

KZYK 88.9  
Jim Hallum

# Nebraska Indian Community College Newsletter

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## South Sioux City Campus Employees Listen to First Historic Boarding School Webinar!!!!

August  
2016



On May 18, 2016, eight NICC employees attended the first free historic webinar by the *National Native American Boarding School Healing Coalition* at the **SSC campus site** during the lunch hour.

The title of the webinar was: "*The Quaker Indian Boarding Schools – Facing our History and Ourselves*" and was presented by Dr. Paula Palmer. Dr. Palmer has done exhaustive research on the Quakers (Religious Society of Friends) and their influence in Indian education and President Grant's Peace Policy.

The National Native American Boarding School Healing Coalition has been reaching out to various reli-

gious denominations regarding their histories with mission schools and what historical data may be available. Dr. Palmer was the first to respond to the Commission with her research.

The relevance of this historical seminar is that there were **four** Quaker schools in Nebraska that the ancestors of our NICC students and staff may have attended.

Prior to becoming a federally run boarding school, the Genoa Indian School was one of the four Quaker run mission schools. This school was specific to the Pawnee Nation prior to federal takeover.

The Quakers were actively involved with the tribes in Nebraska visiting the Omaha, Winnebago and Santee

## Boarding School Webinar continued

Nations in 1869. You can read the **“Quaker Report on Indian Agencies in Nebraska, 1869,”** at [http://www.nebraskahistory.org/publish/publicat/history/full-text/NH1973Quaker\\_Indian.pdf](http://www.nebraskahistory.org/publish/publicat/history/full-text/NH1973Quaker_Indian.pdf) which provides descriptions of each of their reservation visits.

Those attending the webinar were: Lisa Beans, Carolyn Carlson, Paul Fowler, David Frazier, Jackie Hahn, Darla Korol, Alvin Parker and John Singer.

After the webinar, participants were asked for feedback and the following comments were forwarded onto the Coalition: “It was very good. I learned a

lot.” “I didn’t know about the Quaker history with the tribes in Nebraska.” “I especially liked when they showed the ledger and the accounts of the students who ran away from the school.” “This is helpful knowledge.”

The Coalition is in process of having the webinar accessible via internet for open public access in the future.

Ongoing dialog between Darla and the Coalition contact, Christine McCleave, has resulted in connecting the Coalition with the Genoa Museum staff for a possible future presentation by

Please visit the *National Native American Boarding School Healing Coalition website* and consider signing up for their mailing list at: <http://www.boardingschoolhealing.org>



▲ “Get to know your professors. They are your most valuable resource.” Matt

▲ “Go to class—it is SO tempting to miss class and get another student’s notes, but you’ll definitely miss out.” David

▲ “Don’t sweat the grades. If you put in an honest, diligent effort and are truly engaged in your work, then you’ll be fine. If studying a certain subject is like pulling teeth or is the last thing you want to do, then something’s wrong.” Seth

▲ “Don’t be afraid to ask questions...especially in class or afterwards. No college professor is going to turn you away. Andy

▲ “Don’t depend on the teacher to remind you about due dates.” Elizabeth

## Geology Class Field Trip to Ash Falls



In April, the NICC Geology class traveled to Ash Falls near Royal, Nebraska. This park has some of the best prehistoric fossils in the world and is an example of the natural geological history of this area. Ash Falls is part of the Nebraska State Park System and is managed cooperatively with the University of Nebraska.

Students participated in a tour that explained geological time by looking at the different geological layers of the region. The tour also included a look at the subtropical area at that time and how the fossilized animals were suffocated by the falling ash of an erupting volcano. The animals are some of the best preserved spec-

imens in the world.

The following students participated: Elizabeth Brandt, Mykal Grant, Mathew Henry, Liam Key, Shandara Lee, Maddy Smith, Shyvonne Tyndall, Carl Webster, Quadaulpe Wolfe, Marissa Wright. Sponsored faculty were Lavonne Whitesnake, John Singer, and Hank Miller.

For more information on Ash Falls Fossil Beds visit their website at

<http://ashfall.unl.edu/>





## Connecting the Dots Career Exploration Day



Freshmen and sophomores from Walthill Public Schools and Omaha Nation School participated in “Connecting the Dots: A Career Exploration Day” on March 23 in Walthill. This program was sponsored by Nebraska Indian Community Schools and Nebraska Extension to help area youth gain a better grasp on their future. Students experienced a

real-life simulation, learning how their high school choices impact their post-secondary study and their workplace experiences. They learned about the careers they were interested in and about other careers they had never considered.

Students were also able to learn about the importance of networking as they begin to prepare for their careers, especially with the local business presenters that came in from the community to talk and to teach the youth about their specific careers. These local professionals included people from a variety of fields such as human services, industrial technology, agriculture

and education.

Through breakout sessions, students built work readiness skills, including resume building and evaluation and personal traits. All these ways of having fun learning together helped them learn more about themselves and how that might relate to a future career. For more information about “Connecting the Dots” program, contact Nebraska Extension in Thurston County at 402-385-6041 or ask a local student about their experience.

