

Appendix A
Major Reports
on
Indian Education

Purpose

The purpose of this section is to examine the current reports and documents concerning Indian Education in order to analyze and summarize their findings, conclusions and recommendations. The review of this literature will find recurring themes that have been expressed consistently beginning with the White House Conference on Indian Education Report 1992 and revisited in the dialogues conducted during the Advisory Council on California Indian Policy Education Task Force Conference.

Documents & Reports

The following documents and reports have been reviewed and summarized with conclusions/ recommendations:

- A. *White House Conference on Indian Education Report From California January 1992.*
- B. *Dropping Out, Losing Out: The High Cost For California September 1988*
- C. *Minorities in Higher Education 1994 Thirteenth Annual Status Report 1994*
- D. *Enhanced Student Outcomes and Valuable Community Resource; Evaluation Results about California's Indian Education Centers 1992.*
- E. *Educational Needs Assessment of the Hoopa Valley Reservation February 1993.*
- F. *National American Indian/Alaska Native Education Summit: Summary of Proceedings 1995.*
- G. *Advisory Council on California Indian Policy Education Task Force Dialogues Report February 1994.*

Each report has been individually analyzed and a synopsis provided. There is a summary of findings in Table A that references the major elements found throughout the readings. Table A is entitled "Comparison of Major Elements in Documents Reviewed."

A. White House Conference on Indian Education Report From California.

Background

The White House Conference on Indian Education was held in Washington D.C. in January 1992. At the Conference the California Report was given. This report was the result of regional and statewide meetings that were attended by Indian representatives from throughout California. The California Report followed the White House Conference format of six goal areas. The goals were:

1. *State School Children Ready to Learn*
2. *High School Graduate Rate Will Increase*
3. *Student Achievement and Citizenship*
4. *First in Science and Math Achievement*
5. *Every Adult American will Become Literate*
6. *Schools Free of Drugs and Violence*

Summary

1. State School Children Ready to Learn.

California recognizes the importance of early childhood education and recommends that a comprehensive preschool program for children and parents of children be provided for all regardless of income.

2. High School Graduate Rate Will Increase.

American Indian students are exceeding the national and state drop-out rates for other groups. In order to increase the graduation rate of American Indians schools need to utilize Indian learning styles, cultural components in the daily lessons, teaching methodologies that are appropriate such as cooperative learning. There need to be role models, parent involvement, a safe school environment, and programs where students can be successful. High School/ Institutions of Higher Education articulation, inclusion of Native American languages, improved parent/school communication and parent training pertinent to rights and responsibilities were stated as needs. Identified to improve education, Indian control and stabilized funding for Indian Education programs are highly emphasized.

3. Student Achievement and Citizenship.

Appropriate funding, culturally relevant curriculum, increased parent involvement, and sensitizing of non-Indians are key themes in this goal area. Additional areas of concern center around bridging tradition and technology, developing leadership in youth, and accurate portrayals of Indians in the media.

4. First in Science and Math Achievemem.

Incorporate into the curriculum the contributions of Native Americans, provide funding to train and involve parents, provide multi-year funding, provide sufficient educational opportunities, and recognize Indian languages are recommendations for this goal. A key theme is, "None of these recommendations can be accomplished without first introducing policy or law at the national level that allows for funding, innovating change, and hands-on decision-making by Indian educators, parents and tribes."

5. Every Adult American Will Become Literate.

Statistical data needs to be collected. There is a need for funding to develop tribal and urban literacy and curriculum with culturally relevant

methodology/curricula that is Indian controlled. Funding and community based programs are critical.

6. Schools Free of Drugs and Violence.

Parent involvement, cultural education components, tribal and urban program design all with appropriate funding are needed.

B. Dropping Out, Losing Out: The High Cost for California (1985)

Background

This report was prepared by the California Assembly Office of Research in September 1985. It has statistical data and extensive text. Pertinent to Indian Education the report states:

"In the class of 1983, three out of ten white students did not graduate, four out of ten black and Hispanic students did not graduate, five out of ten American Indian students did not graduate. Students drop out because they are not succeeding in school; they want to work, or they are pregnant. Dropouts tend to be overage for their grade; they have run out of time to pass required courses. Some dropouts fail district proficiency tests or courses required to graduate. Most dropouts are in the remedial or general track, are chronically truant, and feel alienated from school. Dropping out to work was a major reason for males to leave school. The connection of schooling to work and adult life has not been achieved. Pregnancy is a major reason for females to leave school".

Summary

Dropouts' disaffection from school is apparent in the junior high or middle school years. School reform efforts have not yet focused on intermediate level schooling. School districts need to examine the programs in their junior high and middle schools. Many dropouts are alienated from the high school and have experienced years of academic failure. While intensifying efforts to bring truants and potential dropouts back to school, equally aggressive efforts are needed to improve the curriculum, counseling, and instructional programs of the schools.

C. Minorities in Higher Education 1994, 13th Annual Status Report

Background

A joint statement of the National Indian Education Association and the National Congress of American Indians was prepared for President Clinton on April 29, 1994 to stress the government-to-government relationship between Indian tribes/nations and the Federal government, not between the tribes/nations and the Bureau of Indian Affairs. Their position is that the Federal government, including the Congress, must share in the legal and moral responsibility for providing educational services to Indian and Native Alaska people.

Summary

The major element in this report focuses on the issue of tribal sovereignty. After each presidential election Indian tribes and nations have felt they need to remind the public, the president, and the Congress about treaty obligations and trust responsibility that must be upheld by all departments of the federal government.

D. Enhanced Student Outcomes and Valuable Community Resources: Evaluation Results About California's Indian Education Centers (1992).

Background

This report was prepared by the California Department of Education, Special Studies and Evaluation Reports, Program Evaluation and Research Division in 1992. The 1988 California State Supplemental Budget Language Act required the California Department of Education to prepare an evaluation of the twelve California Indian Education Centers initially funded in the 1970's. The evaluation addressed the effectiveness of the program and of individual Centers in increasing the academic achievement of the participants; the educational needs of California Indians; and the need for more specific program goals and objectives, both administrative and statutory. "*Enhanced Student Outcomes*" is that evaluation study.

Summary

From the various data and information sources used to determine the status of Indian students and adults in California the following needs were predominant.

1. *Indian students educational needs include the need to reduce school dropout rates, increase high school graduation rates, and improve self-esteem and cultural awareness. Educational needs among Indian adults are for high school education and vocational training leading toward improved employment opportunities, and parenting information and skills.*
2. *The greatest needs in the public schools are for improved communications between school staff and Indian parents; staff knowledge about, presentation of, and sensitivity to, Indian history, culture and values; and statewide representation of Indian staff members in proportion to the Indian student population.*
3. *Indian students and adults in California have many unmet health needs, chief among these are alcohol, tobacco, and drug problems, and high infant mortality and adult premature death rates.*

E. Educational Needs Assessment of the Hoopa Valley Reservation 1995

Background

This report is the result of an assessment of the educational needs of Indian children from the Hoopa Valley Reservation. It was conducted by the Center for Indian Community Development, Humboldt State University and was completed in February 1993. The assessment is based on surveys of heads of household, key informants and students from reservation schools and on records of student performance.

