

"I may not agree with a word you say but I will defend unto death your right to say it." - Voltaire

Tundra Times



Owned, controlled and edited by Eskimo, Indian, Aleut Publishing Company, a corporation of Alaska natives. Published at Fairbanks, Alaska, weekly, on Friday.

Address all mail to Box 1287, Fairbanks, Alaska 99701. Telephone 452-2244.

Entered at the Post Office at Fairbanks, Alaska, as second class matter under the Act of March 3, 1879.

Eskimo, Indian, Aleut Publishing Co., Inc. Board of Directors Executive Committee: Howard Rock, president; Thomas Richards, vice president; Clara Anderson, secretary; Jimmy Bedford, comptroller; Mrs. Ralph Perdue, assistant secretary. HOWARD ROCK, editor.

SUBSCRIPTION RATES

Regular Mail (including Alaska, Canada and other states)	1 Year \$ 8.00	6 Months \$ 4.50
Air Mail (including Alaska, Canada and other states)	1 Year \$19.00	6 Months \$10.00

Editorial—

A Pioneer in Special Indian Education

We are of the opinion that there are overtones of greatness in the significant efforts of Father John Bryde, now Dr. Bryde, who has been pioneering a new method of educating Indian children at the Holy Rosary Mission School on the Pine Ridge, S. D., Indian reservation. His important work has now been recognized by the Department of the Interior's Bureau of Indian Affairs and that agency has now contracted with Dr. Bryde to develop instructional materials and teaching guides at Fort Yates, S. D. for use in the schooling of the Indian child.

During the 22 years of teaching Indian youngsters, Dr. Bryde has noted strange psychological problems that kept recurring in the learning processes of the children usually at the seventh grade level while using conventional grade school textbooks in routine use throughout the United States. This disturbing development. Dr. Bryde discovered, was due to the omission of the child's racial values and that he had "no effective awareness of his historical racial identity," as Dr. Bryde said.

Prior to the seventh grade level, the Indian pupils in general, were bright and quite able to take their lessons in stride, even to overachieving the national norms in tests. This was an obvious evidence that Indian children had adequate mental equipment and capacity to learn but that a breakdown occurred after the students' reasoning powers developed progressively in higher grades. Perhaps without really knowing why, or subconsciously, the students at that stage began to sense that the classroom lessons were not really meant for them and, in some cases, downgraded their values as Indians.

This was the point when the psychological disturbances took hold and with them came feelings of alienation, even from themselves, rejection, followed by depressions and utter feelings of being lost. Surely, an educational system need not have resulted in such an impasse.

It took a keen observer—an observer with humanist attributes—to see through the Indian children's difficulties in school and courage to follow through with exhaustive studies aimed at correcting disparities in the education of the Indian child.

We feel also that the Bureau of Indian Affairs should be warmly commended for its openminded acceptance in obtaining the services of Dr. Bryde in developing instructional materials and teaching guides for use in Indian schools. Such a working agreement should

Snert Expert Out Of Competition

By SNERT EXPERT

In the village of Anaktuvuk Pass, Snert game is very popular. But, there is one KID, age 20, who just can't seem to find a competitor. His only competitors started to play pinochle plainly scared of the KID.

The KID has been winning all through the year—however, his cousin wins him once in a while.

But the KID just can't find a competitor at his village. Anyone want to take a trip to Anaktuvuk to see if he can do any better than the KID's relatives?

However, the KID's name is Jack Morry, better known as the LIGHNIN' LAD, (Snert name).

LETTERS to EDITOR

November 16, 1967

Dear Editor—

Our Junior High basketball team will start practicing next week. I hope we will have a good team this year. Last year when I was in Little League, the Junior High team was real good.

This year Wrangell has Boy Scout troops. I am in the Raven Patrol. Last night pack 33 of the Cub Scouts had their pack meeting. My brother Ernie is a Cub Scout. My neighbor, Mrs. Pinehart is the Den Mother for Den One. She asked me to help, so I am Den Chief and helped the Cubs make their neckerchief slides.