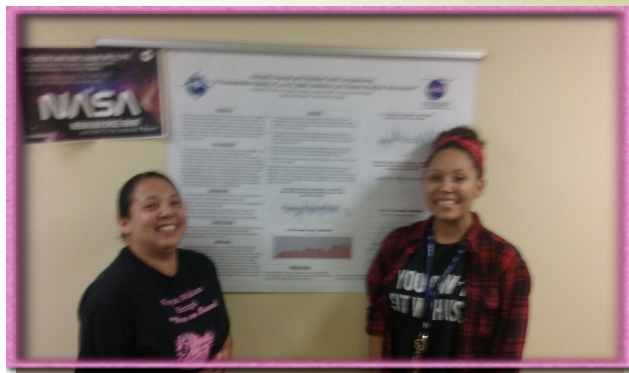




## Nebraska Academy of Science Conference NICC's NASA Nebraska Space Grant Fellowship's Poster Presentation



Left to Right: Christina Coffman, Thomasina Whipple, Lorraine Smith. Missing: Falon Torrez.



Left to Right: Lorraine Smith, Christina Coffman

On April 22, the NASA Nebraska Space Grant Fellowship students of Nebraska Indian Community College (NICC) traveled to Lincoln, Nebraska to present their Historical Climate Research poster at the Nebraska Academy of Science Conference at Wesleyan University.

The students have been working since last August on collecting and analyzing historical temperature, precipitation, and tornado weather data. They looked at historical averages for local, state, national and global regions to determine trends. They also studied NICC's own weather station's data to see if our short

term data corresponded to the historical data. This was an opportunity to see how historical weather trends support existing climate change research.

The students were able to attend a variety of science related presentations by other college students and professors that are leaders in their respective fields. The NASA Nebraska Space Grant funds many of the Nebraska Colleges to pursue a variety of research projects in the sciences.

NICC NASA Nebraska Space Grant Fellows: Christina Coffman, Lorraine "Maddy" Smith, Thomasina Whipple, and Falon Tor-

rez. Hank Miller is the sponsored researcher.

The National Academy of Sciences (NAS) is a private, non-profit society of distinguished scholars. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to the nation on matters related to science and technology. Scientists are elected by their peers to membership in the NAS for outstanding contributions to research. The NAS is committed to furthering science in America, and its members are active contributors to the international scientific community. Nearly 500 members of the NAS have won Nobel Prizes, and the Proceedings of the National Academy of Sciences, founded in 1914, is today one of the premier international journals publishing the results of original research. For more information, visit their website

<http://www.nasonline.org/>

## NICC Staff Meeting

The Nebraska Indian Community College Staff met at the Cardinal Conference Center in South Sioux City on Friday, February 26 and Saturday, February 27. The agenda included topics about the Higher Learning Commission Accreditation.

### *Friday's agenda:*

Mary Johnson, Academic Dean, made known general information about the Higher Learning Commission and assessment basics. The Commission accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Each criterion for accreditation was examined carefully showing NICC evidence and assurance argument with the help of Micheal Oltrogge, NICC President, Lisa Beans, General Liberal Arts Professor, and John Singer, Math/Science Professor.

Dawne Price, Dean of Student Services reported on a student opinion survey and federal compliance. The survey concerned part-time and full-

time students. NICC has more part-time students than full-time students. Subject matter under Federal Compliance encompasses credits, program length, tuition, institutional records of student complaints, transfer policies, Title IV program, financial responsibilities, academic progress and attendance policies coupled with campus crime information, and financial aid.

John Singer, Math/Science Professor along with Mary Johnson displayed the digital program which relays NICC information to the Higher Learning Commission.

### *Saturday's agenda:*

The staff attended the NICC Board of Directors Meeting.

Mary Johnson and Micheal Oltrogge presented in detail results from recent accreditation visits at other Tribal College and Universities.

Discussion was held in regard to how to inform

NICC students of the Higher Learning Commission visit and process plus campus clean up.

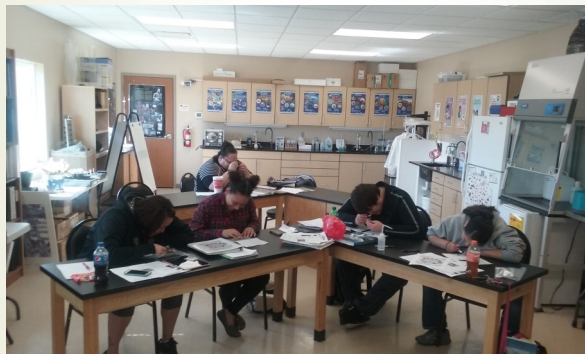
The two days of learning about the accreditation process was an eye-opening experience to all attending in a very informative way.

## Geology Class Studies Missouri River Bank Sedimentation



The pictures are of the Santee students on the Nebraska side, at the edge of the Missouri River three miles east of Santee.

On April 21, the NICC Geological class went to the Missouri River near each of their respective NICC campus locations. They took pictures of the river bank's sedimentation layers and hypothesized what the layers were made of and how the sedimentation layers were formed.



Later, the class returned to the science labs and got on the computers to research exactly what the layers were made of and how they were formed, thus testing their hypotheses. With the influences of ice ages, wind, water and time the students were able to see how the sedimentations of the Missouri River were formed and how it shaped our landscapes.

Student participants were: Elizabeth Brandt, Mykal Grant, Mathew Henry, Liam Key, Shandara Lee, Maddy Smith, Shyvonne Tyndal, Carl Webster, Quadaulpe Wolfe, and Marissa Wright. Faculty sponsors were Hank Miller and Lavonne Whitesnake.





