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# INDIAN RECORD

November 1968

## Indian Civil Rights, Migration to Cities, Youth Head Needs List, Bennett Tells NCAI Meeting

*(Editor's note: the following are excerpts from a speech made by Commissioner Robert L. Bennett at the national convention of the National Congress of American Indians at Omaha, Neb., Sept. 26.)*

It is a pleasure for me as your Commissioner, friend, fellow Indian American, and member of NCAI to provide you with a report of my efforts during the past 29 months. By the way, 29 months is a new record for an Indian Commissioner, as the only other Indian Commissioner, Major Eli Parker, served only 26 months.

No Commissioner has received such wonderful support as you have given me. I want you to know that it is appreciated more than I can say. With this kind of support you have made my job easier, the burdens, cares and worries lighter, and the satisfaction from whatever progress has been made much greater.

Indeed, the past several months have been a time of several "firsts" for the First Americans.

For the first time in history—in this year 1968—a President of the United States sent to Congress a message dealing exclusively with American Indians and the social and economic problems confronting them.

For the first time in history, Indian tribal organizations have begun to take an active part in State and regional development planning, so that Indian lands will no longer be surrounded by that invisible barrier that separates reservation economies from growth opportunities with their neighboring communities.

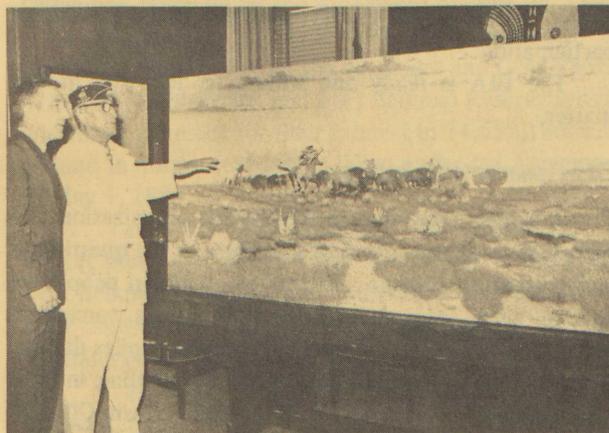
For the first time, Indian people are being afforded a partnership with the Federal Government in Indian affairs.

For the first time, the President in his special message, and the Senate in the passage of S. Con. Res. 11 have taken affirmative action to bury the unilateral termination policies of the 1950's and instead offer new hope to the Indian people that they will be masters of their own fate.

For the first time, the education of Indian children has been given priority attention, not only in terms of dollars expended to quantify it but in terms of brain-power invested in giving it *quality*, from kindergarten to college. Hopefully there will never be another generation of Indians who suffer a kind of second-class citizenship because of their second-rate schooling.

Most important of all, for the first time in this century the Indian people have rediscovered themselves as a great people and have begun to reestablish cultural and historic identity. We are on the way once again to full command of our own future.

I believe that our greatest progress has been in the changing role of the Bureau of Indian Affairs to meet the changing times. No part of my position gives me more difficulty or more pleasure than that of being your advocate in Government.



Miles S. Horn, 71, who signs his paintings with his Arikara name, White Crow, points out the highlights of this buffalo hunting scene to Secretary of the Interior Stewart L. Udall to whom Horn presented the painting. In his long career Horn, who studied under the great Western painter, Charles Russell, has been professional baseball player, soldier in both World Wars, range rider, and rancher.

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It is important that we analyze certain new issues in Indian affairs that will have a growing and lasting impact upon the ultimate destiny of the Indian people.

These three issues are: The rights of individual Indians under the Constitution of the United States; problems of Indians who are increasingly congregating in off-reservation communities; and, last but hardly least, the young among us.

Each of these issues is a reflection of the fact that the lives of Indians are becoming more and more enmeshed with society as a whole. It is a trend we cannot reverse; and therefore we must help ease the transition so we do not lose.

## Civil Rights

The civil rights of American Indians under the Constitution of the United States have been won slowly but not easily. Citizenship has been guaranteed only since 1924. Until the Civil Rights Act of 1964, voting rights of Indians under various State laws were frequently questioned. Job discrimination against Indians existed in many areas of heavy Indian population until equalization of employment opportunities for minorities was further protected by recent Federal law. Most recently, the Civil Rights Act of 1968 gives further protections to the Indian citizenry of this country.

