CONSULTANT REPORT
AMERICAN INDIANS
AND
HUMBOLDT STATE

Vine Deloria, Jr.
Professor of Law and Political Science
University of Arizona
Tuscon, Arizona
INTRODUCTION

I visited the campus of Humboldt State University for three days from February 14th-17th, 1989. Prior to my arrival I was supplied with two reports, EFFORTS IN PROVIDING EDUCATIONAL SERVICES AND EDUCATIONAL SUPPORT SERVICES FOR AMERICAN INDIAN STUDENTS AND COMMUNITY by Dr. Linwood Wall, Educational Equity Officer of the University, hereafter referred to as the "Wall" Report and the REPORT OF THE PRESIDENT'S PLANNING TASK FORCE ON SERVICES TO NATIVE AMERICANS by the members of the President's Planning Task Force, chaired by Dean Lee Bowker of the College of Behavioral and Social Sciences, hereafter referred to as the "Task Force" report. I was also sent a copy of the university catalog.

BACKGROUND DISCUSSION

In order to establish the proper context in which to discuss the programs and services of Humboldt State University which deal with American Indians and make recommendations for their continuance and improvement, it is necessary to understand the background of the University. Humboldt State finds its origins in a state normal school that was originally designed to train teachers for northern California. It has since become one of the universities in the California State University system. Its mission has not radically changed as it is still designated as a TEACHING rather than a RESEARCH institution. It is quite isolated geographically and has very little faculty turnover, some departments having not been able to recruit new faculty for many years and having little prospect of doing so in the foreseeable future.

The isolation and long term faculty tenure have produced a set of attitudes which students encounter which are not constructive. Although not existing, as far as I could
determine, in the upper level administrative officers, there seems to be an atmosphere of hostility in lower administrative levels towards racial minorities, women, and the handicapped and towards many of the newer programs for student assistance which have been developed in most educational institutions in the past two decades. The most prevalent form of hostility, according to the students, is the number of gratuitous remarks made by counselors and financial aid personnel to the effect that students seeking and receiving these services are "favored" and actually not "worthy" of receiving special treatment. **THERE IS NO QUESTION THAT SOME KIND OF SENSITIVITY TRAINING FOR LOWER LEVEL ACADEMIC SERVICES PERSONNEL SHOULD BE INSTITUTED IN THE IMMEDIATE FUTURE.**

The American Indian constituency of Humboldt State University is absolutely unique within the California State University system and this unique situation must be understood thoroughly if any progress is to be made. Humboldt State is the ONLY California university which has a large indigenous, reservation/rancheria, Indian population nearby. All other institutions draw primarily upon urban and metropolitan Indian populations. This situation means that the Indian student population of other universities is, or can often be, predominantly Indians from non-California tribes who have come to live in California as a result of post-war and cold war migrations, including the Bureau of Indian Affairs program for Relocation of Indians to urban centers for training and employment.

The other universities must deal with urban Indian centers and clubs, church centers and programs, and social and ceremonial groups as the Indian institutions which represent the Indians of the area. Humboldt State, on the other hand, is surrounded by a number of federally recognized tribes and rancherias which have tribal governments, human and economic resource development plans, specific and unique resources, and clearly identified needs and problems. Local tribal ceremonial life is highly traditional and does not represent the social ceremonials which characterize the Indian constituencies.
of other universities. Therefore, academic and service staff of Humboldt State must be particularly alert to the fact of differences in outlook among the indigenous tribal groups and what that really means. One vignette contained in the appendix of the Task Force report dealing with religious traditions and requirements of the Biology courses is typical of the unexpected problems which arise with a primarily indigenous Indian population.

The two major programs for American Indians, the INDIAN TEACHER AND EDUCATIONAL PERSONNEL PROGRAM (ITEPP) and the NATIVE AMERICAN CAREER EDUCATION IN NATURAL RESOURCES PROGRAM (NACENR) already have a solid if not a national reputation and help project a somewhat positive image of Humboldt State among American Indians elsewhere. They are probably also responsible for helping to attract the Indian students at the University who are not in either program and these students constitute the majority of American Indians studying at Humboldt. The trend of enrollment should continue a steady but not spectacular growth in the years ahead. Humboldt is probably at the outer limits of growth in Indian student enrollment at the present time because resources from the above two programs are being used at a maximum rate already.

