Nursing | 37,500 | | NIH |
| Nursing | 43,528 | | IHS |
| *University of South Dakota | | $14,000 | USD |
| *Black Hills State College | | 12,000 | BHSC |
| TOTAL | $587,048 | $26,000 | |

NON-ACADEMIC RELATED

| Title of Grant | Federal | State | Source |
|---|---|---|---|
| Indian Rights, Culture, and Heritage | | $ 4,950 | NEH * |
| Pre-School | | 13,540 | SD DECA * |
| Extension | $ 40,000 | | BIA |
| Adult Basic Education | 29,900 | 19,350 | BIA |
| Developmental Disabilities Services | 40,000 | 5,555 | OHDRSA * |
| TOTAL | $109,900 | $43,395 | |




*NEH - National Endowment for Humanities

*SD DECA - South Dakota Department of Education

*OHDRSA - Office of Human Development Rehabilitation Service Administration

| | |
|---|---|
| 1970-71----- | $ 50,000 |
| 1971-72----- | 110,000 |
| *1972-73----- | 978,725 |
| **1973-74----- | 1,141,761 |
| **1974-75----- | 895,276 |
| 1975-76----- | 766,315 |

*Indian Action Team in effect ($692,000 for 2¼-year period)

**EPDA in effect ($250,000 for 2-year period)

# APPENDIX X

# LETTER OF SUPPORT

RESOLUTION

WHEREAS, the President of the United States has stated it is the official policy of the government to promote and foster Indian self-determination in such endeavors as education, and

WHEREAS, the Congress of the United States has recognized the need for Indian people to be responsible for their own educational affairs by enactment of legislation such as the Indian Education Act of 1972, and, the Indian Self-Determination Act of 1975, and

WHEREAS, if these policies are to be effectively implemented and administered then Indian control of their own educational affairs is a necessity, and

WHEREAS, on January 23, 1971 the Rosebud Sioux Tribal Council officially chartered and established an institute of higher learning on the Rosebud Sioux Indian Reservation, and

WHEREAS, this institution, Sinte Gleska College, is governed by local Indian people who live in and are committed to the preservation and development of Indian self-determination and individual preparedness for economic livelihood, and

WHEREAS, Sinte Gleska College is committed to the provision of quality education to Indian people, and will continue to bring higher education to the Rosebud Sioux Reservation as long as sufficient funding is available, and

WHEREAS, permanent funding is being sought by the College through the development of legislation to insure a stable financial future for improved and expanded educational services, and

WHEREAS, continued and increased funding is presently being sought by the College from the Bureau of Indian Affairs for FY'76, and, thereafter through the authorization to appropriate and expend monies as provided under the provision of the Snyder Act (Public Law 67-85) of November 2, 1921, and

WHEREAS, the College needs continued Tribal Council support if it is to continue to develop and expand its educational services to all portions of the Rosebud Reservation benefitting the young and aged;

THEREFORE, BE IT RESOLVED, that the Rosebud Sioux Tribal Council appeals to all Congressional parties and staff to provide strong support for the enactment of legislation on behalf of Indian-controlled colleges such as Sinte Gleska College;

BE IT FURTHER RESOLVED, that the Rosebud Sioux Tribal Council appeals to all funding agencies, especially the Bureau of Indian Affairs, and Office of Education and other federal, state and private agencies to continue supporting Sinte Gleska College through contracting and the awarding of grants;

BE IT FURTHER RESOLVED, that the Rosebud Sioux Tribal Council appeals to and strongly urges the Commissioner of Indian Affairs, Department of Interior, to exercise all his vested authorities in the promotion and development of Sinte Gleska College as needed and within the limitations of the law.

CERTIFICATION

We, the undersigned Chairman of the Rosebud Sioux Tribe Education Committee, hereby certify that the Rosebud Sioux Tribal Education Committee is composed of 4 voting members present, constituting a quorum at a duly called and convened session of the Tribal Education Committee Meeting held May 21, 1975, at Rosebud, South Dakota, that the foregoing resolution was adopted by the affirmative vote of 4 in favor, none opposed and none not voting.

Christine Dunham
Christine Dunham, Chairwoman
Education Committee

Robert W. Waln
Robert W. Waln, Chairman
Health, Education and Welfare Committee

CERTIFICATION

We, the undersigned, hereby certify that the Sinte Gleska College Board of Directors composed of nine (9) voting members of whom five (5) constituting a quorum were present at a duly called and convened session of the Board of Directors, May 19, 1975, at Rosebud, South Dakota, that the foregoing resolution was adopted by the affirmative vote of five (5) in favor, 0 opposed.