It would appear that the intent of Congress, under this new act, is to assure uniformity of justice to all Indians while providing the means for a healthy strengthening of tribal law enforcement authority.

This organization can also help member tribes obtain fullest benefit from other new legislation: The Juvenile Delinquency Prevention and Control Act; and the Omnibus Crime Control and Safe Streets Act. Both of these laws provide funds for help in improving law enforcement services and in administering justice effectively. These laws qualify Indian tribes for direct participation.

The BIA is ready and willing to help you in this matter.

## Off-Reservation Indians

Another issue—one in which this organization and all tribes must move to find solutions—is the question of off-reservation Indians. Thousands of Indian people are moving away from reservation communities, sometimes to nearby towns, sometimes to cities some miles distant. Not all of the numbers who are now settling in such diverse places as Rapid City, S. Dak.; the Twin Cities of Minneapolis and St. Paul; Chicago, San Francisco; and Los Angeles are doing so through the BIA's Adult Vocational Training and Employment Assistance services.

The BIA's mission has not extended to Indians who leave the reservation, except to the extent that it provides short-term services for those on reservations who seek BIA help in relocating.

Neither does the BIA mission extend to Indians whose reservation lands are not under Federal trusteeship control. Large pockets of Indian population in northern New York and Maine, for example, are beyond BIA's purview. So are smaller groups scattered along the east coast from Massachusetts to Georgia, and groups in California that have been "terminated."

Indian organizations, therefore, are the hope of these groups. Through your structure and that of your tribes', you can help them to rally public attention to their cause and public aid to alleviate their pressing needs. Through State and local governments, the Federal Government disburses billions of dollars annually for such services as public schooling, health and welfare, development of community projects, and manpower training. The question is: Are the off-reservation Indians, and the Indians on reservation not under trusteeship, getting a fair share of their community's total Federal outlay?

We need to sit down and start discussions that will open the way for understanding between resident and non-resident Indians. We are all of one blood, we have the same basic goals. We are too few to have any political voice unless we are united. I am sure we will find that we have much in common and that most differences can be resolved. We cannot afford the luxury of disunity.

## Indian Youth

As the forces of change are at work all over the world—and since the reservation is no longer isolated from the rest of society because of T.V., radio, and all communication media, Indian youth is in turmoil over what they see and hear. This turmoil is good if it is founded in the realities of the issues of today. And, the reality of the young Indian people in Indian country—that they must learn to live in two worlds so as not to become the victims of both. My concern is that Indian young people not become diverted in their quest for meaningful places in society by those elements who are attempting to tear apart the fiber of American lifeways and who see this period of change as a means to achieve leadership through anarchy. Indian young people should not use their youthful energies to burn themselves out in hate and destruction as some young people are doing, but rather they should use these energies in the agonizing search for social justice. They need to look forward with goals in mind and not backward in anger.

(See Bennett, page 4)

# Indian Historians Discover Textbooks Tell It Wrong

Do the history textbooks used in American schools "tell it like it is" when the subject is the Indian role in American history?

The conclusions reached on this question by the American Indian Historical Society of San Francisco, Calif., are definitely in the negative. In a recent issue of its publication "The Indian Historian" the Society noted that 43 textbooks used in the fourth, fifth, and eighth grades had the following characteristics:

The American Indian is barely mentioned in connection with the Colonial period of American history.

The American Indian's contribution to the economy of the Nation and the world is barely mentioned, if at all.

The history of the Indian in the Gold Rush is either not mentioned or is distorted.

The history of the American Indian during the Mission period of California history is misinterpreted.