**DISCUSSION OF REPORTS**

The Wall report and the Task Force report offer a more detailed and specific view of the university's programs and services and merit some discussion and commentary. My comments will be directed toward making specific suggestions which might be in some way incorporated in later documents which build upon these two reports and they are not intended as an alternative to the substance of the reports.

The Wall report deals most specifically with university Outreach/Recruitment, Retention, Academic Support Programs and Projects and Educational Support Services. It has a useful chronology of past efforts with and for American Indians and discusses the various
academic course offerings available to American Indians. Considering the minimal resources available for programs at the university, the historical record is impressive and shows a nice variety of efforts which cover everything from assisting with the problem of legal recognition of one of the tribes to sophisticated cultural resource development.

Outreach/Recruitment, as described in this report, illustrates one of the problems already discussed - a reluctance or inability to perceive with some degree of specificity the nature of the local tribal situation. Outreach has four specific strategies: Hoopa High School visits, College Board "name searches", College of the Redwoods Transfer Center, and Scholarships for underrepresented minorities. There is no mention of working directly with the tribal boards of education and the former advisory committee is not cited as a functioning part of outreach and recruitment either. TRIBAL EDUCATION COMMITTEES AND BOARDS SHOULD BE MADE AN INTEGRAL PART OF OUTREACH AND RECRUITMENT AS SOON AS POSSIBLE. IF THEY ARE AT PRESENT INVOLVED IN THIS PROCESS, THEIR STATUS AND RESPONSIBILITY SHOULD BE ENHANCED AND EMPHASIZED.

The Teacher/Tutorial Aide Program has great potential in the field of Outreach and Recruitment but is not identified as part of that process in the Wall report. Its omission may be simply a matter of organization within the report but its work bears some mention in the outreach area also. The fact that Humboldt State is performing this function speaks very highly of its awareness of the problems in the lower levels of education. Here is one case where it is permissible to blow one's own horn for significant accomplishment and this program should be supported and encouraged.

My impression from conversations with students and faculty is that the Faculty-Student Mentoring Program needs some additional administrative support in the form of leadership. Students told me that they frequently have the experience of being sent back to the ITEPP and NACENR programs because they are identified on campus as the
"Indian programs". If this condition is what it appears to be, then this program is not functioning in the manner in which it is intended and the Indian staff of the two programs are bearing an unusually heavy counseling and tutorial burden.

The Wall report contains a summary of the financial aid programs and includes in an appendix a breakdown of the types of financial aid available. It does not, however, address the question of the effectiveness of this office and since part of the Indian discontent with the university revolves around the question of Indian staff in this and other administrative offices, the subject of financial aid must come under scrutiny. The overwhelming number of negative comments I received at every level of interview, except that of the academic faculty, involved the operations of the office of Financial Aid.

Students reported that the staff in this office continually made harsh, cutting and entirely gratuitous remarks concerning the sources of funds which were made available to the students. The basic attitude was that any student who received financial aid was the recipient of some special largess not available to others and this aid somehow made the student unworthy of assistance.

Students also had complaints about the manner in which the financial aid office handled their Bureau of Indian Affairs grants. They said that on numerous occasions the staff in the office just told them that the Bureau would not fund them and refused to send their forms in for consideration. They had to demand that the forms be forwarded to the Bureau of Indian Affairs and then only after being completely humiliated by remarks suggesting that they were a public burden on the taxpayer and receiving special benefits.

The appeals process in the office of Financial Aids was also a source of many complaints. According to what I was told, when an appeal is filed in that office, the student is not allowed to appear before anyone other than the person he or she initially contacted and students must wait for a long time for appeals to be processed and do not get a chance to present their case to any staff people who are involved in the appeals.
such a situation exists is difficult to believe because it places the university in jeopardy of a potential lawsuit. In most areas of American law with which I am familiar, the person filing an administrative appeal always has the right to present their case to the person next up the chain of decision-making who will decide the appeal. **IF WHAT I HAVE BEEN TOLD IS TRUE, IMMEDIATE STEPS MUST BE TAKEN TO CORRECT THIS SITUATION AND STUDENTS SHOULD BE ALLOWED TO MAKE THEIR APPEAL IN PERSON AT EVERY LEVEL OF THE APPEALS PROCESS.**