Stanley Red Bird
Stanley Red Bird, Chairman
Board of Directors

Dorothy M. Gregg
Dorothy M. Gregg, Secretary
Board of Directors

# Appendix II

## Additional Material Supplied for the Record

STATEMENT OF CHARLES E. TRIMBLE, EXECUTIVE DIRECTOR, NATIONAL CONGRESS OF AMERICAN INDIANS

During the 1975 National Congress of American Indians Convention eleven resolutions supporting increased assistance for higher education were passed by our General Assembly, or the Executive Committee and the Executive Council. Through Resolution No. 75–47 NCAI officially supports and encourages the basic intent of the Act. (This resolution is attached.) In essence the need for adequate higher education assistance is growing more and more obvious; as pointed out by our constituency.

Although some groups in the Indian community may have not supported the American Indian Higher Education Consortium's view of the bill, NCAI realizes the legislative realities of development of legislation and therefore supports the efforts of AIHEC. All of the proposed amendments to S. 2634 recommended by AIHEC are also endorsed by NCAI. In addition the AIHEC, through a contract funded by P.L. 93–638, compiled the Indian Community College Survey, which provides basic information and identifies the needs of "operational" and "projected" Indian-controlled community colleges. To date the Bureau of Indian Affairs has not addressed this report in any manner. This bill should compel them to address those needs.

NCAI would like to reiterate AIHEC's stand that because the trust responsibility between Indian people and the Federal government is better protected by B.I.A., the Secretary of Interior, instead of HEW, should authorize grants under this Act. We also maintain that the bill should provide a uniform system of management for postsecondary institutions in the Bureau of Indian Affairs (Washington, D.C.) with adequate administration and line authority. NCAI agrees with the eligibility criteria for Indian-controlled community colleges as defined and recommended by AIHEC.

It is also our stand that there should be no set appropriations figure and that appropriations be based on need not band analysis. The majority of existing Indian community colleges (non BIA) are dependent on annual negotiations with the Federal government causing extreme hardships on the stability of college operations.

Because Indian-controlled postsecondary education is in its infancy, Indian-controlled colleges are developing institutions. Historically, the Office of Education through the Higher Education Act of 1965 has granted the great majority of their funds to other minorities. Indian colleges have not received incentives to obtain O.E. funding and thus have a great deal of "catching up" to do.

In addition the Office of Education has continually rationalized that present legislation (P.L. 92-318, the Indian Education Act, and the Synder Act) is adequate to support the Indian postsecondary effort. This stand is completely untenable—if it were true the colleges would not be facing the problems they presently must overcome.

Both the Office of Education/HEW and Bureau of Indian Affairs maintain that adequate higher education resources for Indians exist between the two agencies. This also is simply not true, as documented by AIHEC in their survey as well as expressed through resolutions by Indian people over the last several years.

HEW maintains, in keeping with the national policy, that the Office of Education prefers to provide higher education assistance directly to the student rather than the institution. However, students are not eligible for some higher education monies, like Basic Education Opportunity Grants, unless the student attends an eligible institution. Indian colleges are not "eligible" because they are not accredited; they are not accredited because they have no funding base, thereby completing a vicious circle that threatens to keep Indian people from adequate higher education.

In accordance with the implementation of Indian self-determination as demonstrated by Indian communities actively involved in the establishment of community based colleges, legislation must be passed so that a mechanism for authorization and administration of Indian controlled community colleges will exist on an on going basis.

Resolution No. NCAI 75–47

INDIAN CONTROLLED COMMUNITY COLLEGE AND UNIVERSITY ACT

Whereas, there will shortly be a bill introduced into the U.S. Congress entitled the "Indian Controlled Community College and University Act"; and

Whereas, it will be the purpose of this Act to provide grants for the development, operation and improvement of Indian controlled community colleges and universities; and

Whereas, these Indian controlled community colleges and universities will insure continued and expanded opportunities for Indian students to pursue a course of post-secondary study; and

Whereas, such grants will be used for planning, facilities and development, basic operational costs, employment of instructional and administrative personnel, curriculum development, various student services and community services, now, therefore, be it

*Resolved*, That the National Congress of American Indians supports and encourages the passage of the "Indian Controlled Community College and University Act."

STATEMENT OF PAUL A. OLSON, DIRECTOR, STUDY COMMISSION ON UNDERGRADUATE EDUCATION AND THE EDUCATION OF TEACHERS, LINCOLN, NEBR.

This is to testify on behalf of the two bills which are in the hopper to set up the Indian community controlled colleges as federally supported colleges under the Department of Interior. The colleges are, I think, the products of a unique culture; the preservation, protection, and development of that culture will provide us both, Indian and white, with unique ways of adjusting to life and improving the social system in this country, particularly as we learn how to live with limited fossil fuel resources and with the possible scarcities of the future. Moreover, they will provide the country with a group of uniquely trained professionals, the products of two cultures—conventional Western culture and the various Indian cultures—who will assist in the development of self-determination and self-sufficiency on those reservations which have sufficient resources to permit that and a maximum approach to that state on those reservations which do not have sufficient resources.