Summary

The report concludes that Indian students are receiving a substandard education in the Hoopa Valley schools. The Reservation is beset by other problems as well, not the least of which are high rates of unemployment and substance abuse. This report recommends a vigorous effort to renew the educational system, evaluate the distribution of funds and to revitalize the community.

F. National American Indian/Alaska Native Education Summit Summary of Proceedings 1995

Background

This document provides information of the major points of discussion resulting from the National American Indian/Alaska Native summit that was held in March, 1995 in Washington D.C. The Summit was attended by 330 participants representing state Indian education entities, tribal governments, national Indian organizations, state Indian education associations and agencies, tribal and public colleges, and others. The Summit provided an opportunity for educators to compare notes on issues of critical concern

since there had been no official government-sponsored follow up to the 1992 White House Conference on Indian Education.

Summary

The key elements of this document are in the areas of tribal sovereignty, trust responsibilities, cultural and social factors, native languages and funding. Major recommendations found in the report center around the diverse needs of Indian children everywhere, whether reservation, urban or rural, and that reform efforts need to affirm Indian education as an entitlement and trust responsibility; reform must be implemented at the local level where the needs of the whole child can be met. Positive teaching practices, i.e. learning styles, culture-based curriculum and materials, must be an integral part of school reform, including tribal homelands, social, health, and economic needs. Acknowledgment of and reaffirmation of the sovereignty of Indian nations pervades the report.

G. Advisory Council on California Indian Policy Task Force Conference Report *February 1994.*

Background

The federally commissioned and appointed Advisory Council on California Indian Policy established the Advisory Council Education Task Force. The Education Task Force was charged with the responsibility of gathering input from throughout California and developing a report that includes recommendations for educational improvement strategies. As a part of this process the Education Task Force convened a statewide symposium in February 1994 for purposes of eliciting educational needs from California Indians. Over 200 representatives of tribes, federal, state and local education agencies, community members and parents attended the symposium.

The participants were involved in a full day working session which was organized in seven strands. The strands were: 1) Early Childhood Education, 2) Elementary Education, 3) Middle Schools, 4) High Schools, 5) Institutions of Higher Education, 6) Vocational Education and 7) Open Session. Each strand was led by a trained facilitator and recorder who centered the all day event around the following statements and question:

1. *List the unmet needs of California Indians.*
2. *Describe problems of educational achievement of California Indian students in your age span.*
3. *Identify the special problems related to education confronting unacknowledged and terminated Indians within your grade span.*
4. *How do services provided by the federal government compare to those provided to Indian tribes nationally?*

A plenary session was held in the evening during which each of the seven facilitators reported on the work accomplished by the age span strands. All information was recorded and synthesized. The data was then organized into the Advisory Council Education Task Force Dialog Report.

Summary

Specific recommendations were derived from each strand. Trends were established that emanated from each dialog and became the overarching areas of concern for the entire symposium. Because the conference was well attended many areas of concern which reflect the diversity of Indian thought surfaced. Those that received universal mention were:

1. *Tribal sovereignty*
2. *Indian control of educational programs*
3. *Culturally appropriate curriculum*
4. *The need for more Indian teachers*
5. *In-service training in Indian learning styles and culture for non-Indian teachers*
6. *Adequate funding for all Indian education programs*
7. *The need for Indian controlled preschools and the need to prepare all Indian children for schooling*
8. *Reduce the drop out rate and increase the graduation rate*
9. *Provide school to work programs and increase Indian employability*
10. *Provide parent education and encourage parent involvement*
11. *Prepare more students for college*
12. *Develop college retention programs*
13. *Establish health programs specific to nutrition, substance abuse prevention and prevention of teen-age pregnancy*
14. *Improve student achievement through ancillary programs and reforming instructional strategies to make them Indian oriented*

DOCUMENTS

MAJOR ELEMENTS

<p>TABLE A: Comparison of Major Elements in Documents Reviewed</p>	INDIAN CONTROL	CULTURAL AWARENESS	TEACHER TRAINING	CHILDREN READY TO LEARN	HIGH SCHOOL GRADUATION	REDUCE DROP OUTS	STUDENT ACHIEVEMENT	EMPLOYMENT OPPORTUNITIES	AFFIRMATIVE ACTION	HEALTH NEEDS	VOCATIONAL TRAINING	SUBSTANCE ABUSE	PARENT EDUCATION	INSTITUTION OF HIGHER EDUCATION	EMPLOYMENT OF INDIAN TEACHERS	NATIVE AMERICAN LANGUAGES	CURRICULUM
<p>WHITE HOUSE CONFERENCE ON INDIAN EDUCATION REPORT FROM CALIFORNIA</p>	X	X	X	X	X	X	X	X				X	X	X		X	
<p>DROPPING OUT, LOSING OUT: THE HIGH COST FOR CALIFORNIA</p>					X	X	X			X							X
<p>MINORITIES IN HIGHER EDUCATION: 1994 THIRTEENTH ANNUAL STATUS REPORT</p>	X	X	X	X													
<p>ENHANCED STUDENT OUTCOMES AND VALUABLE COMMUNITY RESOURCE: EVALUATION RESULTS ABOUT CALIFORNIA'S INDIAN EDUCATION CENTERS</p>		X	X		X	X				X	X	X	X		X		
<p>EDUCATIONAL NEEDS ASSESSMENT OF THE HOOPA VALLEY RESERVATION</p>	X						X	X				X					
<p>NATIONAL AMERICAN INDIAN/ALASKAN NATIVE EDUCATION SUMMIT SUMMARY OF PROCEEDINGS</p>	X	X		X			X			X						X	X
<p>ADVISORY COUNCIL ON CALIFORNIA INDIAN POLICY EDUCATION DIALOGS REPORT</p>	X		X	X	X	X	X	X		X		X	X	X	X		X

Advisory Council On California Indian Policy
Education Task Force Dialogs Conference Report

INTRODUCTION

There have been numerous studies on California Indians. This Advisory Council On California Indian Policy, Education Task Force Dialogs Conference Report begins with summaries of two bench mark documents. These are: 1) "Final Report to the Governor and the Legislature by the State Advisory Commission on Indian Affairs" (1969) and 2) "White House Conference on Indian Education, Report From California." (1992)

These two reports are integrated into the Task Force Conference Report in order to exhibit a sense of chronology and the Indian Education themes that have recurred in studies conducted since the 1960's. The Task Force Report concludes with a description of processes and procedures undertaken by the Education Task Force to conduct the Dialogs Conference. It provides a summary of findings and recommendations generated by the Indian people who were in attendance.

Final Report to the Governor and the Legislature by the State
Advisory Commission on Indian Affairs

On July 20, 1961 California Senate Bill No. 1007 originated the California State Advisory Commission which became operative on January 1, 1964. The purpose of the commission was to "study the problems of the American Indians residing in California, including but not limited to, the problems presented by the termination of federal control over Indian affairs, the operation, effect, administration, enforcement, and needed revision of any and all state laws pertaining to the Indians and the three relocation centers in California and shall report its finding, together with any suggested legislation, to the Governor and to the Legislature..."

In September 1969 The State Advisory Committee on Indian Affairs issued the "Final Report to the Governor and the Legislature." The

report is comprehensive and complex in detailing the scope of the problems facing American Indians residing in California. The following excerpts are a brief summary of this extensive report.