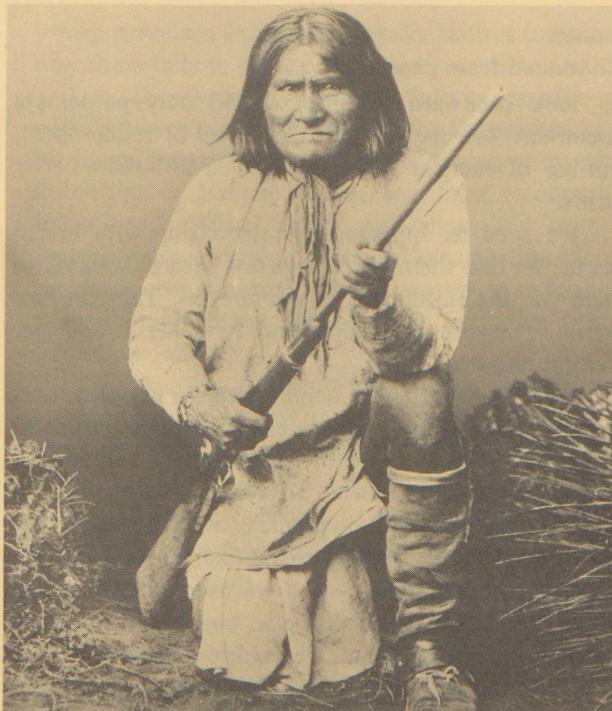
The description of the relationship between the Federal Government and Indians is distorted; there is no effort to create an understanding of the current situation.

Treaties with the Indian tribes are not mentioned and at best are passed off lightly as of no account. The true condition of the reservation Indians is completely ignored, or misinterpreted. The current economic situation of the Indian is ignored.

In a 26 page report to the California State Board of Education the Society pointed out these and many other errors of omission and commission by textbooks writers. Not one of the 43 books reviewed was free from inaccuracies, the report said. And local history texts used in various California areas were even worse, it said.

Jeannette Henry, editor of the "The Indian Historian" suggests that a more balanced presentation of the role of Indians in American history could give all American children a "deeper appreciation of the fact that mankind grows, makes mistakes, tries to correct them, and step by stumbling step, man reaches for understanding, knowledge, and a better way of life.

"We can teach the young student to understand other peoples, other cultures, other races. And first of all we teach him to understand the people, the culture, and the race which is entirely native to this land of ours. In this way we can strike a blow at prejudice more powerfully than any picket line."



One Indian known to most American school children is the Apache warrior, Geronimo. This 1886 photo shows why this Indian leader was feared all across the Southwest. But do our history books tell Geronimo's life as it really was? Do they tell Indian history as it really was? A recent study by the American Indian Historical Society suggests they do not.

Smithsonian Institution Photo

## The Indian Claims Commission . . . . .

. . . . awarded \$797,508.99 on August 27 in docket numbered 96 to the Citizen Band of Potawatomi Indians as additional payment for 362,192 acres of land in Oklahoma taken under the Agreement of June 25, 1890.

. . . . awarded \$8,679,814.92 on August 23 in docket number 279-A to the Blackfeet and Gros Ventre Tribes of the Blackfeet and Fort Belknap Reservations as additional payment for their interest in 14,652,186 acres of land in northern Montana taken under the Agreement of May 1, 1888.

. . . . awarded \$3,108,506.40 on August 23 in docket numbered 279-A to the Assiniboine Tribes of the Fort Belknap and Fort Peck Reservations as payment for their interest in 6,840,904 acres of land in northern Montana taken under the Agreement of May 1, 1888.

. . . . awarded \$1,161,354.44 on August 23 in docket numbered 279-A to the Sioux of the Fort Peck Reservation as additional payment for their interest in 6,840,904 acres of land in northern Montana taken under the Agreement of May 1, 1888.

Bennett

(Continued from page 2)

To look backward in anger would only perpetuate discontent, provide no basis for revival of Indian spirit, and use of energies which are needed to build a better future.

We need to appraise our relationship with Indian youth. We owe them our best efforts because we look to them for the fulfillment of our dreams. They are our prime resources of vitality and new ideas, and our greatest resource.

How do we establish communication between them and us? We need to create an environment for them to speak out with a sense of responsibility and not of futility. We need to provide a forum by which they can make their voices heard on public issues. We need to talk and listen to each other with mutual respect, and the desire for understanding—and we need to make them feel comfortable in this dialogue, but we do not need always to agree with them. We need to understand them. They want to talk to you the Indian leaders—and not to others. The reason I know this is because many, many young people in the last few months have told me this.