The provision of this corps of Indian professionals seems to me the only way in which we are likely to meet the problems which are posed for us in the area of national policy by recent decisions having to do particularly with community, culture, and language in the schools. I am thinking particularly of the *Lau* decision made by the Supreme Court, the *Yoder* decision by the Supreme Court, the *Miccosukee* decision in Florida, and several other decisions having to do with the areas mentioned.[1] Let me go back over those topics in order:

I. THE UNIQUENESS OF INDIAN CULTURE REQUIRES NO ATTESTING TO

That this culture constitutes a valuable resource both for Indian people and for the rest of the nation has only recently become obvious to planners and environmentalists. For instance, city planners and architects have learned a good bit from Pawnee, Sioux and Pueblo ways of building houses and apartment houses. One need only look at Gene Weltfish's writing on the Pawnee and city planning (which is influencing city planning throughout the country), Frank Lloyd Wright's work making use of Sioux and Pueblo architectural styles, and the more recent work in developing the corporate sense through architectural

[1] For a discussion of these decisions and cultural pluralism in education, see Study Commission Newsletter (May, 1974), passim.

modes which has come from architects all over the country and which has been inspired by Native American cultural patterns. The whole notion of what constitutes human community has been profoundly affected by Native American cultural patterns as have our notions of government, law, relationships to the environment, etc. This last, relationship to the environment, seems to be particularly a promising area in view of the fact that we are facing a combined shortage of fossil fuels and food, and a probability of overdensity of population.

One of the most serious sets of studies having to do with what we can do in this situation are the studies turned out by the Club of Rome and the British Society for the Survival of Mankind. Both of these groups have pointed to plains' Indian decentralized societies as providing models—not only for future Indians but also for relating all of us to the land and to one another in the future societies. The argument is as follows:

"The activities of industrial man are having a very serious effect on society. They can be shown to be leading to its disintegration, and it can also be shown that such pathological manifestations as crime, delinquency, drug addiction, alcoholism, mental diseases, suicide, all of which are increasing exponentially in our major cities, are the symptoms of this disintegration.

"Unfortunately, before we can understand why and how this is happening, we must know a little more about human society. Sociology, which should provide us with this information, is failing to do so, mainly because it is studying human society 'in vacuo,' i.e. without reference to behaviour at other levels of organisation. This is the result of regarding man and the societies he develops as unique, and in some way exempt from the laws governing all the other parts of the ecosphere.

["T]he survival of [hunter-gatherer] societies was compatible with that of climax ecosystems, to which they contributed by fulfilling within them their various ecological functions. Take the case of the Plains Indians of North America who lived off the vast herds of bison. They did not, in the whole, attack the main herd, which would have been a dangerous undertaking, but rather killed off the stragglers; the old and the weak, thereby exerting quantitative and qualitative controls of these animals.

"Once we pass the level of the village, clan or lineage, we reach a level of social organisation that has not often been achieved by the human species. To harness the family bonds in such a way as to build up a larger unit requires the development of very elaborate forms of organisation. This involves 'criss-cross' bonds that permit the establishment of a veritable cobweb of associations of one sort or another, all of which transcend each other in such a way that each individual is linked to each other member of the society in at least one, and preferably more ways.

"Thus a tribesman is at once a member of a family, of a maternal and of a paternal kinship group. As neither of these may coincide with the social unit that is the village in which he lives, he is a member of yet another group; the village. He is also likely to be a member of an age grade, of a secret society of some sort, possibly also of a military club and of some other group with a common economic activity. Such a man has a very definite status which Linton defines as 'The sum total of all the statuses which he occupies and hence his position with relation to the total society.'

"The same principle is apparent in the more stable segment of our modern societies. As Linton writes: '. . . the status of Mr. Jones as a member of his community derives from a combination of all the statuses which he holds as a citizen, as an attorney, as a Mason, as a Methodist, as Mrs. Jones' husband, and so on.' As a result of such criss-cross associations, a man is in contact with a very large number of cross-sections of society. There is what Ortega y Gasset calls 'social elasticity.' "[2]

If the architectural knowledge, the herbal knowledge, the languages, the literature, and the environmental knowledge of Native American cultures are this valuable to us, surely it is a small matter to make the sort of investment which will be required to sustain these colleges, to sustain the cultures which may be so valuable to all of us. Be assured those cultures will not be sustained

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[2] Edward Goldsmith et al, "Blueprint for Survival," Of Education and Human Community, reprinted from The Ecologist (Lincoln, 1972), pp. 95–96.

as viable entities for integrating man and nature, if educational institutions conducted, controlled, and organized along Indian lines are not established at every level including higher education. As T. S. Eliot says in his remarks on the Welsh: "for the continuation of a culture, one has to have a unique way of looking at the world, a unique way of relating to it, and a unique way of expressing it, and that needs to be both defended by the people who believe in the culture and protected from destruction from the outside. Otherwise, the spread of education will destroy it." [3] By that Eliot means education in the conventional form provided by Western European societies. Indian cultures are as endangered as Welsh.