The Financial Aid office offers an opportunity for Humboldt State to take some creative steps in leadership in higher education. Students continually told me that they knew enough about the aid process to tell when the staff were refusing to provide services for them and when and where roadblocks would occur. **MY VERY STRONG RECOMMENDATION IS THAT AN INDIAN STUDENT INTERN BE EMPLOYED IN THIS OFFICE TO HANDLE ALL AMERICAN INDIAN STUDENT PROBLEMS.** This students could be a person wishing to take off from his or her studies, a student changing majors who wished to work part-time, or a recent university graduate who wanted to work for a year or two before resuming a graduate education. There is a desperate need for people to work in financial aid offices in institutions of higher education in many parts of this country. Humboldt State could well begin to fill this need by training American Indians to fill these kinds of positions. An Indian student with several years experience in applying for and receiving grants and loans at the undergraduate level already knows a considerable bit about financial aid. Professional training in this field would not be difficult given this kind of background. **I URGE THE STRONGEST CONSIDERATION OF THIS IDEA AND ITS IMPLEMENTATION AS SOON AS IT IS ADMINISTRATIVELY POSSIBLE, MINIMALLY BEFORE THE BEGINNING OF THE NEXT ACADEMIC YEAR.**
The Wall report briefly mentions the Department of Housing at the university and notes that over 90 percent of the students who want to live in residence halls can do so. This figure is very impressive when considered in comparison with many large state universities. Staff of the Indian programs as well as students have told me that they have a prior problem which causes them a considerable amount of difficulty. When Indian students come from a long distance, the student has to simultaneously find housing, arrange for financial aid, and secure registration in classes. It is my impression that Humboldt loses a portion of its potential Indian student population at precisely this week of entrance into the university setting. Staff and returning students have to take emergency measures to find housing and provide assistance for the new students and this additional burden greatly handicaps them in advising students, in preparing courses, and in otherwise operating the Indian programs.

At some point the university may well want to investigate the number of students, of all backgrounds, who find it difficult to handle this transitional week when they are entering the university. Perhaps a part of one of the residence halls could be used as a place where students could temporarily find housing as they attempt to handle registration and financial aid problems during their first week on campus. A local church or civic club can possibly assist the university in this problem. Or a small emergency housing fund to deal specifically with registration week might be set aside to handle this problem. I know that this kind of experience can completely destroy a student's confidence and terminate their college career because in September 1951 as a young student I spent a day and a half at the University of Colorado in Boulder, could not find my way, got very worried at the cost of staying at the hotel, and returned to the reservation as quickly as possible.

The Task Force Report deals with the situation at Humboldt State at the present time. It takes a broad approach and seeks to be specific, to identify problems, and propose solutions. It proposes 44 recommendations which vary considerably but which are
designed to be problem-solving for both long term and immediate needs. Since some members of the Planning Committee are also the staff members of programs serving American Indians, the report does not cover some subjects that should be decisively addressed - most specifically the professional status and pay scale of existing program people. I will review some of the recommendations of this report and then comment on what I believe should be done in this delicate area of status and compensation for existing staff.

I generally concur with the recommendations made by the Planning Committee but wish to give strong support to the following recommendations as areas where there is either immediate need or where, based on my evaluation of the situation at Humboldt State, I believe substantial immediate and constructive progress can be made.

RECOMMENDATION 5 - AN ACADEMIC AFFAIRS MINORITY ADVOCATE.

Humboldt State needs to develop this position as soon as possible. Everyone with whom I talked continually told me that either Lois Risling or Russell Boham handled this problem, that problem, and the other problem, and then again yet another problem. It quickly became apparent that these two staff members are greatly overworked in that they handle their ordinary administrative and teaching duties but also spend a significant portion of their time doing the job of an advocate. Placing administrative/academic staff in this position substantially handicaps them in their relations with the rest of the university, particularly with administrators and faculty because they are forced to change hats many times in the course of the school day. Additionally, they must continue to work on an advocacy problem even though it conflicts with their other duties and at times brings them into conflict with people with whom they are working in a cooperative role while functioning in another capacity.