## Hoping for a Collegiate Archery Team at NICC



Paul Fowler, along with Nicole Parker, is enthusiastic in developing a collegiate archery team at NICC and is seeking grant monies to make it a reality. "I was always interested in archery. When I was getting certified for NICC, I was always trying to figure out how to bring what I learned to our college – especially in creating a competing team," explained Paul. "Because of this opportunity at NICC my eyes were opened to the different types of and levels of archery (4-H to Olympic.)"

### Certification:

Both Paul and Nicole became certified in "Level 2 for U.S.A. Archery" and registered NICC as an official club in the "Explore Archery through the Team U.S.A." program.

### Development of Equipment:

Through Jim Hallum's "New Dawn" grants opportunities, Paul has been able to increase the number of bows and youth bows and other supplies – such as safety and repair equipment - needed for a team.



### Spring 2016 Archery

**Class:** Contributing to the "team momentum," this past spring there was increased student interest for an archery class! Enrolled students were: Donald Grant, Mykal Grant, Mackenzie Grant, Chris Ross, Crystal Ross, Foster Webster and Guadalupe Wolfe.

### AIHEC Competitions:

NICC archery teams have not yet placed in AIHEC competitions, but hopefully in 2017.

For the past two years, Paul has been involved in assisting NICC students in the archery competitions at the annual American Indian Higher Education Consortium (AIHEC) conferences. The 2015 AIHEC archery competition was the first one for the NICC Archers to compete in - beating one team in the female group.



### 2015 NICC Archers:

Marilyn Blackhawk and Fallon Torrez were two student archers in NICC's first time participation in the 2015 AIHEC Student Archery Competition.



The other NICC team members were: Rose Buffalo

## NICC Collegiate Archery Continued from page 8

Chief, Scotty Clancy, Siqoyia Hoving, Mercedes Sandoval and Sarah Zavala.

### **2016 NICC Archers:**

This year's team members were: Rose Buffalo Chief, Mykal Grant, MacKenzie Grant, Chris Ross, Crystal Ross, Mercedes Sandoval, Falon Torrez and Thomasina Whipple. Paul was pleased as he commented: "We did improve and were in the middle of the pack this year."



### **Invitation: The 21 Bow and Arrow Salute**

Paul stated he was: "honored that NICC Archers received an invitation to attend the June 5<sup>th</sup> Honoring and Remembering Ceremony for the 53 Tribes across 17 states at the Hiawatha Indian Insane Asylum Cemetery in Canton, S.D. The invitation was issued by the Easton's Foundation Archery Center in Yankton, S.D. to the

NICC archers to participate in **The 21 BOW AND ARROW SALUTE** during this historic honoring ceremony.

Participants in this "*Remembering and Honoring Ceremony*" were: Paul Fowler, Nicole Parker, Chris Ross, Crystal Ross and Donald Ross (with Yankton Archery representative.)



### **Community Involvement:**

During June and July, the NICC Archers will be participating in the upcoming Ultimate Warriors Challenges, Macy and Santee Pow Wows and assisting with the Omaha and Santee Na-

tion youth camps.

### **Your Support Is Needed !!!!!**

If you are interested in supporting NICC's attempt at a collegiate archery team, please contact Paul Fowler at 402-241-5950 (South Sioux City campus) or Nicole Parker at 402-241-5972 (Macy Campus).

**Thank you Paul and Nicole for all of your efforts towards a collegiate archery team at NICC !!!!!!!**

**To see the NICC archers in Indian Country Today—please visit this link!**

To see the NICC archers in Indian Country today — please visit this link!

<http://indiancountrytodaymedianetwork.com/2016/06/14/21-arrow-salute-come-see-crazy-indians-164786?page=0%2C1>

*Submitted by: The Roving Reporter. Photo Credits: Paul Fowler, Nicole Parker.*

## NICC Employee Update



Say “hi” to Jerome Proctor, the new Business and Technology Professor.

Jerome is originally from Seattle, Washington and received a Bachelor of Arts in Business Administration from Washington State University. He also received a Master of Business Administration from City University of Seattle.

For the past five years Jerome served the Santee Sioux Nation as Social Services Representative. Before that he served over 21 years in the Commercial Aerospace and Global Information Technology industry and as a business consultant for small businesses and non-profit agencies.

Jerome commented, “I look forward to building relation-

ships with the NICC students, staff, and faculty.”

Meet NICC’s new Research



and Development Advisor Kristine Sudbeck.

Kristine recently graduated in May from the University of Nebraska-Lincoln and earned a PhD in Educational Studies with an emphasis in language, literacy and culture. In addition for the past three years, she served graduate students living on reservations as a mentor in the Indigenous Roots Teacher Education Program.

During 2014-15 Kristine was a student of Alice Saunoci i<sup>n</sup>thi<sup>n</sup>ge while studying Omaha I and II. “This experience, among others I had with surrounding community members, prompted me to apply for a position at

NICC” vocalized Kristine.

Kristine grew up in a rural area near Fordyce, NE (just south of Yankton, SD) where her parents still reside. She was the youngest of three children, as well as the proud aunt of three nephews, one niece, and another on the way.

Currently Kristine lives in Bancroft, NE, with her dog, Rudy, who is a miniature pinscher adopted from a rescue shelter almost two years ago. He weighs seven pounds on a good day and is quite the watch dog. Hobbies include gardening and craft projects.

“Thank you for welcoming me to NICC and I look forward to working with all of you,” commented Kristine.



## Programs Offered

### **Associate of Arts– Business Administration or Business Administration with Entrepreneurship focus**

Designed for students who plan to continue their studies in a business oriented area such as administration, marketing, accounting, management, finance. Students select from one of two tracks, either Business Administration or Entrepreneurship Concentrations. This program offers a variety

of business courses that permit students to select a business major at a four-year-college of their choice or to learn skills that will allow them to establish their own business.