We should seek to build and not to destroy—because in seeking to destroy we become our own victims. We need to think and communicate in realistic terms with sincerity as its basis. And, we need to face life in our times. We need to draw upon the past—but not to rest upon it. We need to keep Indian heritage a living thing—and keep it from becoming stagnant. And the only suggestion I could make on the theme for this conference is to have the word “Living” before Indian Heritage because a stagnant or a dead heritage is of no value. Indian youth are coming on us better educated—they are coming on us more sophisticated. Fifty percent of the Indian population is 17 years of age or under. Fifty percent of the general population of this country is approximately 28 years of age and under. Indian culture does not provide a place for the young person because in the Indian culture you went from child to man or child to woman. Wisdom was related to age, and silence among the young was a virtue. But because the minds of our young have been stimulated by education and new experiences, more than ever before they want to know “why?” and we need to answer. They possess everything to build healthy personalities. They have heredity in which they want to take pride—they come from an environment with which they know they must cope—but they know that they alone must accept responsibility for how they respond to the situations that they will be confronted with in daily life. They will have to accept their heredity, cope with their environment, and say to themselves, “Now what shall I do with myself?”

The rate of suicides among young Indians is greater than the young people in society generally. The rate of suicides among older Indians is less than that of older people in society generally. Young Indian people need to find and know themselves. If they don't find themselves they will not be any good to themselves or to anyone else. It could be that we have not provided them with the sources of strength, we have not helped them to see life in proper perspective, and develop values around which to build their lives. We have not taken them into our confidence to give them the recognition they so desperately want. We have not provided them a means by which they can see that they will ever derive a sense of fulfillment. We must see to it that they get the opportunity to build our Indian heritage anew and help keep it *living and great*; so they can live wholesome lives in the image of man and God.

But, we must start now, because today is already too late for some, and tomorrow will be too late for others. You can do this. In my experience, living on the reservation, going to school, with Indian young people, and 35 years of work among you I've developed an unshakable faith and abiding confidence in Indian people. I know you can rise to this challenge as you have risen to challenges in the past. I look to you for ideals, for goals and for inspiration. I am proud of the restraint and dignity that you have shown in this period of our history.

I am very optimistic for the Indian future because of the leadership that we have and is currently emerging among Indian people both young and adult. I am proud to be one of you.



This float “Harvesting Opportunities” was constructed by students and staff at the Madera Employment Training Center, Madera, Calif. and won two trophies in the Madera Diamond Jubilee Parade Sept. 28. The float illustrates the career opportunities available to Indian trainees at the Center and captured the parade's First Place award in the Amateur Division and Sweepstakes Award.

# Indian Resolution Passed

*(Editor's note: the following is the text, excluding preamble, of Senate Concurrent Resolution 11, which was adopted by the United States Senate on Sept. 12, 1968.)*

Resolved by the Senate (House of Representatives concurring), That it is the sense of the Congress that—

(1) the deplorable conditions of American Indians and Alaska Natives can only be alleviated through a sustained, positive and dynamic Indian policy with the necessary constructive programs and services directed to the governing bodies of these groups for application in their respective communities, offering self-determination and self-help features for the people involved; and that our Government's concern for its Indian citizens be formalized in a new national Indian policy so that beneficial effects may be continued until the day when the Nation's moral and legal obligations to its first citizens—the American Indians—are fulfilled;

(2) modern-day needs of Indian people are no longer responsive to the programs and services of the two major Federal Indian service agencies alone (the Bureau of Indian Affairs and the Division of Indian Health), but the complete solution of Indian problems will require new and innovative services for the full development of Indian and Alaska Native people and their communities, and that the Bureau of Indian Affairs, because of its traditional role in the Indian field, access to important records, and direct relationships with tribal officials, should be charged with the important responsibility of coordinating the wide range of Federal, State, and local resources;

(3) Indian and Alaska Natives governing bodies should be recognized as having the full authority to determine the extent and manner of utilizing all available resources for their communities;