An Academic Affairs Minority Advocate would immediately free the most creative and
energetic Indian staff to concentrate on their own programs thereby significantly enhancing the impact and importance of those programs for the university as a whole. This advocate would also assist the existing Indian staff in clarifying their role at the university with the local Indian tribes. It is exceedingly difficult, if not at times impossible, for the Indian administrative staff to have to explain to concerned Indians how the university works or what it did or didn't do. Since they are professional educators and must be seen as occupying that role by the local community, the university has a duty to help them maintain their professional status. An easily identifiable minority advocate would contribute significantly to the flow of communication between the Indian constituency and the university and would be of immeasurable help in bringing some of the other recommendations made by the Task Force to fruition.

RECOMMENDATION 8 - TARGET GOALS FOR NATIVE AMERICAN FACULTY AND STAFF.

The most impressive part of my visit to Humboldt State was to see how much the existing staff has accomplished with minimal to barely existing resources. (One need only visit the physical locations of ITEPP and NACENR to see that the situation is just this side of intolerable.) Many courses are listed in the Wall report but next to some of them one finds the notation that the courses are offered in alternative years. BOTH PROGRAMS have an immediate need for a lecturer to ensure stability in the academic course offerings. The present Indian staff can then work on the development of additional course offerings and on program development. Lois Risling and Russell Boham both have significantly more to offer the university than their present situation allows them to contribute. A new staff lecturer in each program would free them of the routine burdens of the job and allow them to work in new areas which badly need attention.
RECOMMENDATION 20 - IMPROVE NATIVE AMERICAN FACULTY AND STAFF SELECTION POLICIES AND PROCEDURES.

I see this recommendation in a slightly different light than the Task Force and consequently wish to present a different perspective on it. In removing the advocacy and part of the teaching burdens from existing staff and Indian administrative personnel, it would free them to engage in some creative program planning. It would also enable them to do much more work with local Indian tribal groups and enhance the role of the university in regional activities. Additional planning would take place and in this setting they could well be helping to create a long term plan for the university's involvement with American Indians.

One of the complaints about Affirmative Action is that it appears to choose personnel on the basis of race, when in fact many other factors are involved. Without inhibiting the search for some additional highly qualified Indian faculty members, involving the two major Indian program directors in the improvement of selection of additional Indian faculty and staff would enable existing programs to meet specifically identified needs and greatly strengthen the university in a number of existing areas. Faculty and staff recruited with significant contributions from existing Indian administrators would mean a much more natural transition by the new faculty and staff and significantly reduce the orientation period during which new faculty and staff need to work into the programs of the university. The chances of hiring a person temperamentally or professionally unsuited for work at the university would be greatly reduced and recruitment and selection would be considerably more precise and efficient.

RECOMMENDATION 29 - THE HUMBOLDT ACADEMY.

The idea of an academy is still rather nebulous according to most of the people who mentioned it and the fact that it is being handled with care and not predetermined by
some educational ideology is both exciting and indicative of the seriousness with which people are considering the idea. The planning to date relies heavily upon Indian tribal participation but suggests that the Academy could be an all-purpose institution that can meet specific needs of the various Indian groups as these needs are identified and expressed in some program and institutional form. This idea, in my mind, has great creative potential and is only possible in a few places in this country. It may well prove to be one of the most creative ideas in Indian education because it relies upon continued involvement and participation of Indian people in the immediate region.

I strongly endorse this concept and urge that planning for the establishment of the Humboldt Academy proceed under the guidelines provided by the Task Force report. I would further urge that a record be kept of the manner in which the Academy is developed so that other institutions can have the benefit of Humboldt's perspective and experiences.

RECOMMENDATION 30 - STUDY AND BROWSING LOUNGE.

The two major Indian programs, ITEPP and NACENR, represent less than half of the enrolled Indian students on campus. Yet between them they provide the two major places where Indian students gather on the campus. Students with whom I talked while visiting these programs said that they were "orphans" who had been adopted by the programs. And almost all these students expressed a great need for a campus study and browsing lounge located in some central location where people could study and have small meetings during the course of the school day. Both ITEPP and NACENR are already overcrowded because of their many activities and very small space and using them as lounges for students significantly inhibits the work of the staff of the programs.

IMMEDIATE STEPS SHOULD BE TAKEN TO ALLEVIATE THIS SITUATION.

A CENTRALLY LOCATED STUDY LOUNGE SHOULD BE FOUND AND PUT
INTO USE AS SOON AS POSSIBLE.