### **Associate of Arts– Human Services**

Designed to provide students with knowledge and applications of the human services field. With a focus on applications in Native communities, this program prepares the students for work in

various human services and counseling careers or further study toward a four-year degree.

### **Associate of Arts– Native American Studies**

Designed to provide students with a foundation in Native American issues and concerns with a special emphasis on Isanti (Dakota) and Umo'ho' (Omaha) cultures, as well as increasing knowledge base about the reservations and tribal governance. NAS majors select from one of two

areas of concentration: History and Traditional Culture or Contemporary Tribal Leadership.

### **Associate of Science– General Science Studies**

Designed to provide students with foundational knowledge of science with an emphasis in Natural Resources/Environmental Studies, Plant Science, Human Health Science, Math, Chemistry, or Physics. This will allow students to transfer their work to a four-year college.

### **Associate of Arts–Early Childhood Education**

Designed to provide students with knowledge of pre-school children. Courses leading to this emphasis is designed to prepare the students for work in childcare and various governmental agencies. This program is also designed to provide sufficient general education courses to promote transfer into a four-year degree programs for education.

### **Associate of Arts– General Liberal Arts**

Designed to provide students with a learning foundation in written and oral communications, the social and behavioral sciences, and the humanities. While the A.A. degree in General Liberal Arts offers opportunities for personal growth and career advancement, it is primarily designed to allow students to transfer their qualifying credit hours to a four-year college. The A.A. degree in General Liberal Arts is for students interested in fields in the humanities such as literature, history, art, music and in the social sciences including

political science, sociology, education and legal studies.

### **Associate of Applied Science - Carpentry**

Designed to provide students with knowledge and skills needed for employment as a carpenter. Students will study residential and commercial construction. All phases will be explored and applied on a job site or in the lab. Related coursework includes blueprint reading, math, construction costs, cost and material, and small business operations. Graduates of the carpentry program may be employed in general carpentry work, commercial carpentry

fields, or specialize in one particular area such as a finish carpenter.

### **NURSE AIDE**

Designed to provide students with a state-approved certification that meets the Nebraska Health and Human Services System requirements for nurse aid certification and employment in long-term care facilities. Upon completion of the program, students are eligible to take the state written and practical skills exam.



Nebraska Indian Community College

## 2008 NICC Alumni speaks in Summer Session Native American History Class



*Life-long learner, Mr. Walter John, proudly achieved his AA degree in Human Services.*

### Son of Code Talker Walter C. John

Mr. Walter John graduated from NICC with the Human Services degree at age 60 in 2008. He is an encourager and role model for his seven grandchildren to attend Higher Education. During a visit to the SSC campus to assist his grandson, Marcus Red Wing, for the summer session, Mr. Walter saw the culture board at the SSC campus on his father, Dakota Code Talker Walter C. John. He gave his approval for the board. In an act of generosity he then

provided a poster for the SSC campus that documents the Santee Nation's posthumous honoring and celebration for his father's receipt the Congressional Gold Medal. "Nobody in the family knew he was a Code Talker," Mr. John explained. "I am very proud of him and the whole tribe is proud of him."



*Walter with grandson Marcus Red Wing holds poster of honoring his father.*



*"Walking Strong Boy" Hok Si da shug Ya Mani Dakota Akicitia*

Walter shared about the importance of how students need to know their histories and how honored he was that they would learn about his father. He also explained that he had been an occupier of Alcatraz Island with John Trudell and consented to meet with the students in the NA 201 History course to share his story.



### John Trudell and "Body Politics"

Walter is an enrolled member of the Santee Nation, but also is of Ponca and Irish heritage. A participant in the Indian Relocation Policy, he began his college education in Computer Sciences in 1969 in San Francisco, California.

*Continued on page 14*



## Nebraska Indian Community College

For the past 40 years, the Nebraska Indian Community College (NICC) has been and remains dedicated to planting the seeds of knowledge through unique and cultural relevant educational experiences. Our aim is to provide you with a quality learning experience and to equip you with the skills and knowledge that you will need in the profession of your choice. These experiences are geared toward all Umonhon (Omaha), Isanti (Santee Dakota), and other learners attending classes at one of our three campuses. NICC is open to all who are willing to enhance and improve their lives.

NICC is accredited by the Higher Learning commission of the North Central Association of Colleges and Schools.

Macy (S.Campus)	Santee (W.Campus)
1111 Hwy 75	415 North River Rd.
Macy, NE 68039	Niobrara, NE 68760
402-494-2311	402-494-2311

So.Sioux City (N.Campus)  
2605 1/2 Dakota Ave.  
So.Sioux City, NE 68776  
402-494-2311



The Right Direction

We're on the web!  
[www.thenicc.edu](http://www.thenicc.edu)



## 2008 Alumni Speaker Continued

While there, he was aware of the occupation of Alcatraz Island by the urban college students in the San Francisco Bay area and of the activist efforts of his fellow Dakota, John Trudell. When the students had to return to their colleges, Mr. John did not return. He instead stayed to occupy the island for six months, supporting the non-violent ethics in what John Trudell called “body politics.”