### II. COLLEGES AS SOURCES OF PROFESSIONALS

The second reason for promoting the Indian colleges is that they are likely also to be a major source of professionals who will meet the exigencies placed upon the country as a consequence of recent litigation. As this body well knows, the Supreme Court has recently declared that children speaking a language other than English have a right to be educated in the tongue of their nurture if they appear in a single school in appreciable numbers, particularly if they are found in appreciable numbers in the early years in schools. Prior to this time, the general policy of the Bureau of Indian Affairs has been to develop such education as would cut people off from their heritage. The teachers at our Indian Reservations were primarily white teachers and the Indian teachers who did go into the BIA system were usually transferred to reservations other than their home reservations if they wished to be teachers. Rarely did the teachers in the Indian schools know the first language of the reservation. If the reservation lingua franca is a non-English language as it is for many of the reservations in the Western plains and Rocky Mountain area, in Washington and Oregon, and in Alaska, the government faces a hard job. Some of the languages have not been given adequate descriptions. Others have few non Native American speakers who are at all proficient and none of them have sufficient numbers of competent Native American speakers who have teaching credentials to meet the conditions of the *Lau* decisions.

The best prospect of getting Native American speakers who can function competently as teachers in the classrooms is obviously to recruit aides and teachers, para-professionals and professionals from the present Native American speech communities and to give them a course of systematic training in how to educate children, both for the white world and for the Indian world, which will permit them to carry a credential. The primary pool of possible Native-speaking credential bearers is on the reservations. The urban Indians are much more likely to have lost their original language or to speak a patois of their original language and Spanish or English.

Finally, there are a few cases which suggest that what teachers will need in the future is not only a language system which coincides with the language of the home of the elementary school child, but sufficient undertaking of and partnership with the value system of the home so that the children are not alienated from their parents through the teachers they may encounter. There again, there is no doubt that some teachers trained at conventional colleges of education who are white or black or Chicano can fulfill that role. But the primary pool of people who are likely to have a sufficient empathy with the value system of the homes to make the schools a really organic part of the culture are the teachers from the culture themselves. The *Miccosukee* case in Florida exempts the Miccosukee families, at least the family of Bobby Clay, from sending children to school because the value systems of the school in the area seem sufficiently likely to conflict with the value systems of Green Corn Dance and the Green Corn Dance's religion so that the children are excused for *Yoder* reasons. If this is not to happen on a series of reservations and children are not to be denied openings into both their own society and the main, dominant society a more suitable sort of education will need to be provided. It is thus as preservers of a national resource and as the trainers of professionals that I see the reservation community colleges as operating primarily.

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[3] T. S. Eliot, *Notes Toward the Definition of Culture* (New York, 1949), p. 56.

## III. THE COLLEGES

Let me describe some of the colleges. Navajo Community College is a residential community college located at Tsaile, Arizona. It has under construction twenty million dollars worth of buildings and includes a library, curriculum development center, a press, and almost one thousand students. The faculty is close to half Navajo and the architecture of the college is designed not only to reflect the hogan motif of the reservation, but to use reservation colors, to respect the symbolism of the four sacred directions and to make available buildings which will have the greatest possible symbolic and ceremonial use. When I visited the college, the elders and the older members of the tribe had gathered for a celebration in respect to the college and had had a massive cookout which included lambstew and roast lamb and fry breads that are common on the Navajo reservation. The college teaches the conventional academic program and Indian studies work which attends not only to Indian literature and art, but also to Indian ethnoscience, culture, language, tribal law, psychology and so forth. Moreover, the vocational program is suited to the reservation—it includes such matters as health in a traditional context, stock raising, driver education, care of animals, and farming or grazing in a marginal dry-land community.

The Navajo tribe has determined that it will have all Navajo speaking common school teachers within the next decade and primarily teachers of Navajo descent. The Navajo Community College has a teacher training program which is preparing para-professionals and is getting ready to prepare full professionals in conjunction with programs conducted by surrounding off-the-reservation universities which can extend their services to the reservation or otherwise do a certain amount of teaching of the reservation teachers in inter-terms, summer sessions, and off the campus courses. Thus, the Navajo Community College is serving the local cultural system, the local economic development, the development of a cadre of teachers who will not have left the reservation and become alienated from it or suspect as persons working within it.