RECOMMENDATION 33 - UNIVERSITY NATIVE AMERICAN ADVISORY COUNCIL.

This recommendation was being implemented during my visit to Humboldt State. I had lunch and a short discussion with the newly constituted committee. I was very much impressed with the attitude and enthusiasm of Dean Lee Bowker who co-chairs the committee with a American Indian Community member and with the Indian members of the committee. The meeting was very constructive and everyone seemed ready to make their contributions and work hard to get results.

There are a number of inherent problems which come with an advisory group that should be discussed so that the committee will continue to function well. First, formal or official tribal education committees should always be represented on these committees. Tribes and rancherias are themselves planning education programs and the university committee and the tribal groups should have as much contact and communication as possible so that areas do not develop in which no group is working and so that responsibilities can be clearly identified.

Second, the institutional structure of a university is much different than that of a tribal government or rancheria or even a local high school. Therefore some problems can be addressed by one group that cannot be addressed, except in a very complicated manner, by the university. And vice versa. It might be a good idea for the committee to always identify WHICH ENTITY will take primary responsibility for carrying out decisions or suggestions made by the advisory committee. The committee might also make it a practice to identify LONG TERM AND SHORT TERM PROBLEMS AND SOLUTIONS. Nothing is more detrimental to the morale of an advisory committee than to make recommendations and find later that they cannot be quickly brought to
completion. Identifying the approximate length of time during which the committee will be dealing with the problem will ensure that the committee members understand what is happening and do not feel that their ideas have been neglected.

RECOMMENDATION 42 - INTERDISCIPLINARY MAJOR IN NATIVE AMERICAN STUDIES.

Most American Indians believe, and with good reason, that their history and cultural traditions provide sufficient material to constitute a separate field of study. Indeed, many disciplines already have extensive subfields which deal with American Indian subject matter, specifically Anthropology, Psychology, Education, Law, and Linguistics. It is the goal of a great many universities to create an American Indian Studies major. This desire becomes so strong that majors are attempted at many places. But the field is very new and like other emerging fields it must serve a period of time as an apprentice before it can develop an ideology and intellectual discipline of its own.

Most universities require classes to draw a certain number of students to justify their offering and as a result it becomes very difficult to initiate new courses dealing with American Indian subject matters. Consequently the practice has evolved of cross-listing existing courses in various fields as if they were American Indian Studies courses. Humboldt State follows the practice in most respects with the exception of its core courses provided by the ITEPP and NACENR. I have already suggested that a lecturer to do the teaching of core courses be provided to ITEPP and NACENR in the near future. The presence of a lecturer will allow the director of each program to offer advanced and experimental seminars in the field and these seminars should be understood as building courses which can be made a regular part of the curriculum and draw the required number of students to qualify for regular offerings. In that way the major can grow naturally to a full course offering.
Later in this report I will make additional suggestions based on my interviews with faculty and staff regarding additional courses which might be possible in the near future considering the resources presently available at Humboldt State. However, a substantial and very significant Native American Studies major is definitely a goal to be pursued and should be given high priority in planning for the future.

As noted above, I fully support the recommendations made by the Task Force Planning Committee. I encourage the committee to keep their recommendations in the long form because many of these items deal with specific attitude and institutional change which can only be evaluated if they are kept in specific form. Many of these recommendations can be made more specific, hence put into a form in which they can be handled institutionally, if they become the first and continuing subject matter for discussion and consideration by the new advisory committee.

DISCUSSION OF INTERVIEWS

While on campus I had almost continuous interview opportunities with people involved with the American Indian programs. I also had several opportunities to meet with groups of Indian people, students and reservation/rancheria representatives, and I had the opportunity to chat briefly with the History Department, the majority of the Philosophy Department, and representatives of the English and Political Science Departments as well as Dr. Nancy Frost, chair of the Home Economics Department. Since these interviews were short and often consisted primarily of information regarding the institutional responsibilities of the person rather than an analysis of the state of Indian programs, I will make only general and hopefully generally positive evaluations of the information I gathered in discussions.