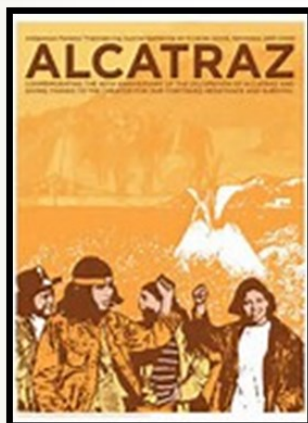


This might be the first picture taken by Walter showing the living quarters of John Trudell. He lived with John and John's family while occupying the island.

Walter joked, “We would

all have our pictures taken in the jail cells and put signs with our names above. I am not Helen in this picture.”

NAS History Class:



On June 22<sup>nd</sup> Walter viewed the documentary: “Alcatraz is Not an Island” with the NA 201 Native History since 1890 class. (Students from the English Comp I class also attended to learn about this time of Indian activism) Because Walter

had not seen the documentary previously, it was hoped that he might see himself in the film - but he did not. He commented that the documentary was “Informative” and “fantastic” as it provided students with helpful information to understand the historical importance of the occupation. After the documentary, Walter showed personal pictures about his time as an occupier and encouraged the students to learn about activism and history to make a better future for their people. “Become educated and learn about Indian Law” he encouraged, “we need educated people to help their tribes.”

Volunteer Work:

Prior to earning his NICC degree, he sought out opportunities to help people – especially those who needed transportation to their medical appointments. He became an advocate and facilitator as a Native Family Resource Center volunteer.

Currently, he joked he has the title of “sub chief” as a volunteer at Four Directions Professional Services

*Continued on page 15*

## 2008 Alumni Speaker Continued

in Sioux City, Iowa. Working cooperatively with the Winnebago Tribe, he continues to help the people in the Sioux City area access medical care transportation. "I let the Great Spirit use me and when I help people, I feel good about it."

Wopida:

Thank you Walter for being a life-long learner role model for NICC students and also for sharing personally about your father

and the occupation of Alcatraz Island!!!!!!!

For more information please visit:

- **Santee Sioux Honors Code Talker:** [http://www.yankton.net/community/article\\_edac21e-6609-11e3-9576-0019bb2963f4.html](http://www.yankton.net/community/article_edac21e-6609-11e3-9576-0019bb2963f4.html)
- **Occupation of Alcatraz:** <https://www.nps.gov/alca/learn/historyculture/we-hold-the-rock.htm>

- **Four Directions Professional Services** – visit on FACEBOOK

## Visit Campus Libraries

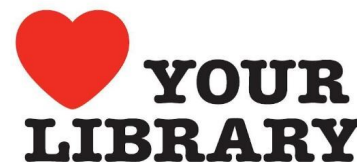


### What will I find when I visit NICC Campus Libraries?

- ⇒ You will find a friendly librarian who will assist your quest for information.
- ⇒ You will find a spot to spend a quiet afternoon reading newspapers or magazines.

- ⇒ You will find computers to use to keep in touch with relatives on Face Book.
- ⇒ You will find books on every imaginable topic for children, teenagers, and adults. **You can check out books for free.**
- ⇒ You will find genealogy resources.
- ⇒ You will find free Wi-Fi.
- ⇒ You will find children playing games, reading, coloring, or other activities
- ⇒ You will find a place to do your homework.

- ⇒ You will find someone to exchange information, news, or ideas.
- ⇒ You will find a safe space.



## Human Services Student Eliza Thomas Completes Internship



NICC student Eliza Thomas completes Human Services Internship at the Dakota Tiwahe Service Unit

### Everyone She Worked With Said She Really Did Well!

*“She was willing to stay late and probably did more than her required hours and was very engaged with all of the different areas within our department. Everyone she worked with said she did really well!”* wrote The Director of the Dakota Tiwahe Service Unit, Misty Brave- Frazier on Eliza Thomas’s Final Internship evaluation.

Eliza met the challenge of a rigorous learning plan in her five week human services internship during NICC’s 2016 Summer Session. The Dakota Tiwahe Service Unit on the Santee Reservation is often “stretched to the max” and the generosity and time taken to assist Eliza to learn

about the agency is greatly appreciated by NICC Internship Coordinator, Darla Korol. “I can’t thank the staff there enough for being willing to assist one of our students with a professional growth learning plan when they are so very busy at the Unit.”

Eliza’s learning opportunities included involvement with the ICWA (Indian Child Welfare) Specialists, the Domestic Violence Advocates, the Coordinators in the General Assistance Program and the Family Support workers.

Eliza commented: “I have grown in my understanding of the professional delivery of human services and I am grateful for this wonderful experience.”

Congrats Eliza!!!!!!!!!!



For more information about the Dakota Tiwahe Service Unit please visit:

<http://santeesiouxnation.net/dtsu>



## Ultimate Warriorz Contest

The Ultimate Warriorz Contest was held Saturday, June 25 during the Santee Pow Wow. The Sacred Horse Society, Nebraska Indian Community College, and the Santee Sioux Nation sponsored the event.

Five challenges of riding a horse, shooting an arrow with a bow, carrying heavy weight, building a tipi and singing a song composed the obstacle course. All to be completed with a partner. "The obstacle course represents all the obstacles there are in life," stated Jim Hallum.

The winners of the contest were Perry Little, Marty, S.D. and Dena James, Santee. Cash prizes were awarded through fifth place.

"We all have had people in our lives who were Ultimate Warriors, whether they be parents or grandparents, and they did these very challenges in their walks of life, and we, the Sunka Wakan Okodakiciye Kim or The Sacred Horse Society wish to provide that way of life for our children and our future," Hallum said.