"Studies undertaken by the commission resulted in the commission making recommendations in the areas of health, education, employment, and general welfare.

Some state departments and agencies responded by instituting programs with Indian involvement to better conditions in the areas of Indian health, education, and employment. The results have been gratifying, but very limited. Major Indian problems persist unresolved in the rural areas. The urban Indians have unique and complex problems which also need attention and solution."

The report describes an eventful undertaking which delineates in detail the situations California Indians encounter. It presents numerous solutions. At the same time there is a counter message from the Commission chairperson found in the introductory letter. In this letter he informs the reader, "I regret to have to inform you that because of the opposition of what I consider to be irresponsible and opportunistic individuals within the state, the legislation which would have continued the commission's existence another five years was defeated."

He further states, "I urgently request the Governor and the members of the Legislature to consider an alternate means of providing for a continuation of this very necessary liaison between the Indian peoples of our state and their complex and unique problems and those agencies of government, both state and federal, as well as the resources of private enterprise which can be mobilized for their benefit. To do less than this would be to conscionably ignore the demands of justice, equity, and mercy for a people who have too long been the recipients of injustice, inequity, and exploitation by those who had both the responsibility and the ability to deal with them honorably."

The findings in this report are ultimately that rural and urban Indians, despite repeated reports and recommendations have not had a correction of deficiencies in Indian health, education, employment, and general welfare.

WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

In January 1992 The White House Conference on Indian Education was convened. The White House Conference on Indian Education administration had entered into an agreement with the California Indian Education Association and the California Department of Education to conduct California's activities in preparation for the January conference in Washington D.C. Under the leadership of the American Indian Education Advisory Council a statewide group nominated by tribes and Indian organizations met to formulate the framework for California's participation.

Regional meetings were held at which an explanation of the six national goals for education was given. For each national goal a working committee was chosen. The results of these regional meetings were carried forth to the Statewide meeting which was held in Sacramento on October 4-5, 1991. The format of this meeting was parallel to the regional meetings, committees synthesized the regional recommendations and the selection of delegates for the national conference was finalized.

Recommendations emanating from California that became a part of the White House Conference Report include:

1. School Children Ready to Learn

California recognized the importance of early childhood education and recommends that a comprehensive preschool program for children and parents of children be provided for all regardless of income.

2. High School Graduate Rate Will Increase

American Indian students are exceeding the national and state drop-out rates for other groups. In order to increase the graduation rate of American Indians, schools need to utilize Indian learning styles, cultural components in the daily lessons, teaching methodologies that are appropriate; such as cooperative learning. There need to be role models, parent involvement, a safe school environment, and programs where students can be successful. High School/Institution of Higher Education articulation, inclusion of Native American languages, improved parent/school communication and parent training pertinent to rights and responsibilities were stated as needs. Identified to improve education, Indian control and stabilized funding for Indian Education programs are highly emphasized.

3. Student Achievement and Citizenship

Appropriate funding, culturally relevant curriculum, increased parent involvement, and sensitizing of non-Indians are key themes in this goal area. Additional areas of concern center around bridging tradition and technology, developing leadership in youth, and accurate portrayals of Indians in the media.

4. First in Science and Math Achievement

Incorporate into the curriculum the contributions of Native Americans, train parents, provide funding, provide sufficient opportunities, recognize Indian languages are recommendations for this goals. A key them is, "None of thee recommendations can be accomplished without first introducing policy or law at the national level that allows for funding, innovating change, and hands-on decision-making by Indian educators, parents and tribes."

5. Every Adult American Will Become Literate

Statistical data needs to be collected. There needs to be funds to develop tribal and urban literacy with culturally relevant methodology/curricula that is Indian controlled. Funding and community based programs are critical.

6. Schools Free of Drugs and Violence

Parent involvement, cultural education components, tribal and urban program design all with appropriate funding are needed.

EDUCATION TASK FORCE DIALOGS

Introductions

Public Law 102-416 established the Advisory Council on California Indian Policy. The duties of the Council as expressed in the legislation are to:

- (1) Develop a comprehensive list of California Indian tribes and

the descendance list of each tribe based upon documents held by the Bureau including, but not limited to those specified in section 6; (section 6., lists various California rolls)

(2) identify the special problems confronting unacknowledged and terminated Indian tribes and propose reasonable mechanisms to provide for the orderly and fair consideration of requests by such tribes for Federal acknowledgments.

(3) conduct a comprehensive study of-

(A) the social, economic and political status of California Indians;

(B) the effectiveness of those policies and programs of the United States that affect California Indians and;

(C) the services and facilities being provided to California Indian tribes, compared to those being provided to Indian tribes nationwide;

(4) conduct public hearings on the subjects of such study;

(5) develop recommendations for specific actions that-

(A) will help ensure that California Indians have life opportunities comparable to other American Indians of federally recognized tribes, while respecting their unique traditions, cultures, and special status as California Indians;

(B) will address, among other things, the needs of California Indians for economic self-sufficiency, improved levels of educational achievement, improved health status, and reduced incidence of social problems; and

(C) will respect the important cultural differences which characterize California Indians and California Indian tribes, and tribal groups;

(6) submit by no later than the date that is 18 months after the date of the first meeting of the Council, a report on the study conducted under paragraph (3) together with the proposal and

recommendations developed under paragraphs (2) and (5) and such information obtained pursuant to this section as the Council deems relevant, to the Congress, the Secretary of Health and Human Services; and

(7) make such report available to California Indian tribes, tribal organization, and the public.

Legislate language of Public Law 102-416 allows for the Council to establish TASK FORCES which include individuals who are not members of the Council only for the purpose of gathering information on specific subjects identified by the Council as requiring the knowledge and expertise of such individuals. The Education Task Force was established under this authority and for this purpose.

Pursuant to this charge the Education Task Force leadership convened a series of meetings with the eight appointed members for the purpose of designing a format for inquiry and educational recommendations. At these two-day meetings a plethora of discussion was generated pertinent to the educational setting for American Indian students in California.

Education experts representing all levels of education including BIA schools, Institutions of Higher Education and K-12 public education deliberated the educational needs of Indian people.

State and national reports were reviewed and discussed, with particular attention being paid to the two mentioned above. From these preliminary meetings several issues became clear. The Education Task Force research of the literature revealed that over the last 50 years numerous reports and findings have been made. Unfortunately most of the recommendations that would improve the quality of education for Indian students are at the best minimally implemented.

Throughout the literature on Indian Education there are constantly recurring themes. The Education Task Force made two decisions:

- 1) That there needed to be a process developed to see if these recurring themes remained relevant and if there might be new information.
- 2) That although the Task Force was comprised of persons with a great deal of expertise there was a need to gather

input from a very broad representation of Indian people from throughout California. In order to establish a true definition of the educational needs in this State it would be necessary to hear from all the California Indian voices and have these voices speak in a Task Force Report on the condition of Indian Education.

Other reports have been exhaustive in their subject matter, but have not gathered input in a statewide all inclusive manner. It became important to the Task Force members to validate the recurring themes from a more universal perspective. Also, recommendations from previously commissioned groups are valuable and plentiful but have mostly gone unheeded.