The Lakota Higher Education Center, the Pine Ridge Community College was founded in 1970—it is not a residential college but is rather dispersed over the reservation. Classrooms are conducted in community buildings, mobile trailer units, dispersed centers of all sorts. The South Dakota reservation colleges have had to develop special management systems which differed from the WICHE accounting procedures to fit the dispersed model.

The college on the Pine Ridge Reservation, the Lakota Higher Education Center, endeavors to develop courses which, again, fit the needs of the reservation which has perhaps been the poorest and for many decades was probably the least well-managed of American reservations. Over one hundred and fifty students are enrolled in the applied science courses on the reservation which have to do with such matters as building houses, developing skills in carpentry, electricity, plumbing, welding, auto mechanics, the operation of heavy equipment for land moving, etc. The courses are recommended by the community, developed if possible using community resources, and the academic and technical skills which are developed are put to use in the service of the community. Animal vaccination was taught last year because the community wanted it. The liberal arts component of the program centers in Lakota studies which includes a program in history, culture, language, and ritual and involves people from the Sioux community who have been trained in Sioux tradition as well as people who are academically trained from outside the community. The Lakota Higher Education Center has about 500 students as does the neighboring college, Sinte Gleska (Spotted Tail set up on the Rosebud Reservation).

The remaining Indian Community Colleges tend to follow the pattern of these two—either to be residential colleges or to be dispersed colleges. All try to build the curriculum around the community needs and to have a high percentage of teacher training students. All dedicate a portion of the program developed to answering academic needs identified by the local community itself.

An exception to the conventional pattern is D.Q. University which is an off-the-reservation university which has an all Native American component: Hehaka Sapa College, which is an experimental school located near but off the reservation near Davis, California. It has a program in Native American Studies as well as the conventional other types of study developed in an

undergraduate institution. The program is somewhat like that of the Navajo Community College except that it has less immediate contact with a reservation or community environment and the teacher training program there is geared to the California reservations and the urban communities which have high proportions of Native American students.[4]

It should be observed that all of the Native American colleges had a very low level of funding and have had to depend either on volunteer work on the part of professors and students and very limited tribal or local funds as well as the federal grants to keep going. However, the picture given by one of my students who taught linguistics at Sinte Gleska College is relevant. (This person was Rich Carter, a white Ph.D. in linguistics who now teaches up at the University of Winnepeg in Ontario. Carter taught a course in Lakota which began as a very small course with a very few students.) As the year grew long, the course grew larger and larger as more and more older people participated until the audience for the course included dozens of old people who sat around the edge of the room and who came there not only to talk about their language and sanction the study, but also to sanction the whole process of education. This picture, I think, is repeated on reservation after reservation and in Indian community after Indian community as these colleges get going.

On the other side, it may be useful to call attention to the failure of conventional higher education to provide useful teachers for Indian communities through the conventional agencies.

It should be observed first that the Study Commission on Undergraduate Education and the Education of Teachers did a survey of and analysis of the attitudes toward education and teacher education and minorities of the 70,000 students who were surveyed by the Carnegie Commission in 1970, less than 1 percent of the 70,000 students surveyed were Native Americans (under 700), and fewer than 0.5 percent of the senior classes were Native Americans. This suggests that of the about 8 million undergraduates enrolled in 1970, fewer than 80,000 were indian, and fewer than 10,000 Indians were in the graduating class. Of these, about one third would-be teacher candidates or about 3,300.[5] We are not catching up very fast after years of exclusion, and the Indian colleges with their infinitesimal funding are adding considerably to these numbers in a critical area.

Indeed, the minority next closest to Native Americans in attitude that the Chicano group, was sufficiently small so that we could not get a number sufficiently large to permit meaningful analysis. We did analyze the Chicano statistics on a very tentative basis, and what those statistics suggested was that Chicano students who were able to succeed in college in conventional institutions of higher education were likely to be those students who were most rejective of the culture of their own homes, families and traditional people. And they were perhaps, very probably, those people least able to assist in moving the Chicano community at large into educational settings which would permit self-development and self-determination.

The run of the mill teachers that are being turned out by American higher education do not appear to be the kinds of people who can successfully handle reservation situations—indeed, they may not be appropriate for many situations in the American schools. Partly this is the case because they are not excited about education and do not feel that they have been prepared to handle the occupation of educator:

For example, almost two thirds of the senior teacher candidates in the Carnegie survey agreed strongly or with reservations with the statement: "Most American colleges reward conformity and crush creativity." Almost 50 percent of these seniors said that it was usually true or almost always true that they found themselves bored in class. More than three fourths of the seniors said that it was usually true or almost always true that "the best way to make it"

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[4] See the discussion of the various Indian community controlled college programs in Marilyn Gittell and Bruce Dollar, "Cultural Pluralism: Traditional and Alternative Models in Higher Education," Badges and Indicia of Slavery (Lincoln, 1975), pp. 26–124.