## Paul Brill Donates Lifelong Genealogy Project to NICC



A life time of genealogy work was recently donated to The Nebraska Indian Community College by Mr. Paul E. Brill. Mr. Brill, also known by his Omaha name I sta'mo ze, has over the last sixty years worked to pro-

tect and maintain numerous indigenous nations' sovereignty rights, promoted respect and cultural understanding between the United States Government agencies and federally recognized tribal nations, and acted as a cultural ambassador for international visitors introducing them to Native American leaders, customs, and communities to promote Native culture in a positive light. His work in Native American genealogy has

been critical in assisting several tribes resist pressures of the United States assimilate and/or terminate their tribal sovereignty rights.

I sta'mo ze had worked for the Tribal Operations Division of the BIA for two years before the opportunity to work with the Omaha Nation presented itself. Paul eagerly accepted the opportunity to go west and work with the Omaha Nation, and

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## Paul Brill Continued from page 17

he would soon develop his passion for genealogy during this time. The purpose for his transfer west was to identify Omaha descendants for the final stages of the settlement with the United States to finally reckon just settlement of specific treaty requirements in the Treaty of 1854, which heretofore had not been met, with the Omaha Tribe. This settlement, which finally came in 1963-1964, was in the form of an individual financial settlement with each person containing Omaha blood. I sta' mo ze worked with Omaha translators to interview tribal elders and produce a genealogical record of the Omaha Nation to identify all descendants entitled to the settlement of the 1854 Treaty. During this time I sta' mo ze learned to speak Omaha, developed lasting friendships, and began a lifelong relationship with the tribe.

The Omaha Tribe of Nebraska has been positively and significantly impacted as a Federally Recognized American Indian Nation, Tribe, and Government, as a direct result of the historical and genealogical work of Mr. Brill. His exhaustive, detailed, and signifi-

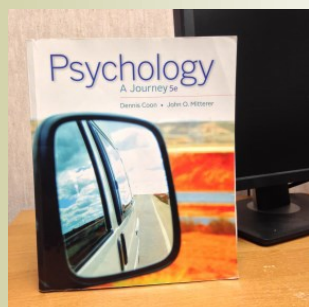
cant work on behalf of the Omaha Nation, Restored and Strengthened the Sovereignty of the Omaha Tribe of Nebraska by finding and determining Omaha blood quantum, per federal policy, of Omaha Tribal members who may otherwise have been precluded from Omaha Tribal citizenship had he not done so.

After completion of the work for the Tribal Operations Division and relocation for work on other tribal projects, I sta' mo ze continued his relationship with the Omaha Nation. The passion he had developed for genealogy working with the Omaha Nation continued until the present day. In 2004 it was estimated that I sta' mo ze had spent over 25,000 hours of his personal time tracing Omaha Nation lineages. He continued to update the records he had submitted in the 1960s and continued to provide research assistance and family trees to tribal members upon request at no cost over the next 50 years. He continued his work until the spring of 2016 when he and his family decided to donate his work to the Nebraska Indian Community College to be an educational resource for

the Omaha people.

I sta' mo ze was adopted formally by the Omaha Tribal Government by formal action on September 21, 1989. Section II of the council resolution 88-64 officially adopting Paul E. Brill as a tribal member illustrates the strong relationship between Paul and the Omaha Nation. "Whereas, Paul E. Brill (I sta' mo ze) has been associated with the Omaha people in a very personal relationship, during which he has never demeaned our culture which includes ways uniquely different from that of most Americans. Rather, he has learned much of our language, spoken always in our best interests, counseled with us, danced with us, ate with us, and laughed with us and at him-self. Unlike most, he wanted nothing from us except our friendship and trust, and because of the way he has treated us from the beginning, the Omaha people have given him both. We are happy to call him friend forever." I sta' mo ze will be returning to Macy for the 2016 powwow to visit friends and family.

## NICC Students Acknowledged in the 6th Edition of Psychology Text Book



In December of 2014, the Introduction to Psychology Class at NICC petitioned the authors of the *Psychology – A Journey, 5<sup>th</sup>* edition textbook to remove misinformation about Sioux Sweats.

One of the textbook authors, Dr. John O. Mitterer, accepted the petition. The student petition was successful and the misinformation was removed. This success was shared in the spring 2015 edition of the *Tribal College Journal*. Dr. Mitterer, Wynema Morris and Darla Korol continued to engage in a year-long dialog specific to other American Indian content in the text.

In preparing for the upcoming 6<sup>th</sup> edition of the text, Dr. Mitterer wanted to credit the students at NICC in an acknowledgement.

On May 30<sup>th</sup>, Dr. Mitterer sent an email presenting the following:

### New Edition Textbook Acknowledgement

*“We offer a special thank you to the students at the Nebraska Indian Community College taking “Introduction to Psychology in 2015 for triggering a deep conversation about the portrayal of American Indians in introductory psychology textbooks. Further conversations with NICC faculty members Darla Korol (MSW, Human Services Division Head) and Wynema Morris (Omaha Tribal Member, Omaha Tribal Independent Scholar, Professor of Native American Studies) led to several improvements to this new edition, and in particular a new section on American Indian parenting, reflecting their profound insights and wisdom.”*

### Petition Signers:

The signers of the petition were: Santee Campus: Brianna Bickerstaff, David Henry, LeAnn Red Owl, Miranda Sheridan, Eliza Thomas and Bianca White, Wyatt Thomas and James Hallum. Macy Campus: James Lasley, Alice Saunsoci and Wynema Morris. SSC Campus: Ceara Henry, Mercedes Sandoval and Darla Korol.