Now I see frost outside just about every morning. We have had an easy winter. I think you have lots of snow up there. Right?

Enclosed is a check for the 80 papers.

Sincerely,
Harold Riach
P.O. Box 603
Wrangell, Alaska 99929

Poetry— A Thanksgiving Fable

It was a hungry pussy cat,
upon Thanksgiving morn,
And she watched a thankful
little mouse, that ate an
ear of corn.

"If I ate that thankful
little mouse, how thankful
he should be,
When he has made a meal
himself, to make a meal
for me!

"Then with his thanks for
having fed, and his thanks
for feeding me.
With all his thankfulness
inside, how thankful
I shall be!"

Thus mused the hungry
pussy cat, upon
Thanksgiving Day;
But the little mouse had
overheard and declined
(with thanks) to stay.

—OLIVER HERFORD

Editorial—

Dr. Bryde's Work Applies in Alaska

Dr. John Bryde's exhaustive studies into the educational difficulties of the Indian children in South Dakota, we feel, have strikingly similar parallels in Alaska. If Dr. Bryde's noteworthy work has not been consulted with, or if our educational systems in Alaska have not consulted with him personally on his important findings, then they should do so as soon as practicable to all concerned.

Dr. Bryde's discoveries are exciting and vital and if they were applied in the native areas of the state, they could prove vastly beneficial in the educational endeavors of our young people. Who knows, they could be of great help in the reduction of the native students' dropout rate that reaches alarming proportions in the present day educational effort.

Dr. John Bryde is a man worth knowing. Perhaps the Alaska Federation of Natives should work out some arrangements for him to give a series of lectures in strategic locations in Alaska so that the public can be enlightened by his important findings.

RESOLUTION NO. 67-3

AFN Resolution Points Out Injustices to Eklutna Indians

WHEREAS, on the 5th day of December 1927, President Calvin Coolidge, in recognition of the rights and needs of the Eklutna Indians, set aside in their behalf, a reservation of land in the Eklutna area of Alaska, and

WHEREAS, thereafter, the United States Government, in 1936, in recognition of the fact that the area set aside was insufficient to serve the needs of the Indian people, established, created and set aside 328,000 acres of land for the use and benefit of the Eklutna Indians, and

WHEREAS, the Eklutna Indians, having theretofore occupied, possessed and owned an area of land far greater than the land set aside, and

WHEREAS, their land was rapidly being taken from them by non-Indians, and the Eklutna people were being relegated to a smaller and smaller area, and

WHEREAS, trapping areas were being taken up by non-Indians, thereby dispossessing the Eklutna Indians, and WHEREAS, various federal agencies were dispossessing the Indians and using their lands, and

WHEREAS, their fishing locations near Anchorage were outlawed and taken from them, and

WHEREAS, the Alaska Railroad divided their lands in two and burned a large portion of it, and

WHEREAS, the Eklutna Indians, fearing they would be divested of their lands and homes completely, acquiesced and consented to the establishment of the above reservation without waiving their right to claim compensation for the additional land taken from them, and

WHEREAS, in 1941, the United States Government committed a gross breach of the understanding entered into between the Government and the Indians in 1936, and without their consent or approval and without compensation or other relief whatsoever, and in complete disregard of the acute needs and wants of the Indians, took from them for military purposes, all but 9,200 acres of the land theretofore set aside for the use and benefit of the Indians, and disposed of them from all but the remaining 9,200 acres, and

WHEREAS, from that day forward, the Indians were prohibited from cutting fire wood without a special permit from the military under pain of severe military punishment, and

WHEREAS, some of the Indians could not read, speak nor understand the English language, and great suffering was endured by the aged and illiterate because of the failure of the government and the persons responsible to concern themselves with the Indian problem, and the devastating effect of dispossessing the Indians from their land, and

WHEREAS, no less than eight state and federal agencies have, since 1941, including the Alaska Railroad, Civil Aeronautics Authority, Bureau of Reclamation, Rural Electric

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initiate, and develop, a proper backdrop for educating the Indian youngster in which he would take pride in knowing that he, also, has values of which he can be proud.

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