(4) American Indian and Alaska Native property will be protected; that Indian culture and identity will be respected; that the necessary technical guidance and assistance will be given to insure future economic independence; that continued efforts will be directed to maximum development of natural resources; that inadequate and substandard housing and sanitation will be corrected; that a comprehensive health program incorporating and assuring curative and preventive physical and mental health will be further developed for Indian and Alaska Natives; and that a long-term general, vocational, technical, and professional education program will be encouraged and developed for both old and

young American Indians and Alaska Natives so that they may share fully in our society;

(5) The Secretary of the Interior should periodically review all the activities of the Commissioner and Bureau of Indian Affairs to assure Congress of maximum utilization of Federal, State, and local resources for Indian and Alaska Native well-being; and that the Secretary should submit an annual report with necessary legislative recommendations to Congress to indicate the manner in which the intent of this resolution is being carried out; and

(6) American Indian and Alaska Native communities should be given the freedom and encouragement to develop their maximum potential; and that Congress will support a policy of developing the necessary programs and services to bring Indians and Alaska Natives to a desirable social and economic level of full participating citizens.

## Commissioner's Comments

### Thanksgiving, A Time To Count Opportunities

This is the month of Thanksgiving, which is a national holiday based upon the relationship between the Indians and the then newcomers to this country. Because of this relationship, Thanksgiving Day has had a special significance in our history.

I think you will agree that never before in history have we had so much to be thankful for. All of the resources of the Federal Government have become available for Indian human and economic development. The future holds bright promise, and the President's Message of March 6th can be looked upon as the beginning of a new era for Indian people.

It is hoped that as we approach our destiny in this great land, we will not only be thankful for the opportunities we have, but that we will also think about others in our American society who could benefit from our contributions.

I, for one, am thankful that I have this opportunity to serve you; that you have been so gracious to me; that you have supported me; that you have been generous to me and that you have made me feel comfortable and happy to be associated with you.

*Robert L. Bennett*  
Commissioner of Indian Affairs

# Rural Co-op Techniques Sought For Indian Lands

Six Indian men went back to school last month to learn to cooperate.

Actually, the educational object is group cooperation for the benefit of all. The courses they are taking are sponsored, quite naturally, by the Cooperative League of the USA, an organization dedicated to helping people help themselves through cooperatives.

The League, the State Department and the Agency for International Development have worked with the University of Wisconsin at Madison to develop an agricultural cooperative training course at the university for agricultural workers from Latin America.

Because many of the problems of rural Latin America—low income, low educational levels, lack of capital, inefficient marketing techniques and unsatisfactory patterns of land ownership—are similar to problems in Indian areas, this year the cooperative course was opened to six Indian men now working in agricultural fields so that they might bring the techniques of cooperatives to Indian areas as useful tools to advance Indian agricultural economy.

The ten-week course includes classes and field work in marketing, record keeping, leadership and management, education and public relations, and financing. When the students return to their homes they will have the understanding necessary to assist Indian groups in organizing the community facilities necessary to benefit from group strength and the many recent technological and managerial breakthroughs that are too expensive and too complex for the individual.

Cooperative ventures, such as group fertilizer purchases are an obvious benefit, but equally beneficial are community organization building activities of cooperatives which give people the means of getting things done because power and pressure can be applied where it will do the most good.

Selected to attend the school are Everett H. Dupris, Cheyenne River, Sioux, S. Dak.; Harold L. Doka, Yavapai, Colorado River, Ariz.; Marvin L. Jones, Choctaw-Pima, Hopi, Ariz.; Peter G. Larson, Chippewa, Lac Courte Orielles, Wisc.; Louis Griffin, Cherokee, Muskogee, Okla.; Peter Sandoval, Navajo, of Ft. Defiance, Ariz.

The cost of the training will be shared by The League, The International Cooperative Training Center (University of Wisconsin) and the Bureau of Indian Affairs.

## Tomorrow's Leader



A pilot program to engage reservation young people in the organization, planning and execution of community beautification programs was explained to Commissioner Robert L. Bennett by two young people who visited his Washington office recently.

Shown with Commissioner Bennett are Greig Arnold, 17, Makah (Wash.) Reservation, (second from left) and Edith Capoeman, 16, Quinault (Wash.) Reservation (center). They were accompanied on the trip by tribal advisors Elizabeth Cole, a member of the Quinault Business Committee (right), and Joseph Lawrence, a Makah Tribal Councilman.