[5] These statistics are developed from reruns of the 1970 Carnegie statistics done for the USOE Study Commission on Undergraduate Education and the Education of Teachers. The statistics on Chicanos are drawn from the same source. Cf. the Study Commission's final report, Teacher Education in the United States: The Responsibility Gap (Lincoln, 1976).

was to tell professors what they wanted to hear. More than 42 percent of the seniors agreed that it was difficult both to get good grades and really learn something.

The lack of a sense of personal growth apparent in the survey was accompanied by a disappointment with what colleges and universities were giving as professional training. While 63 percent of the seniors believed that it was essential that they get a detailed grasp of a specific field, only 27 percent said that they had received much of a detailed grasp of their field. While 60 percent said it was essential that they get training and skills for an occupation, 20 percent said that they had received no training and skills for an occupation (only 27 percent believed that they had received much training). Almost 50 percent of the students agreed strongly or with reservations with the statement: "Much of what is taught at my college is irrelevant to what is going on in the outside world." More than 50 percent of the student teacher candidates disagreed strongly or with reservations that "Most faculty at my college are strongly interested in the academic problems of undergraduates." Perhaps even more alarming was the fact that 64 percent, almost two thirds of the senior teacher candidates, said that they had not received enough advice and guidance from faculty and staff.

These statistics would not be so alarming in the context of this study if all other undergraduate students preparing to go into the human services fields chosen for comparison were equally critical. They were not. For instance, 74 percent of architecture students said it was essential to get training and skills for an occupation and 48 percent said they had received much training (compared to teacher candidates' 27 percent) Only 14 percent of the architecture students said they had received none The teacher candidate group contained a higher percentage of students than all other undergraduate professional and pre-professional areas tabulated save that of social work and criminology, who said they had received no training and skills for an occupation (that is, a higher percentage of no's than in health technology, nursing, pharmacy, occupational and physical therapy, and home economics).[6]

On the other hand, among Indian colleges skills training is related to occupational and professional development and further directly to economic and resources development; that is, the education is pertinent.

The Study Commission also found in the conventional teacher candidates a pattern of naivete or bigotry. For instance, in matters of race and culture, the responses of teachers-to-be appeared to be fairly insensitive and in some cases to oppose the tendency of legal decision. Students who were going to be teachers disagreed with reservations or strongly disagreed—by a 3 to 2 margin—with the use of busing to achieve integration in public schools. By about the same margin they disagreed with the statement that the main cause of Negro riots in the cities is "white racism." Yet they did not agree by the same margin that, where de facto segregation existed, black people should be assured control over their own schools. It is striking that black teachers-to-be as a group took dramatically different positions on questions of education, the social order, and civil rights. The black analogy suggests that the same white teachers and teachers-to-be would very probably feel that Indians should neither be integrated into mainstream of society nor that they should have control of their own affairs as has been suggested by the doctrine of self-determination developed as the federal posture for Indian reservations in recent years.[7]

The net result of this development of these kinds of teachers-to-be is a large number of teachers who have no particular inter-cultural skills or knowledge of Indian reservations and a group of administrators who display; at least in the statistics, even fewer signs of a capacity to deal with the cultural milieu of cultures other than their own. Such people create schools which are completely disfunctional on Indian reservations.

Perhaps the most striking study of classrooms on Indian reservations is that by the sociologist and anthropologist team, Murray and Rosalie Wax. One of

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[6] The USOE Study Commission on Undergraduate Education and the Education of Teachers. Teacher Education in the United States: The Responsibility Gap (Lincoln, 1976), pp. 40–41.

[7] These statistics and others making the same point are summarized in the Study Commission Newsletter (January, 1975).

the sections in their study deals with how a conventional classroom on the Pine Ridge appears:

When the classroom life of a school, dependent on static staffing and management structures, in no way fits with the rapidly evolving, hungry world outside, both teachers and students are placed in impossible positions.

Their dilemma may be exemplified in the following descriptions by Rosalie Wax and Roselyn Holyrock of a classroom on the Pine Ridge Reservation in South Dakota:

(First day of academic year: Seventh and Eighth Grades combined in one room; there followed a session on rules:)

Teacher: "What do we do while we are in line?"

(Silence)

Teacher: "Do we push; do we try to trip somebody?"

(Silence to my ears, but visibly to her some of the pupils must have indicated the sought for negative.)

Teacher: "No, we don't push. * * * If you spill something (on cafeteria floor) what do you do? Do you just leave it there? * * *

(Again, silence to my ears, but teacher carries on:)

"No, you are responsible for cleaning up what you spill. So we write: 'Cary trays carefully.'"