GENERAL ATTITUDES. The Indian administrative staff in the two major programs
are very energetic, very efficient, and get a maximum result with extremely limited resources. The high degree of efficiency and energy of the Indian staff makes it appear as if the university as a whole is doing a good job with its American Indian students and regional constituency. Like other universities where administration is exceedingly demanding and complex, over a period of time a veil of non-awareness begins to descend over the Indian programs. Staff and faculty immediately involved with the Indian programs are asked to wear more and more "hats" and assume additional responsibilities. When they carry out these responsibilities with competence, it is natural to assume that the problems were not as great as anticipated. Very quickly people can be greatly burdened and even burdened to the extent that the nature of the problem is not discussed, only the temporary solutions are mentioned. People begin to lose sight of constituencies and any minor event can raise a multitude of questions regarding the whole nature and direction of the programs.

The above-described condition exists at Humboldt State. In general I found people concerned about serving the Indian community of the region, well trained in their jobs, enthusiastic about the possibilities for growth and program development, but so busy that they were having great difficulty in remembering to keep the lines of communication open. Academic departments, with the exception of Home Economics, seemed utterly bewildered at the idea that they should or might have some direct relationship with American Indians. There was immediate response within interviews as to things that could be done but no idea of what specifically could or should be done or how to do it. Dr. Nancy Frost of Home Economics picked up on some topics almost immediately and had obviously thought a great deal about how to create some kind of outreach from her department to the larger Indian community.

I do not fault the other departments for their isolation but merely wish to use my impressions of their views of the world as a basis for discussion of possible changes that
can be initiated.

Administrative personnel were a little more in tune with the situation and showed a greater sense of involvement and ability at problem-solving which, of course, should be anticipated considering the nature of their jobs. I did not, unfortunately, have a chance to sit down with personnel in the Financial Aid office where a majority of the complaints were directed. However, I did not feel that a consultant should attempt to intrude too far into the administrative workings of the university during an initial visit to evaluate the institution as a whole.

SPECIFIC STRUCTURAL INSTITUTIONAL CHANGES. Frequent use of the advisory committee, the student lounge, the hiring of lecturers, and the appointment of the Academic Affairs Minority Advocate can open up most of the blockage now occurring at the university and release the great reservoir of creative energy now present. I believe it can also take the generally positive attitudes towards American Indians now existing and make Humboldt State an exceedingly fine institution for educating American Indians.

OUTREACH TO AMERICAN INDIANS. There is a genuinely good attitude among the people with whom I spoke about increasing the outreach to American Indian communities. However, a blind spot in perception exists which must be taken seriously. For the most part, Humboldt State's Indian constituency is TRIBAL SPECIFIC. That is to say, the institution is not really dealing with "Indians" but with the specific tribes of that geographical region, i.e. Hoopa, Karuk, Yurok, and so forth. People are bewildered in dealing with American Indian problems because they tend to think in general terms about the Indians they meet. Therefore, a tendency to deal with the familiar images of Indians or with a general knowledge of Indians tends to obscure the fact that particular local tribes have their own perspective on the university. The result of this kind of misunderstanding is that local Indian people do not feel that university is meeting their needs and they are sometimes offended by the lack of knowledge shown by university people or by university
staff expectations that the local Indian groups act like Plains or Southwest Indians.

When I met with Indian groups I suggested that they invite administrative staff and even some academic department faculty to their reservations and rancherias for "get acquainted" meetings. In this format Indian people and university people can get to know each other as people first and as university and tribal representatives second. I believe this kind of formal outreach needs to be initiated within the coming year. The President expressed great interest in this possibility and there was a good reception from many of the faculty people who considered this idea. I will deal more with the implications of these formal visits below.

INDIAN PERCEPTIONS OF THE UNIVERSITY. In my discussions of the university with the Indian groups I visited or listened to, I had the impression that the university suffers from a split perception. This bifurcation makes it difficult for Indian people to see the university as capable of helping them - or as wanting to help them - and I think it confuses university people as to what their actual role with American Indians should be. The split occurs in two ways: first, the university is seen as generally benign and helpful in that it educates many of their children and it does have some outreach programs that give it visibility in the various small communities and high schools of the region. But second, Indians see the university as having great resources which they can use but to which they do not have access, thereby creating the image of a "Taker" not a "Giver", and there is the feeling that university people, particularly scholars, do not ask them about their ways of child-raising, resource management, political organization, or social structure but are inclined more to tell them about it.