With this in mind the Education Task Force sponsored the Advisory Council On California Indian Policy, Education Task Force Dialogs Conference which was held in Sacramento during February 1994.

This Conference elicited participation from every Indian group and person in California with the clearly stated purpose of designing recommendations for Indian Education. The three day event was attended by over 200 people who met and were intensely involved in a series of sessions to review the history of Indian Education, gain insight into current trends and to be involved in formal day long dialogs.

The structure of the dialog sessions was as follows:

Everyone was assigned to a strand. These strands included 1) Early Childhood Education, 2) Elementary Education, 3) Middle Schools, 4) Secondary Education, 5) Vocational Education, 6) Institutions of Higher Education, 7) Open Sessions.

Each strand was lead by a trained facilitator and recorder who centered the all day event around the following statements and question:

1. List the unmet needs of California Indians.
2. Describe problems of educational achievement of California Indian students in your age span.
3. Identify the special problems related to education confronting unacknowledged and terminated Indians within your grade span.
4. How do services provided by the federal government compare to

those provide to Indian tribes nationally?

A plenary session was held in the evening during which each of the seven facilitators reported on the work accomplished by the age span strands. All information was recorded and synthesized.

Summary

Specific recommendations were derived for each strand. Trends were established that emanated from each dialog and became the overarching areas of concern for the entire symposium. Because the conference was heavily attended many ideas were surfaced. Those that received universal mention were:

1. Indian nation sovereignty
2. Indian control of educational programs
3. Culturally appropriate curriculum
4. The need for more Indian teachers
5. Non-Indian teacher training in Indian learning styles and culture
6. Adequate funding for all Indian education programs
7. The need for Indian controlled preschools and the need to prepare all Indian children for schooling
8. Reduce the drop out rate and increase the graduation rate
9. Provide school to work programs and increase Indian employability
10. Provide parent education and encourage parent involvement
11. Prepare more students for college
12. Develop college retention programs
13. Establish health programs specific to nutrition, substance abuse prevention and prevention of teen-age pregnancy
14. Improve student achievement through ancillary programs and reforming instructional strategies to make them Indian oriented.

APPENDIX C—MATRIX OF EDUCATION PROGRAM PROBLEM AREAS

	Eligibility	Funding	Indian Control
Pre-School and Early Childhood Education			
A. Bureau of Indian Affairs — Early Childhood Education		X	
B. U.S. Department of Education Program	X		
C. California Program — American Indian Early Childhood Education		X	
Elementary and Secondary Education			
A. Bureau of Indian Affairs Programs and Services			
1. Indian Boarding Schools and Day Schools			
a. Tribally Controlled BIA Day Schools	X	X	
b. Sherman Indian High School	X	X	X
2. Johnson O'Malley Program [JOM]	X	X	
B. U.S. Department of Education Programs			
1. Indian, Native Hawaiian, and Alaska Native Education (Title IX)		X	X
2. Impact Aid	X	X	X
3. Title I — Helping Disadvantaged Children Meet High Standards	X	X	X
4. Dwight D. Eisenhower Professional Development Program		X	
5. Comprehensive Regional Assistance Centers	X		
6. Bilingual Education, Language Enhancement and Language Acquisition Programs	X	X	X

	Eligibility	Funding	Indian Control
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C. State of California Programs—American Indian Education Centers		X	
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College and Higher Education

A. BIA Programs and Services			
1. Tribally Controlled Community Colleges	X	X	
2. Higher Education Scholarships		X	
3. Graduate and Professional School Funding Programs	X	X	

Vocational and Adult Education

A. Bureau of Indian Affairs Programs			
1. Adult Education	X	X	
2. Vocational Education	X		
B. U.S. Department of Education Programs			
1. Title IX Adult Education Program	X		
2. School-to-Work Opportunities—Vocational Education		X	

SCHOOLS LISTED IN THE NATIONAL ARCHIVES

- Bishop School (changed from Independence School) 1912-26
- Cahuilla School (Transferred to Soboba) 1910
- Campo School (Transferred to Mission) 1910 -1920
- Captian Grande School (Transferred to Volcan) 1910 - 1911
- Digger (Calif) (Transferred to Reno) 1910 - 1921
- Fort Bidwell School (Transferred to Sacramento) 1910 - 1931
- Fort Yuma (Transferred to Colorado River 1910 - 1934
- Greenville School 1910 - 1923
- Hoopa Valley School 1910 - 37
- Independence School 1910 - 1911
- La Jolla School (Transferred to Pala) 1910 - 1911
- Malki (Transferred to Soboba) 1910 - 1919 Transferred Feb. 26, 1920
- Martinez School 1910 - 1912 (Consolicated with Malki in Oct. 1912)
- Mesa Grande School (Transferred to Volcan) 1910
- Mission Created Nov. 16, 1920, by consolidation of Campo School, Pala School, and Soboba School jurisdictions. Divided into Northern Mission and Southern Mission Nov 25, 1921. Consolided again Apr. 21, 1922.
- Pala School 1910 - 1920 Transferred to Pehanga, August 14, 1913, and then made independent in April 1914. Consolidated with other juisdictions, Oct., 13, 1920 to Mission Agency
- Pechanga School 1910 - 1913 Transferred to Pala September 16, 1914
- Potrero School No Reports see Mission
-
- Rincon School 1910 - 1911 Transferred to Pala Pala July 1, 1911
- Round Valley School 1910 - 1923 Transferred to Sacramento March 1, 1923

Sacramento Created Oct. 1, 1923 - 1937 by consolidation of Round Valley, Greenville, Tule River, and part of Reno jurisdictions.

San Jacinto No Report (also see Soboba)

Santa Ysabel No narrative report also see Mesa Grande and Volcan

Sherman Institute 1910 - 1936

Soboba School 1910 - 1920 Transferred to Mission November 16, 1920

Tule River School 1910 - 1923 Transferred to Sacramento July 12, 1923

Ukiah Day School 1908 Statistics no narrative, See also Round Valley

Upper Lake School 1910 - 1911 Transferred to Round Valley Jan 1, 1912

Volcan School 1910 - 1913 Part transferred to Pechanga and part to Soboba August 12, 1913.



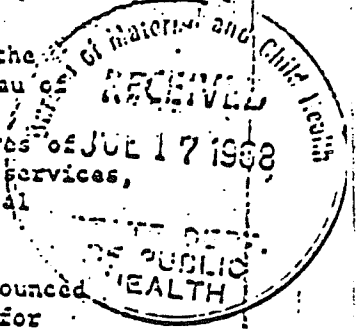
UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS

Community Services

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Basic health, education, and welfare services are furnished by the State and County governments in California rather than the Bureau of Indian Affairs because of previous legal decisions and the desires of Congress. In other areas the Bureau does furnish some of these services, but mainly because they are not available to Indians through local government.



However, within the past few weeks, Commissioner Bennett has announced a new approach, and in the future, California Indians may apply for admittance to Sherman Institute, which is grades 9 through 12; and to Haskell Institute, which is for post-high school, business and trade study. The basic criteria for admittance to Bureau operated boarding schools is as follows:

1. Applicant must be an enrolled California Indian or the descendant of an enrolled California Indian, and possess not less than one-fourth degree of Indian blood. (Preference will be given to applicants living on trust or restricted land.)
2. There must be no other appropriate public school facilities available OR,
3. There must be a compelling reason to require care away from his home if other schools are available. (This would generally be in cases where a child is rejected or neglected and for whom no other suitable plan can be made.)