She now asked for a volunteer to write the rules on the board and stood there at the front of the room with chalk in hand, pleading for one. Half the boys at the rear of the room raised the tops of their desks, some making a pretense of looking for materials, others just plain hiding behind them, while other boys tried to make themselves invisible. * * *

By a process of pseudo-interrogation which may have yielded some class response I could not detect, the following rules were written on the board:

1. Don't run.
2. Sharpen pencils before school time.
3. Go to the bathroom as we go out.
4. Walk to the right.
5. Come in when the bell rings.
6. Play safely.

Etc. * * *

(Same class, Feb. 8, Indian observer.) They were having Reading Skills when I went in—they were reading something called "Atomic Submarines." When she asks them questions about it, I don't see none of them answer. But she says they answer * * * maybe she's a lip reader. Out of the whole room no one made a sound except one boy. He barely whispers to her. He sits in the back of the room. But she says: "That's right. That's right." But I can't hear what they're saying. * * * Maybe he whispers. * * * When I couldn't see who was answering, I moved to the other side of the room to watch. But even then I couldn't see anybody's lips move. I even watched here (pointing to juncture of jaw bone and skull) because that way you can see if somebody is talking—but nobody moved there. * * * It was just awful. * * * It reminded me of when I went to visit Pierre and there were some blind and deaf there. They were quiet but they made signs, and at last you could see them make signs. But in this class they didn't even make signs * * * It was like she had a room full of dead people and she was trying to talk to them.

The classroom described appears at first thought to be simply a place where a dull teacher drones on and passive children seek diversion. But, the conclusion of the researchers, after much puzzling over this classroom and others at various grade levels, was that the Anglo-oriented rules (language, behavior, cognitive system) imposed were so alien to the children forcibly brought into the artificial school community that the children were constrained to exercise a species of community control through passive resistance: "* * * the children simply organize themselves so that the effective control of the classroom passes in a subtle fashion into their hands. * * * The teacher has become defined by the children as an outsider, an intrusive, meddlesome authority; and the school children respond by encasing themselves in the armor of the peer society. They organize themselves to resist the pressures of the educator, so that in confronting the children, he finds himself facing a blank

wall." For these Oglala Sioux classrooms and for their teachers the "efficient school" is not efficient.[8]

I have visited in dozens of Indian classrooms where precisely this kind of lack of knowledge of the culture on the part of the teacher and lack of knowledge of the teacher's culture or connection to the classroom on the part of the students has led to passive-aggressive behavior in which the students in effect control the school by not cooperating.

This is a process which the Indian community-controlled colleges can stop. The Indian community-controlled colleges have made education in its upper reaches (at the reaches where credentialling and accreditation are done, where jobs are secured), a process which is in the control of Indian people. They are turning out a cadre of Indian professionals and paraprofessionals: the colleges presently operating have several thousand students, many of them fulltime students. Of these, our informal survey suggests one-third plan to enter the education profession in the common schools and adult education. From the projections, I would anticipate that by 1980 about 8,000 students would be served and that at least 2,500 of these would be teacher candidates working toward the AA or BA. Presently American Indian Satellite Community College, Fort Berthold, Hehaka Sapa, Land Claims College, Navajo Community College, Oglala Community College, and Sinte Gleska, offer education profession programs relating to testing the children in the common schools and adults in a culture-based way.[9] So far as I can tell, this is a good production for investment. Ordinary colleges are training almost no Indian teachers and the federal Career Opportunities Programs, which does the best of any federal teachers training programs only trained 400 trainees, or 5 percent. I urge the passage of S. 2634.

NATIONAL INDIAN EDUCATION ASSOCIATION,
OFFICE OF THE PRESIDENT,
*Minneapolis, Minn., March 11, 1976.*

Hon. HENRY M. JACKSON,
*Chairman, Senate Subcommittee on Interior and Insular Affairs, Dirksen Senate Office Building, Washington, D.C.*

DEAR SENATOR JACKSON: This is in response to your invitation to comment on S. 2634, the Indian Postsecondary Education Assistance Act. This bill is viewed by many American Indian people with open relief to some of the pressing problems in higher education. Direct legislative support to those higher educational institutions with the American Indian Higher Education Consortium is, indeed, a blessing.

The ten community colleges identified in the bill are truly leaders in the movement among American Indian tribes toward the development of higher educational programs which reflect the diverse cultural and educational needs of their people. The community colleges represent the means by which American Indian people in the West will receive a professional education in areas that are reflective of the greatest needs of the American Indian tribes.