The split perception goes back to the fact that people are not tribal-specific when dealing with Indian constituencies. It also means that scholars are regarded as valuable resources for problem-solving but there is no access to them. This split perception can be resolved without too much difficulty.
ACCESS TO UNIVERSITY EXPERTISE. Even though Humboldt State is designated as a "teaching" rather than a "research" university by legislative mandate, with a few innovations it can fulfill an important role in community service and research. Tribes and some of the rancherias have specific programs and problems which the university resources could specifically address. A process could be initiated whereby tribes could identify their specific needs and areas in which the university could be of assistance. These needs could be forwarded to the Native American Advisory Committee which could in turn make contact with department heads and program administrators. The opportunity to work with a tribal group to meet a specific need could be made available to faculty who voluntarily wanted to be of assistance. The faculty offering expertise would have their teaching load reduced accordingly during the semester in which they were serving as an advisor or resource person to one of the Indian groups. Since needs change continually, there would be a good rotation of faculty and staff over the course of several years and the perception that scholars and universities are only "Takers" would begin to change. The experience of dealing with the practical instead of the abstract and theoretical would enhance the ability of the faculty to make their presentation of subject matter more realistic and more closely related to the lives of people.

ACCESS TO AMERICAN INDIAN EXPERTISE. There is no greater area of irritation between universities and American Indians than the idea that a scholar, no matter how skilled and well-prepared, can visit an Indian community, even over a prolonged period of time, and become an "expert" on the culture, religion, political institutions, diet, language and so forth of that Indian group. The white scholar becomes employable because of the establishment of his or her credentials by the academic institution but the Indians who gave the original knowledge are never regarded as having the same expertise.
There is no good reason, other than outmoded ideas of the credential process, that Indian experts in certain subject areas should not be accorded the same status as non-Indians who only are able to write up in proper academic form the information which they obtained from the Indian experts. Part of the Task Force Planning Committee report suggests that visiting faculty should be recruited to spend a short time on campus and enhance and upgrade existing program offerings in American Indian Studies. I see no good reason why some of these visiting faculty could not be reservation and rancheria people who have great expertise in certain fields. Some accommodation could be worked out to concentrate the classes in a restricted period of time so that they would not be greatly burdened economically or taken from their communities for a prolonged period of time. Some of these people can teach an incredible amount of material in a reasonably short period of time and many of them can offer insights into various subject fields which cannot be obtained in any other way except in a highly concentrated form. I WOULD URGE A MAXIMUM USE OF NATIVE AMERICAN EXPERTS AS DISTINGUISHED VISITING FACULTY WHEREVER AND WHENEVER POSSIBLE.

STATUS OF INDIAN STAFF AND PROGRAMS. In the past twenty or so years I have visited close to 200 college and university campuses in a variety of roles: consultant on programs, guest speaker, visiting professor, organizer and fundraiser and program developer. I would rank the present Indian personnel and programs at Humboldt State among the very best in the nation. They are accomplishing a great deal with absolutely minimal resources. They are also acting to defuse potential disruptions and protests with maximum efficiency. BUT I FEEL THEY ARE SUBSTANTIALLY OVERWORKED, UNDER-RATED AND INSUFFICIENTLY APPRECIATED AND COMPENSATED, AND SUFFER HANDICAPS IN THE DEFINITION OF THEIR STATUS ON CAMPUS. I am surprised that some larger university has not tried to hire
them away from Humboldt State and I suspect that if some of the other universities knew more about them, they would be receiving good job offers every day.

I WOULD RECOMMEND IMMEDIATE REVIEW OF THEIR SALARIES WITH A VIEW TOWARD A MORE EQUITABLE ADJUSTMENT UPWARD IN VIEW OF THE MANY RESPONSIBILITIES THEY PRESENTLY CARRY.

I WOULD ALSO RECOMMEND THAT THEIR PROGRAM BUDGETS RECEIVE IMMEDIATE REVIEW WITH THE GOAL OF UPGRADING THEIR EXISTING OFFICE FACILITIES AND - OF PARTICULAR IMPORTANCE TO OUTREACH PROGRAMS - THEIR TRAVEL FUNDS FOR LOCAL-REGIONAL TRAVEL.

I WOULD ALSO RECOMMEND THAT THEY BE GIVEN A STATUS THAT IS COMPARABLE TO THE CHAIR OF THE ACADEMIC DEPARTMENT AND THAT THEY BE INVITED TO PARTICIPATE IN THE ACADEMIC DECISION-MAKING STRUCTURE AT THE LEVEL THAT DEPARTMENT HEADS PARTICIPATE.