Purpose of the program, they said, was to give Indian young people the opportunity to learn, by experience, just how much planning and coordination is necessary for successful community development projects. Thus, these young people will gain both insight and experience that will enable them to be better leaders as they assume adult responsibilities.

"We hope to show our youth the kind of leadership that will eventually fall upon them when the older people are gone," Mrs. Cole said.

The youth in the program will be responsible for all aspects of the work, including budgeting the funds available. Tribal leaders believe their trust in young peoples' ability will be more than repaid in a growing sense of responsibility and community spirit. The benefits of a more attractive community will be the most obvious feature of the program.

If these pilot programs, also underway at Pine Ridge, S.D., are successful it is hoped they can be applied in many other Indian communities.

## Did You Know . . . .

. . . . that one of the leading jockeys at the race-tracks around Detroit this year is Martinez Heath, a full-blood from the Warm Springs, Oregon Reservation. Heath also rides at Chicago area tracks where last year he booted home 99 winners, with the horses he rode earning more than \$500,000.

# Pribilof Girl Is First To Train To Be Nurse

A young woman who has worked this past year as a nursing assistant in the U.S. Public Health Service Hospital on St. Paul Island will be the first girl from the Pribilof Islands to enter a course of study leading to an R.N. degree.



Susan Buterin, 19-year-old daughter of Mr. and Mrs. Maxim Buterin of St. Paul Island, will enter the new school of nursing to be inaugurated at Alaska Methodist University this fall. A Bureau of Indian Affairs scholarship grant will make the study possible.

Miss Buterin is a graduate of Chemawa High School in Oregon. When she becomes a registered nurse she plans to return to her home at St. Paul Island to work with her community. There is presently no R.N. on the island so she will be a much needed asset to the community, according to Dr. Holm Neumann, PHS physician in charge of the hospital.

Her work as nursing assistant has been very satisfying, Miss Buterin reports, and says she hopes other Native Alaskan girls will enter the new AMU program. She has voiced her thanks to "all those who have helped me this far and I will try my best for my people."

## Papago Tribe Cited For Community Development

A citation for "outstanding achievement in community development" was awarded on August 8, 1968, to the Papago Tribe at Sells, Ariz. by the Community Development Foundation headquartered in Norwalk, Conn. The foundation works with national governments in planning, reporting, and evaluating programs which improve community life as well as with community leaders and tribal councils in the United States which improve reservation conditions and encourage participation of Indian people in self help.

The citation was presented to Tom Segundo, tribal chairman, for the outstanding work of the Papago Tribe on its Tribal Lives and Range Management Program. The presentation was made by Dallas Johnson, foundation director, American Indian Programs. Others present

were Ruth Bronson of the Save the Children Foundation, Charles R. Whitfield of the Bureau of Indian Affairs, and Alexander Francisco, Larry Lewis, and Josiah Moore, Papago tribal members. Johnson said: "The enormous hard work, enthusiasm and accomplishments of this summer program on the part of the Tribe is clear evidence of what can be accomplished by means of community activity on goals the people themselves have chosen."

The Papago Tribe received the citation for its special Papago youth scholarships program for young people who return to their homes from off-reservation boarding schools and take part in learning to improve their breeding stock, learn land improvement and conservation, and cattle and horse raising methods which inspire young Indians to reach out imaginatively in helping their tribe with these programs.

## Desmond Phillips Named New Bureau Education Deputy

Dr. William Desmond Phillips has been appointed deputy assistant commissioner (education) of the Bureau of Indian Affairs. He comes to the Bureau from the Institute for Study of Exceptional Children and Adults, DePaul University, Chicago, Ill., where he served as director. Prior to his DePaul affiliation he served as



curriculum coordinator for the Institute for Research on Exceptional Children at the University of Illinois in Urbana, and as assistant professor, Illinois State University, normal, in the university's preparatory program for teachers of the deaf.

Dr. Phillips holds a B. A. degree from Iona College, New Rochelle, and M. A. and Ed. D. degrees from Columbia University. Upon completion of his formal education he taught and supervised teaching programs at the New York School for the Deaf. Other teaching experience includes that with the New York City Board of Education.