Commissioner Bennett has also promised us that a limited number of college scholarships through the Bureau of Indian Affairs will be made available this year. These will be for California Indians of one-fourth or more Indian blood, who are in economic need, and show promise of benefiting from college training.

If you know of any qualified applicants for Sherman or Haskell, or for college scholarships, you can refer them directly to me.

Under a recent decision of the U. S. Department of Public Health, Division of Indian Health, it now seems that a needy Indian living on trust land can apply for services at any Division of Indian Health hospital. In my own opinion, this is a cumbersome procedure since the nearest such hospital is in Schurz, Nevada. It would be much better to see that local government furnishes health services to qualified Indians the same as they do to anyone else. We will be glad to follow up on any specific cases which come to your attention, where services are not provided through the county welfare department to eligible applicants.

Sincerely yours,
Wesley L. Barker
Wesley L. Barker
Community Services Officer

cc: Mrs. Pate



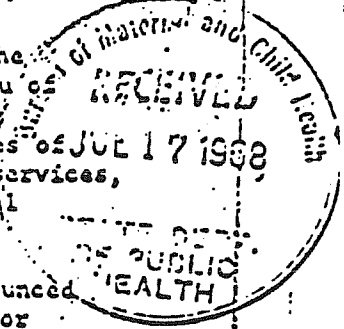
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2. There must be no other appropriate public school facilities available OR,
3. There must be a compelling reason to require care away from his home if other schools are available. (This would generally be in cases where a child is rejected or neglected and for whom no other suitable plan can be made.)

Commissioner Bennett has also promised us that a limited number of college scholarships through the Bureau of Indian Affairs will be made available this year. These will be for California Indians of one-fourth or more Indian blood, who are in economic need, and show promise of benefiting from college training.

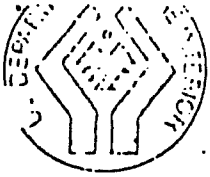
If you know of any qualified applicants for Sherman or Haskell, or for college scholarships, you can refer them directly to me.

Under a recent decision of the U. S. Department of Public Health, Division of Indian Health, it now seems that a needy Indian living on trust land can apply for services at any Division of Indian Health hospital. In my own opinion, this is a cumbersome procedure since the nearest such hospital is in Schurz, Nevada. It would be much better to see that local government furnishes health services to qualified Indians the same as they do to anyone else. We will be glad to follow up on any specific cases which come to your attention, where services are not provided through the county welfare department to eligible applicants.

Sincerely yours,

Wesley L. Barker
Wesley L. Barker
Community Services Officer

cc: Mrs. Pate



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
SACRAMENTO AREA OFFICE
2600 COTTAGE WAY
SACRAMENTO, CALIFORNIA 95825

Memorandum

AUG 14 1970

To: Commissioner of Indian Affairs
Attention: Roderick Riley

From: Area Director, Sacramento, California

Subject: Services to California Indians

Specific reference is made to the memorandum of January 16, 1970, to the Commissioner from the Assistant Secretary, Public Land Management on the subject "Adherence to our long-standing policy of not furnishing special Bureau of Indian Affairs services to off-reservation Indians." Reference is also made to various conversations concerning that policy as it should specifically apply to the California situation.

To properly and factually cast the present situation of the California Indians, it is of paramount importance to bear in mind the fact historically, California Indians have received much less consideration than Indians of other states. With few exceptions, no appreciable land base was ever authorized for Indian bands or tribes of the state. In the 1850's when the Federal Government was engaged in negotiations with Indian tribes in the central and western parts of the United States and ratifying the resultant treaties, the discovery of gold in California had caused the migration westward to assume the proportions of a stampede. Federal Indian Law (P. 200) states the situation clearly:

"Soon this newly admitted state was faced with the familiar problem of keeping available for preemption purposes an ample supply of public land.

"A familiar solution was quickly decided upon. Congress appropriation \$25,000 and dispatched Commissioners to treat with the California Indians regarding the territory they occupied.

"Some 18 treaties with 18 California tribes were negotiated by those Federal Agents in 1851. All of them provided for a surrender of native holdings in return for small reservations of land elsewhere. Other stipulations made the Indians subject to state law.

"When the terms of these various agreements became known, the California State Legislature formally protested the granting of any land to the Indians. The reasons for this opposition were reviewed by the President and the Secretary of the Interior and finally a number of months after the agreements had been negotiated they were submitted to the Senate of the United States for ratification. This was refused July 8, 1852.

"The Indians, however, had already begun performance of their part of the agreement. Urged by Government officials to anticipate the approval of the treaties they had started on the journey to the proposed reservations. Now they found themselves in the unfortunate position of having surrendered their homes for lands which were already occupied by settlers and regarding which the Federal Government showed no willingness to take action. This situation was never remedied unless the creation in 1920's of several small reservations for the use of these Indians can be said to have done so."

Attached is a set of maps depicting the location and areas involved in the unratified treaties of 1851-2 with the various California tribes. In the case of the Indians of California, Claimants, by U.S. Webb, Attorney General of the State of California, vs The United States, (98 Court of Claims Reports 583 (1934)) at page 589-590, the Court states:

"The lands which were proposed to be set aside as reservations for the sole perpetual use and occupancy of the tribes, lands and rancherias of the Indians of California, parties to the eighteen unratified treaties, are described therein by metes and bounds. They are shown on the official map prepared at the request of the Secretary of the Interior by the Commissioner of the General Land Office as a public document. These reservations were never set aside and reserved to the Indians of California, parties to the said treaties, in the manner and form provided for therein.

"The total area in the aforesaid proposed reservations has been officially computed to be eight million, five hundred and eighteen thousand, nine hundred (8,518,900) acres, and includes a large

acreage comprised within reservations subsequently established by the Government for the benefit of the Indians of California."

The total acreage, above shown, is less than the lands held by the Navajo Tribe in Arizona alone (8,969,245.27 acres).

The rancheria system is unique to California and these, generally isolated, small acreages, provide little else than homesites which are often without water. The great majority of Indians received no land base at all.

A total of 61 rancherias, totaling 7,422.54 acres, was purchased in scattered localities, with title taken in the name of the United States of America, for "Landless Indians of California." Additionally, 2,580 Public Domain allotments were made, scattered state-wide. There remain 218. Through operations of the Act of August 18, 1958, (72 Stat. 619) as amended by the Act of August 11, 1964 (78 Stat. 390), 33 of these rancherias, totaling 3,264.98 acres, have been, or are in the process of being terminated.

The remaining Indian land areas were acquired, or set aside for specifically named groups, bands or tribes. There are at present some 76 reservation and rancheria areas within the State of California. A few were set aside by Executive order. In a few instances, these areas are occupied by the descendants of one tribe (i.e. Hoopa) or a particular band of one tribe (i.e. Tachi Band of Yokuts). In the majority of cases, however, the reservation and rancheria lands are occupied by Indian people without regard to the tribal affiliation of their ancestors. Of the 76 reservation and rancheria areas still in trust status in the State of California, some 50 are without formal organizational documents. Only twenty (20) groups may be considered to have relatively current membership rolls with at least six being produced in conjunction with rancheria distribution plans.