### First to petition and first to receive acknowledgement:

“I believe this is the first time that a psychology professor

and text book company have responded to the concerns of tribal college students,” explained Darla Korol. “NICC has sent an example for other tribal college students to respectfully challenge misinformation about their spiritual and cultural practices in their textbooks. Dr. Mitterer had an open mind, and an open heart. That he has acknowledged NICC in the new, 6<sup>th</sup> edition, of this widely used textbook is a great honor and again -- I believe – NICC is the first tribal college to receive such an acknowledgement.”

To read details of the petition, please see the [\*May 2015 NICC Newsletter\*](#)



## Visitors to NICC Receive Help in Finding Information About Their Dakota 38 Ancestor

On June 30, two visitors to the Santee Campus found information and assistance in their search for genealogical information about an ancestor.

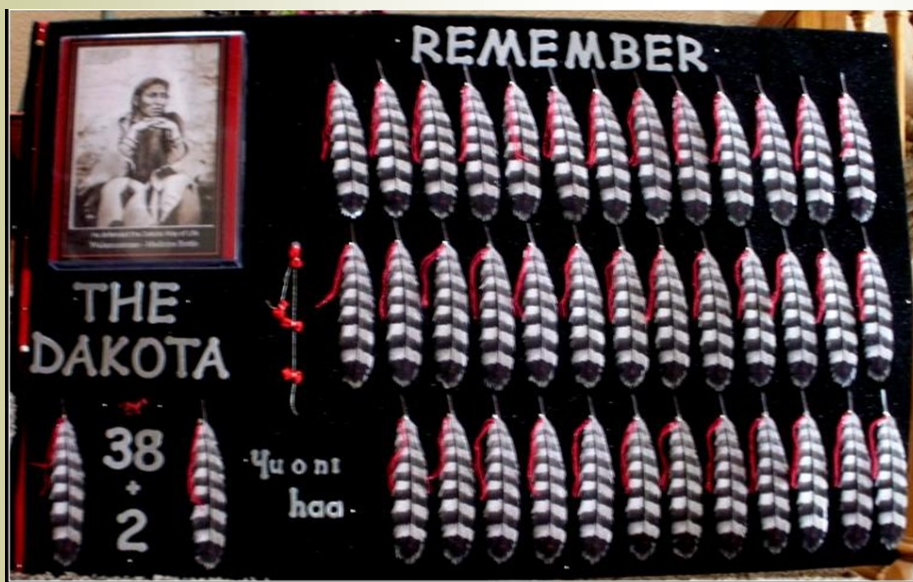
Greeted by Leland Henke and Doris Rohrer, the visitors viewed the art work and cultural knowledge boards at that NICC campus site, stopping to read the names on the Dakota 38 + 2 culture board by Darla Korol.

“They found the name of an ancestor” explained Doris, “and took pictures of the name display and the board.” Doris then introduced them to Santee Campus Librarian, Wanda Henke, for further assistance.

Wanda referred them to the Santee Sioux Nation Museum. She knew the museum had genealogy records on Santee Dakota people.

“I am so grateful that this opportunity occurred for

these visitors to see their ancestor’s name on one of our culture boards at NICC” Darla shared. “Much prayer went into that board with hopes it would be a continual honoring and blessing. When Doris shared with me that this couple was able to identify an ancestor from that display and then get further assistance from Wanda – that is an answer to my prayers.” *Darla Korol*

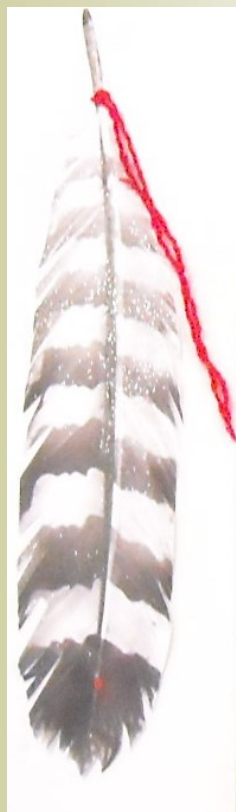


### **This culture board is titled: Honoring in Silver.**

It was an attempt to redress the Mankato Hanging Silver Souvenir Spoon. The use of the color silver for this board is to honor the Dakota Warriors hung by President Lincoln in December of 1862. The silver bells are for the death song the men sang before they were hung. The silver glitter is to symbolize the spirit world they returned to. The red horse is to recog-

## NICC Visitors Looking for Information on Relative Continued from page 20

nize those who have participated in the Memorial Ride since 2008. (In 1902, forty years after the hanging, a brewing company in the state of Minnesota issued an engraved beer tray to celebrate the hanging. The same image was used for a commemorative silver spoon celebrating the hanging.)