Charles N. Zellers, assistant commissioner for education of the Bureau of Indian Affairs said "We are extremely fortunate to have a man of Dr. Phillips' stature in this important post. He is well known and respected both in the educational community and in Government, especially in the area of education for the disadvantaged."

# U.S. Mayors Support New Indian Development Goals

*(Editor's note: the following resolution was adopted at the National Mayors' Conference held this summer in Chicago.)*

WHEREAS, the American Indian has enriched the literature, art, language, and drama of the United States but for two centuries has been "alien in his own land," deprived of full equality "essential for human dignity in a democratic society," as President Johnson pointed out in his message to Congress on "The Forgotten American;" and

WHEREAS, the President has established the National Council on Indian Opportunity and proposed major new policies of significant benefit to the Indian population and all the people of America; and

WHEREAS, Mayors of cities in western states in particular have long recognized the serious social and economic problems confronting the Indian people on their reservations and as they move along with other rural people into metropolitan areas,

NOW THEREFORE BE IT RESOLVED that the U.S. Conference of Mayors commends the President of the United States for his proposals, which advance the cause of human rights and civil liberties and that it pledges support for development of policies and program to assist our Indian population.

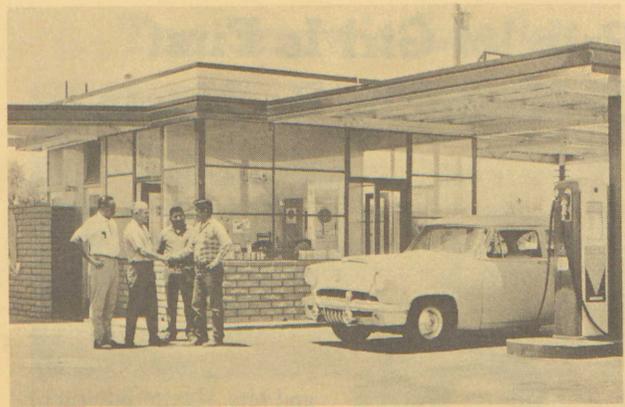
BE IT FURTHER RESOLVED that the Conference requests that Mayors be given opportunities to consult on programs in metropolitan areas which further this truly native American program.

## Vocational Training Pays Job Dividends for Sioux

*(Editor's note: the following letter was received by Margret Barber of the Adult Vocational Training staff at the Fort Totten, N.D. agency.)*

Dear Margret:

I am writing to express my gratitude for the schooling which your department helped me to obtain. I spent 15 months at Interstate Business College in Fargo. This was the best time I can ever recall. I received the training, I needed to get a good job. I no longer have to do manual labor. I can work with my brain instead of my back as I have often wanted to do.



A GIFT of a building and equipment, valued at \$15,000., initiated a good business enterprise on the Ft. McDowell Reservation, northeast of Mesa, Arizona. The four-pump Ft. McDowell Richfield Station is the only service facility between the McDowell Rd.-Hy. 93 intersection and Sunflower, some 30 miles north. The building and equipment were moved from Tempe, Arizona to make room for an Arizona State University building, according to donor Paul Trimble, Mesa, Arizona Richfield distributor. A tribally-owned cafe is also anticipated in conjunction with the station. Left to right: Sam Hilliard, Bureau of Indian Affairs coordinator on the reservation Trimble; James Norris, one of the two station operators, and Vincent Smith, tribal chairman. (The other operator is Louis Hood.)

I am working for the Power Service Corporation from Minneapolis, Minn. My title is 'field officer manager'. My duties include all the field purchasing, recording of all materials received, and preparing the payroll for 20 men each week.

I am very happy with my new position. The people I work with are very friendly and co-operative. I work in a comfortable office, with new office machines. The reporting I have to do are easily understandable thanks to my schooling.

I would never have been able to get this position if it hadn't been for the government's Vocational Training Program. I thank them for this.

I would like to extend a personal thanks to you, Margret, for it was you who did all the preliminary work to get me started in school.

Yours very truly,

Raymond Azure, Jr.

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