There are presently four Indian programs at Humboldt State: The Indian Teacher Educational Personnel Program, the Bilingual Education Training Program, the Center for Community Development, and the Native American Career Education in Natural Resources program. I have not commented on the Center for Community Development even though I met and visited with the new director, Victor Golla, because he is just installed in the position and it would not be fair to comment on the Center's activities until he has had a good chance to work into his new position. I did not meet anyone from the Bilingual program so it would be unfair to comment on that program also.

Nevertheless, these programs form the core of what could eventually become an Indian college division within the university. We are talking however of a sustained period of growth and of having the capability to stabilize existing programs thereby
releasing the existing staff to continue program development and outreach. Since so much of the present and future success is dependent upon the existing staff, THE PRESENT DIRECTORS OF ITEPP AND NACENR SHOULD BE GIVEN SECURITY IN THEIR JOBS AND SOME FORM OF ACADEMIC TENURE SHOULD BE EXTENDED TO THEM IN THE VERY NEAR FUTURE.

FUTURE PROGRAM GROWTH. In examining the present structure of the university and identifying the location of the Indian programs, it seems apparent that program growth will be most closely related to the College of Health, Educational and Professional Studies. The national trend is emphasizing fields which are very compatible with the departments in this college and, it seems to me, the Dean and department heads in this college are interested in the present Indian programs and alert to national developments. ADDITIONAL PERSONNEL AND FINANCIAL RESOURCES FOR PROGRAM DEVELOPMENT SHOULD BE MADE FOR THIS COLLEGE IN THE COMING YEARS TO ENABLE THEM TO HAVE A MAXIMUM IMPACT IN THEIR AMERICAN INDIAN ACTIVITIES.

The opportunities presently available at Humboldt State for the development of a nationally recognized group of Indian programs are very impressive. Probably no more than 3 or 4 other institutions in the United States have the same or similar geographical/indigenous Indian population characteristics which allow them to develop programs of real substance. None of these institutions come close to having the quality of Indian program directors which are presently at Humboldt State. In fact a dollar invested at Humboldt State is probably worth $10 if invested at one of these other institutions and perhaps as high as $20 if invested in most of the other California State Universities.

HOWEVER - INVESTMENT IS HARD MONEY, BUDGET LINE, PERMANENT COMMITMENT, NOT SOFT MONEY AND NOT 2 AND 3 YEAR EXPERIMENTAL GRANTS. Soft money and experimental project funds will come in
time but they cannot come unless and until the state and university provides a solid and permanent institutional foundation for the existing programs. Hiring a fund raiser or program development officer will only postpone development of a solid program because what is needed is the growth and development of existing programs, not a hodge-podge of temporary projects which have no relationship to what is now being done at Humboldt State. **PRESENT INDIAN STAFF IS WORKING AT MAXIMUM CAPACITY. THEY NEED ADDITIONAL HARD MONEY PERMANENT STAFF SO THAT THEY CAN REFINE EXISTING PROGRAMS, INCREASE TRIBAL-SPECIFIC OUTREACH, AND MOVE INTO NEW PROGRAM DEVELOPMENT.**

**CONCLUSION**

Humboldt State University faces a critical point in its relationship with American Indian people. It is readily apparent that great potential exists at the university for significant and permanent progress. The university has reached the point where only hard decisions remain and substantial commitments are needed. The loss of any more Indian faculty and staff members would probably initiate a crisis and result in the collapse of existing programs. But a solid commitment to move forward with institutional changes could propel Humboldt State University into national leadership in several fields dealing directly with American Indians.

At the state level the question is whether recognition and support should be given to indigenous Indian communities or to the Indian ethnic group constituency. Ethnic groups are certainly an important part of higher education but the Humboldt situation with indigenous Indian communities in the immediate vicinity should merit special attention and support. At the university level the question is one of allowing Indian programs to remain simply as peripheral programs servicing a particular constituency or giving sufficient institutional and financial support to allow the programs to grow into a meaningful complex
of services which could serve as a national model for both Indians and rural communities.

It is my opinion that the time is ripe to move with great energy and determination to create a first class institution for American Indians and I am confident that the university will take the necessary steps to do so.