### Names of 38 plus 2

Baptiste Campbell	Am da chà
Broken to Pieces	Chay ton hoon ka
Elder Hawk	Na Pay shne
Fearless	Chaskay don
First born child & male in a Dakota family (diminutive "little")	Wa kan tan ka
Great Mystery	O ya tay a koo
He Brings the People	May hoo way wa
He Comes For Me	
Henry Milord	Wy a tah ta wah
His People	
Hypolite Ange	
I Came	Wa he hna
Iron Blower	Muz za boom a du
Little Thunder	Wa kin yan na
Medicine Bottle	Wakanozanzan
Near the Woods	Chan ka hda
One Who Jealously Guards His Home	Te he hdo ne cha
One Who Sings A Lot or the Singer	Do wan sa
One Who Walks by His Grandfather	Toon kan e chah tay mane
One Who Stands on a Cloud	Mahpe o ken a ji
One Who Stands on the Earth	Ma kat e na jin
One Who Walks Clothed in Owl Feathers	Hin han shoon ko yag
One Who Stands Clothed with His Grandfather or	Toon kan ka yag e na jin
One Who Stands Cloaked in Stone	
One Who Shoots While Walking	Pa zee koo tay ma ne
Rattling Runner	Rda in yan kna
Red Leaf	Wah pay du ta
Returning Clear Voice	Ha tan in koo
Round Wind	Ta te mi na
Second born child & male in a Dakota family	He pan
Scarlet Face	E tay hoo tay
Scarlet Otter	Ptan doo ta
Sudden Rattle	Had hin hday
The Top of the Horn	Ha pink pa
Third born child & male in a Dakota family (diminutive "little")	Hay pee don
Tinkling Walker	Sna ma ni
To Grow Up	A e cha ga
White Dog	Shoon Ka Ska
Wind Maker	Tah ta kay gay
Wind Comes Home	Ta Tay hde don
Whiteman	Wa she choon



## NICC Student's Article Appeared in Fall 2016 Tribal College Journal

BEST NONFICTION

# My "Cool" Mom

By Christina Coffman

I had a cool mom growing up. I don't mean cool like she let me have ice cream for breakfast or let me have slumber parties on school nights. For me, cool is more of a cover-up which I don't have to explain to others. They normally don't ask me to, they just laugh it off because they only know the "new" Debra Coffman.

"Cool" to me is...

**C- Catastrophic.** My childhood was a mess and it went downhill faster than I could handle when I finally realized my mom was addicted to crack cocaine. My mom, cousin, grandma, and I were homeless on and off, living in hotels and packing our most important belongings in totes and duffle bags. It's difficult to understand at such a young age what is and what isn't normal when you have already had so much chaos in your life. Nine years later, I'm figuring out I have small habits and rituals that have come from being homeless for so long. For example, I live a much-cluttered lifestyle, as my grandma calls it. I keep extra clothes and toiletries in my car. I also find myself always living out of boxes and totes even though I've lived in the same place for four years now.

**O- Overprotective.** This is sort of ironic. My mom has always been very protective since I was her only child. But what is interesting to me is that she wasn't overprotective the night she decided it was okay to leave her 14-year-old daughter in a hotel room alone with her new "boyfriend" while she "went and got coffee." Nine years later I still don't understand why she did that, what made her think that was okay... But I guess I'm slowly realizing that her state of mind wasn't very clear in those days; her knowledge of right and wrong could have been obscured by her addiction.

**O- Overdramatic.** When I was in eighth grade, my mom and I were walking down the street in the dead of night and she asked me where I wanted to be, and the only answer I had was with her. Regardless of all she had put me through up to this point, I just wanted to be with her. She knew she wasn't capable of taking care of me anymore, so she took me to a woman's house who she met during one of many unsuccessful trips to drug rehabilitation centers. Living there, I had stability, I had people around me who treated me like family—no questions asked. Then one day while doing chores I found my mom's crack pipe under the sink in the bathroom. My caretaker let my mom come see me as often as she liked and she would often clean up while she was there. But when I found that glass cylinder I didn't know what to do, so I called the woman who took me into her loving home and asked her. "Crush

it and flush it" she told me, so I did. Later that day my mom came back for what she had lost and when I told her that I had found it and flushed it down the toilet, it felt like she wanted to kill me... I had so much hope that seeing the hurt on my face would bring my mother to reality, show her that she had a daughter who loved her and just wanted her healthy and in her life. Instead, all she did was yell and all I could do was cry. She told me that everything was my fault, that I was the reason she had to get high, and I was the reason she had to do what she had to do for money. Again, nine years later I don't understand...

**L- Loving.** After being homeless, leaving me with strange men, putting me in the care of someone who was almost a stranger, telling me her drug addiction was my fault, and so many more things, I have become a stronger person because I've gotten through them all and have stayed a good person. I know my mom loves me, she always has. No matter what, nothing has ever made me question that. Through all the bad times she has made it a priority to make sure I was safe and warm. What her definition of safe was could have been questionable at times.

I could probably write an entire novel based on my childhood, but it's hard to think about, even nine years later. There are still things that I have to come to terms with and accept. I like to think that my mom is 100% clean and sober now, but I know temptation is out there. Now that I am an adult and can take care of myself, I try to keep out of her personal life when it comes to drugs and our past. When I do look back on these things I just think to myself, "Wow. You're an amazing person, Christina. You haven't let these things define you or what your future holds." It is the adversity that I have faced that is keeping me driven. I have been fortunate enough to attend Nebraska Indian Community College and my hard work has led to me obtaining my associate's degree in early childhood education. I have maintained a very high GPA during my time here and have been accepted to three very good schools.



**Christina Coffman** ("My 'Cool' Mom") was born and raised in Everett, Washington. She moved to the Santee Sioux reservation the summer before her senior year in high school. Dealing with many adversities in life, Coffman graduated from high school in 2011 and eventually enrolled at Nebraska Indian Community College where she is now in her second year.



**"A picture can tell a thousand words,  
but a few words can change it's story."  
– Sebastyne Young**