On the other hand as before stated, the great bulk of California Indians received no lands for settlement. Notwithstanding the absence of a land base, together with the fact that ancestral tribal organizations have disintegrated, most are identifiable as a result of the preparation of rolls of California Indians under the Acts of May 18, 1928 (45 Stat. 602), June 30, 1948 (62 Stat. 1166), May 24, 1950 (64 Stat. 189), and June 8, 1954 (68 Stat. 240). Of these, eight were covered by the August 18, 1958 Act, totaling 3,626.21 acres.

An example:

In March 1920 the Shingle Springs Rancheria, containing 160 acres, was purchased for the use and occupancy of four Indian families totaling 19 individuals, living in or near Verona in Sutter County, California, and three Indian families totaling 15 individuals living in Sacramento. Of the total, five were non-Indian spouses. The known descendants of these folk, today living, total 22 family units comprising 54 individuals. Of this group, 29 live in the metropolitan area of Sacramento; 13 live within a 35 mile radius of Sacramento; one in Chicago, Illinois, and the remaining in eleven various parts of the State of California. None, at the moment, are living on trust lands, although several, having been advised on August 7, 1970 of their right to participate in the use and occupancy of this Rancheria have indicated an intention to apply for homesites there. Only a very few can be identified by ancestral tribal organizations.

In terms of people, we are talking about approximately 41,000 California Indians, of which 8,600 are located in the San Francisco Bay Region and Los Angeles Area.

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The basic Appropriation Act affecting Indian Affairs (42 Stat. 203) approved November 2, 1921, "an Act authorizing appropriations and expenditures for the administration of Indian Affairs, and for other purposes" uses the following language:

"That the Bureau of Indian Affairs, under the supervision of the Secretary of the Interior, shall direct, supervise, and expend such moneys as Congress may from time to time appropriate, for the benefit, care and assistance of the Indians throughout the United States, for the following purposes:"

Nowhere in the Act is found a geographical limitation.

The Departmental Manual 130.1.3 "Functions" states: "The Bureau (of Indian Affairs) works with Indian and Alaska Native people"

Specific attention is called to the following excerpts from the Bureau of Indian Affairs Manual:

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The basic educational objective of the Bureau of Indian Affairs is to assume adequate educational opportunities for all Indian children of one-fourth or more degree of Indian Blood within the continental United States and Alaska. (Underscoring supplied)

1 101 A(4) To initiate other less traditional arrangements for providing educational opportunities for children in isolated family units.

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Children otherwise eligible who meet one or more of the criteria listed below may be admitted to Federal boarding schools:

A. Educational Criteria

1.

2. Those who need special vocational or preparatory courses; not available to them locally, to fit them for gainful employment. Eligibility under this criteria is limited to students of high school grades 9 through 12 and post high school grades 13 and 14.

3.

B. Social Criteria

1.

2.

3. Those whose behavior problems are too difficult for solution by their families or through existing community facilities and who can benefit from the controlled environment of a boarding school without harming other children.

4.

62 IAM 5 Financial Aid for Higher Education

5.2 Eligibility Requirements:

1. Grants are applicable for students who are one-fourth or more degree Indian, Eskimo or Aleut; who are members of tribes served by the Bureau; who are enrolled in an accredited college or university; and who have financial need. Preference will be given to qualified students who live on or near reservation areas. Exceptions to this requirement should be made only after those applicants have been assisted.

A.

B.

C.

D.

E. Urban-based Students. An increasing number of Indian students living away from the reservation areas are applying for assistance under the grant program. While these students have financial needs similar to reservation-based students, it is determined that they are in a better position than reservation-based students to seek financial assistance from other sources and, therefore, have a lower priority for a Bureau grant.
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The area where the applicant is enrolled as a tribal member has the responsibility for determining his eligibility and funding his request for assistance. Another area may assist in the processing of the application and provide the followup services once the applicant is in a college. (Release 62-26, 4-25-69)

Adult Vocational Training

One of the major reasons for the enactment of P.L. 959 (70 Stat. 986) August 3, 1956, was to make available and to furnish a service to the Indian people which would result in alleviating the economic pressures on Indian reservations. (See 82 IAM 4.5.2.1)

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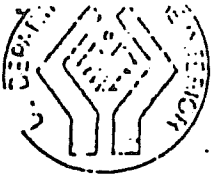
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Within the context of the foregoing, wherein reservation groups are given priority, but not ruling out the eligibility of non-reservation residents in natural Indian communities and, in the light of the historical background of the California Indians, and, within the spirit and meaning of the President's Message to Congress of July 8, 1970, the following policy is recommended:

"The Bureau of Indian Affairs in the State of California shall be concerned primarily for California Indians residing on trust or restricted lands within the state, with secondary consideration for eligibility for Adult Vocational Training programs for California Indians not residing thereon; that the term "on or near" be construed to be applicable to and to include all Indians (outside of those residing in the San Francisco Bay Region and the Los Angeles Area) presently resident in the State of California who are descendants of Indians residing in the State on June 1, 1852." (1)

(1) Note: The matter of identification would not be an administrative problem as we have a California Indian Roll."

/s/ William E. Finale
Area Director



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
SACRAMENTO AREA OFFICE
2100 COTTAGE WAY
SACRAMENTO, CALIFORNIA 95825

Memorandum

AUG 14 1970

To: Commissioner of Indian Affairs
Attention: Roderick Riley

From: Area Director, Sacramento, California

Subject: Services to California Indians

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/s/ William E. Finale
Area Director

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

C
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P
Y

January 16, 1970

Memorandum

To: Commissioner, Bureau of Indian Affairs

From: Assistant Secretary - Public Land Management

Subject: Adherence to our long-standing policy of not providing special Bureau of Indian Affairs services to off-reservation Indians.

It is a long-standing general policy of the Bureau of Indian Affairs and the Congress that the Bureau's special Federal services are to be provided only to the reservation Indians. The bases for these special services rest in treaties with tribes and upon the tax-exempt land on which the Indians reside, and the inability of the local and state governments to provide the usual services in Indian Country.

There are tremendous numbers of people of Indian ancestry living in the eastern part of the United States, as well as elsewhere in urban areas, who are not affiliated with any tribe and have long been a part of the community in which they live and work. They are entitled to and should receive the same services from their local, state and Federal agencies that the other citizens of the community receive.

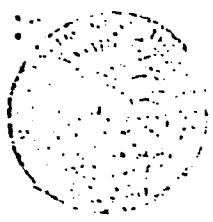
It is appropriate for the Bureau of Indian Affairs to assume the role of working with other Federal agencies, such as NCI, OEO, HEW, Labor Department, etc., as well as state and local agencies and private organizations, to assure that their services are made available in a meaningful way to meet the needs of off-reservation Indian people. The Bureau of Indian Affairs, however, must be very careful not to assume additional responsibilities and begin providing its special services to off-reservation Indians.