The American Indian community colleges have accepted the challenge of a growing and expanding nation of American Indian people. The tribes are in drastic need of professional Indian educators, business managers, research specialists, medical professionals, legal experts, conversationists, and administrators to fulfill the goals and objectives of their programs. If the tribes are able to train their own tribal members, there will be less chance of losing them. The American Indian community colleges are in the best positions to ensure the cultural and economic survival of the tribes.

The National Indian Education Association has one major recommendation concerning S. 2634:

I. There are a number of American Indian community colleges not recognized by the legislation. Patricia Locke of the Western Interstate Commission on Higher Education has identified twenty-two (22) additional institutions of American Indian higher education which are at various stages of development.

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[8] Roselyn Holyrock, Gerald One Feather, Rosalie and Murray Wax, "Formal Education in An American Indian Community," Social Problems (Spring, 1946), XI, 4, p. 99.

[9] These statistics come from data furnished me by Mr. David Gipp of the American Indian Higher Education Consortium. The data reflects accurately what Study Commission site visitors observed at the college.

The N.I.E.A. recommends modification of S. 2634 to include these additional American Indian community colleges in the funding eligibility.

This legislation must take into consideration the stage of development of the American Indian community college. It must also consider the cultural diversity among the many different American Indian tribes. The types of programs appropriate to one tribe may not necessarily be pertinent to other tribes.

Our warm wishes to you and the Subcommittee.

Sincerely,

Dr. RICK ST. GERMAINE, *President.*

STATE OF SOUTH DAKOTA,
COORDINATOR OF INDIAN AFFAIRS,
*Pierre, S. Dak., March 1, 1976.*

Senator HENRY JACKSON,
*U.S. Senate*
*Washington, D.C.*

DEAR SENATOR JACKSON: I would like to express my support for S. 2634, the "Indian Postsecondary Education Assistance Act of 1975".

This bill, if passed, will provide the necessary financial assistance Indian Community Colleges so desperately need. For too long, Indian Community Colleges have been placed on the bottom rung of the Indian Education financial needs ladder. In spite of this, they have annually provided higher education opportunity for many Indians and non-Indians who might never have had that opportunity.

Indian Community Colleges have brought higher education to the local reservation level and placed it within the reach of all Indian people, young and old alike.

Indian Community Colleges have fostered better race relations between Indian and non-Indian by opening their doors to all. Sinte Gleska College in Rosebud, South Dakota will graduate five (5) non-Indians this year. It's present enrollment is 30 percent non-Indian.

I hope that the Indian Affairs Sub-committee will act favorably upon this important piece of legislation.

Sincerely,

ROCHELLE D. SMITH, *Coordinator.*

RESOLUTION OF THE KEWEENAW BAY TRIBAL COUNCIL, L'ANSE RESERVATION

Whereas, the Keweenaw Bay Indian Community is a duly recognized Indian Reservation under the Indian Reorganization Act of June 18, 1934, "48 stat. 984", as amended by the Act of June 15, 1935, "49 stat. 378" and:

Whereas, the President of the United States has stated it is the official policy of the government to promote and foster Indian self-determination in all areas of endeavor, and

Whereas, the Congress of the United States has recognized the need for Indian people to be responsible for their own educational institutions by enactment of the Indian Education Act of 1972, and

Whereas, Public Law 93-638 passed by Congress and signed into law on January 4, 1975 designated as the Indian Self-Determination and Educational Assistance Act recognizes specifically the need for Indian Control of those institutions concerning Indian welfare, providing responsibility for their own educational institutions, and

Whereas, the Keweenaw Bay Indian Community by adoption of Tribal Ordinance 75–1 made known their intent the establishment of Ojibwa Community College and Learning Center on the 12th day of July, 1975, and

Whereas, certain members of the Western Interstate Commission for Higher Education are available and have expressed a willingness to assist the tribe in the development of Ojibwa Community College and Learning Center in the Keweenaw Bay Indian Community, and

Whereas, there exists a need for Technical Assistance in the developmental stages of Ojibwa Community College and Learning Center and

Whereas, it is the intent of the Keweenaw Bay Indian Community to seek funding for the development and operation of Ojibwa Community College and Learning Center from available resources, so therefore be it

*Resolved*, That the Keweenaw Bay Indian Community seek Technical Assistance in the development of its educational facility. Be it further

*Resolved*, That Patricia Locke, Director of Planning Resource in Minority Education, Boulder, Colorado, is hereby requested to offer Technical Assistance in areas such as, proposal writing, planning and feasibility study of the proposed Ojibwa Community College and Learning Center.

CERTIFICATION

The foregoing resolution was duly adopted by the Keweenaw Bay Tribal Council, with a quorum present, during (regular) session on the 10th day of March 1976, by a vote of 11 for, 0 against, and 0 abstaining.

FREDRICK DAKOTA,
*Tribal Council Chairman.*
JOAN M. BEMIS,
*Tribal Council Secretary.*

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