I am sure you realize the consequences that would flow from such a change in policy and responsibility. The Bureau of Indian Affairs has an urgent and challenging job to meet the needs of the tribal Indians of the reservations. This is no time to be diverting our attention and limited funds

from our basic responsibility. Will you please be very careful in administering the programs of the Bureau of Indian Affairs to be sure to adhere strictly to this principle. There will, of course, be need for flexibility and sound judgment exercised by the Superintendents in individual hardship, transitional or borderline cases, but they must be handled as individual exceptions and not be allowed to compromise our basic principle as to the clientele to be served by the Bureau of Indian Affairs.

(Sgd) Harrison Loesch

Harrison Loesch



UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

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IN REPLY REFER

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF THE SOLICITOR
WASHINGTON, D.C. 20240

DEC 9, 1971

Memorandum

To: Commissioner of Indian Affairs

From: Assistant Solicitor, Division of Indian Affairs

Subject: Scope of the Snyder Act of November 2, 1921, 42 Stat. 208, 25 U.S.C. § 13

Your office has informally requested our views on the question of whether the Snyder Act restricts the expenditure of appropriated funds for the benefit of Indians of federally recognized tribes living on reservations established by the United States. Implicit in this question are the collateral questions of whether such funds may be used for the benefit of (1) Indian members of federally recognized tribes not living on reservations established by the United States, (2) persons of Indian descent who are eligible by ancestry and blood quantum for membership in a federally recognized tribe but are not members, (3) persons of Indian descent who are not members of nor eligible for membership in a federally recognized tribe but who are members of or eligible for membership in a tribe recognized by a state or for whom a state has established a reservation, or (4), various combinations of these situations.

We limit our views to the basic inquiry, and except from consideration those special statutes authorizing particular programs for the benefit of specified categories, such as that authorizing loans for tuition and expenses in vocational and trade schools (Section 11 of the Act of June 18, 1934, 48 Stat. 986, 25 U.S.C. § 471), and that providing for adult vocational training (Act of August 2, 1956), 70 Stat. 986, as amended, 25 U.S.C. § 309). Moreover, in considering the scope of the Snyder Act, it is necessary to keep in mind such overriding limitations as that found in the Act of May 25, 1918, 40 Stat. 564, 25 U.S.C. § 297, prohibiting the use of appropriated funds for the education of "children of less than one-fourth Indian blood whose parents are citizens of the United States and of the State wherein they live and where there are adequate free school facilities provided."

The Snyder Act provides that your Bureau, under the supervision of the Secretary,

shall direct, supervise, and expend such moneys as Congress may from time to time appropriate, for the benefit, care, and assistance of Indians throughout the United States for the following purposes:

(Emphasis added)

and then lists nine extremely broad classifications of programs. On its face, the underscored language is abundantly clear and requires no interpretation. Literally, it authorizes the expenditure of funds for purposes within the named program categories for the benefit of any and all Indians, of whatever degree, whether or not members of federally recognized tribes, and without regard to residence so long as they are within the United States. Parenthetically, we suggest that Indians who are foreign nationals would not be eligible for such benefits, but on a principle not related to the literal language of the statute. With language so unequivocal, it is subject to the general rule of law that plain and unambiguous statutory language will be followed and there is no need to resort to extraneous material as an aid to construction. 50 Am Jur., Statutes, § 225, and cases there cited.

This is not to say, however, that we can advise you to use the Snyder Act as carte blanche authority to extend your Bureau's programs in a grand manner. It is clear from the legislative history of the act that it was intended only to confirm in permanent legislation the use of funds for purposes which had earlier been authorized only in annual appropriation acts.

Prior to its enactment, there had been no specific law authorizing many of the expenditures for programs which the Bureau of Indian Affairs had developed since 1832 for the benefit of Indians. Instead, each annual appropriation act contained substantive authority for the expenditure of the funds for specified purposes. When the Indian appropriation bill for the fiscal year 1922 was under consideration in the House of Representatives, parliamentary points of order were made and sustained because of the fact that there was no basic law authorizing such appropriations. Although it seems that the items stricken on points of order were, as in prior years, restored by the Senate, survived the conference committee, and ultimately enacted, Representative Snyder introduced the bill which became the act and which, according to the report of the House Committee on Indian Affairs (H.R. Rep. No. 275, 67 Cong., 1st Sess. (June 20, 1921)), "will make in order these appropriations which have hitherto been subject to a point of order."

In the debate on the floor of the House, Representative Blanton insisted (61 Cong. Rec. 4668, August 4, 1921) that the bill,

if passed, will constitute specific authority and specific law authorizing the Committee on Appropriations to place in future Indian appropriation bills any and every item of appropriation they have seen fit to put in absolutely without any limit or restriction whatever.

To paraphrase the position of the opponents of the bill, it would place in the hands of the Indian subcommittee of the House Appropriations Committee the power to determine how much and for what purposes Federal appropriated Indian program funds were to be spent. The substantive committee, which under House rules prior to 1921 had both legislative and appropriating jurisdiction, would be left without power to prevent what the Appropriations Committee decided it wanted done.

On the other hand, the advocates of the bill in the House insisted that it was a simple proposal which would merely regularize the appropriation process. Some of the more significant remarks in the debate in the House were these:

Mr. CARTER * * *. This bill does not undertake the enlargement of a single activity which is not now in operation by the Indian Bureau. (61 Cong. Rec., supra, 4671).

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It does not start a single additional agency in the Bureau of Indian Affairs, it does not enlarge its activities, and does not create any new activities. (61 Cong. Rec., supra, 4672).

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Mr. DOWELL. Then, as I understand the gentleman, this bill does not authorize anything not already included in the Indian appropriation act.

Mr. SNYDER. It does not authorize the bureau to do a single, additional thing.

Mr. DOWELL. It does not authorize anything that is not appropriated for under the present law.

Mr. SNYDER. Absolutely not. It includes only those things that have become integral parts of the service.

Mr. DOWELL. And that are now a part of the service.

Mr. SNYDER. Yes * * * .
(61 Cong. Rec., supra, 4684).

Thus, although the language of the Snyder Act will, in our opinion, support an application as broad as its language, we suggest that the any proposed extensions of existing Bureau of Indian Affairs programs in either lateral or horizontal directions be examined for conformity with other statutory limitations, and that they be not only supported by the necessary appropriations, but that they be undertaken only with the knowledge of the appropriate committees of the Congress.


Charles M. Soller



UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF THE SOLICITOR
WASHINGTON, D.C. 20240

DEC 9, 1971

Memorandum

To: Commissioner of Indian Affairs

From: Assistant Solicitor, Division of Indian Affairs

Subject: Scope of the Snyder Act of November 2, 1921, 42 Stat. 208, 25 U.S.C. § 13

Your office has informally requested our views on the question of whether the Snyder Act restricts the expenditure of appropriated funds for the benefit of Indians of federally recognized tribes living on reservations established by the United States. Implicit in this question are the collateral questions of whether such funds may be used for the benefit of (1) Indian members of federally recognized tribes not living on reservations established by the United States, (2) persons of Indian descent who are eligible by ancestry and blood quantum for membership in a federally recognized tribe but are not members, (3) persons of Indian descent who are not members of nor eligible for membership in a federally recognized tribe but who are members of or eligible for membership in a tribe recognized by a state or for whom a state has established a reservation, or (4), various combinations of these situations.

We limit our views to the basic inquiry, and except from consideration those special statutes authorizing particular programs for the benefit of specified categories, such as that authorizing loans for tuition and expenses in vocational and trade schools (Section 11 of the Act of June 18, 1934, 48 Stat. 986, 25 U.S.C. § 471), and that providing for adult vocational training (Act of August 2, 1956), 70 Stat. 986, as amended, 25 U.S.C. § 309). Moreover, in considering the scope of the Snyder Act, it is necessary to keep in mind such overriding limitations as that found in the Act of May 25, 1918, 40 Stat. 564, 25 U.S.C. § 297, prohibiting the use of appropriated funds for the education of "children of less than one-fourth Indian blood whose parents are citizens of the United States and of the State wherein they live and where there are adequate free school facilities provided."

The Snyder Act provides that your Bureau, under the supervision of the Secretary,

shall direct, supervise, and expend such moneys as Congress may from time to time appropriate, for the benefit, care, and assistance of Indians throughout the United States for the following purposes:
(Emphasis added)

and then lists nine extremely broad classifications of programs. On its face, the underscored language is abundantly clear and requires no interpretation. Literally, it authorizes the expenditure of funds for purposes within the named program categories for the benefit of any and all Indians, of whatever degree, whether or not members of federally recognized tribes, and without regard to residence so long as they are within the United States. Parenthetically, we suggest that Indians who are foreign nationals would not be eligible for such benefits, but on a principle not related to the literal language of the statute. With language so unequivocal, it is subject to the general rule of law that plain and unambiguous statutory language will be followed and there is no need to resort to extraneous material as an aid to construction. 50 Am Jur., Statutes, § 225, and cases there cited.

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Charles M. Soller



UNITED STATES DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

May 13, 1971

IN REPLY REFER TO:

Memorandum

To: Commissioner

From: Assistant to the Commissioner

Subject: Employment assistance to "off reservation" Indians

The core problem evident in the "basic correspondence from Assistant Secretary Loesch" accompanying your memorandum to me of June 26, 1970; is that presented by the Area Director, Sacramento, with respect to the eligibility of California Indians for benefits of Bureau programs. A canvass of the current rules with respect to the extension of services and financial assistance to Indians living away from reservation or trust lands makes clear that these have grown up, program by program, based partly on explicit statutory provisions and partly on administrative decisions, only some of which have been regularized by publication in the Code of Federal Regulations or the Indian Affairs Manual. In light of this general situation, attention has been given first of all to the problem presented with respect to California Indians.

The Area Director has recommended that, for purposes of determining their eligibility under the adult vocational training (AVT) program, all California Indians living in California outside of the two principal urban areas (Los Angeles and San Francisco Bay) be recognized as residing on or near a reservation. The statute authorizing this program is Public Law 959, 84th Congress, 2d Session (70 Stat. 986, 25 USC 309), approved August 3, 1956. The governing provisions in the Code of Federal Regulations are contained in Part 34; eligibility requirements are in Sec. 34.3 (Selection of applicants), subject to modification as authorized in Sec. 34.10 (Waiver or exception). The purpose of the statute is to make vocational training available "primarily to Indians who are not less than eighteen nor more than thirty-five years of age and who reside on or near an Indian reservation."

By administrative discretion, AVT has more particularly been made available "to adult Indians of one-fourth or more degree Indian blood . . . who reside within the exterior boundaries of Indian reservations" or on trust or restricted lands; it is also available "to additional Indians who reside near reservations in

the discretion of the Secretary of the Interior when the failure to provide the services would have a direct effect upon Bureau programs within the reservation boundaries." (25 CFR 34.3). It may be observed that this administrative justification of eligibility through residence "near" a reservation, as provided in the statute, is indefinitely flexible with respect to the applicable geographic distance. There is serious question, whether a standard definition of nearness to a reservation, one applicable to all Bureau programs, would prove feasible of formulation for general acceptability. In a recent memorandum on the general subject (copy appended) Mr. Albert E. Kane, of Program Analysis and Development, documents the program-by-program character of present eligibility and suggests that commuting distance (which of course varies with circumstances) might prove to be a satisfactory measure of nearness to a reservation.

In approving the eligibility requirements for vocational training (memorandum of January 23, 1962), later to be published as 25 CFR 34.3, the Assistant Commissioner (Miss Gifford) observed that "for the States of Alaska and Oklahoma, further clarification will be required. A request for the exception to fit the situation in these two States is being submitted as provided in Section 34.10 of 25 CFR, but until such time as this exemption has been received, the general requirements as stated in this memorandum shall be applicable."

The provisions of 25 CFR 34.3 were promptly modified with respect to Indians of Oklahoma by Commissioner Nash, in a telegram of February 14, 1962, addressed to the Area Director, Anadarko. It authorized "relocation services," which include vocational training, for Indians residing within the exterior boundaries of former Indian reservations, but not including those residing within the metropolitan area of Oklahoma City or similar locations remote from reservations, except when failure to provide the services "would have a direct effect upon Bureau programs." No comparable modification with respect to Alaska has been recorded; at least all non-urban Alaska Natives appear to be regarded, for purposes of this program, as in effect living "on or near" a reservation.

California presents a third situation differing from that typical of states having substantial Indian populations, in that the Indians of California are for the greater part landless. Whereas in Oklahoma all but one of the original reservations has disappeared (in consequence of tribal cessions to the United States in exchange for allotments in severalty) and in Alaska most of the Natives live in communities on land to which they share in claiming aboriginal title, in California most of the reservations originally proposed never came into being. Just as in Oklahoma, however, communities of descendants of the original Indians continue to live within or near the reservation boundaries originally delimited but, in California, never established by treaty.

The historical background of the present situation is set forth in a memorandum of August 14, 1970, addressed to the Commissioner by the Area Director, from which the following excerpt has been taken:

To properly and factually cast the present situation of the California Indians, it is of paramount importance to bear in mind the fact historically, California Indians have received much less consideration than Indians of other states. With few exceptions, no appreciable land base was ever authorized for Indian bands or tribes of the state. In the 1850's when the Federal Government was engaged in negotiations with Indian tribes in the central and western parts of the United States and ratifying the resultant treaties, the discovery of gold in California had caused the migration westward to assume the proportions of a stampede. Federal Indian Law (P. 200) states the situation clearly:

"Soon this newly admitted state was faced with the familiar problem of keeping available for preemption purposes an ample supply of public land.

"A familiar solution was quickly decided upon. Congress appropriated \$25,000 and dispatched commissioners to treat with the California Indians regarding the territory they occupied.

"Some 18 treaties with 18 California tribes were negotiated by those Federal Agents in 1851. All of them provided for a surrender of native holdings in return for small reservations of land elsewhere. Other stipulations made the Indians subject to state law.

"When the terms of these various agreements became known, the California State Legislature formally protested the granting of any land to the Indians. The reasons for this opposition were reviewed by the President and the Secretary of the Interior and finally a number of months after the agreements had been negotiated they were submitted to the Senate of the United States for ratification. This was refused July 8, 1852.

"The Indians, however, had already begun performance of their part of the agreement. Urged by Government officials to anticipate the approval of the treaties they had started on the journey to the proposed reservations. Now they found themselves in the unfortunate position of having surrendered their homes for lands which were already occupied by settlers and regarding which the Federal Government showed no willingness to take action. This situation was never remedied unless the creation in 1920's of several small reservations for the use of these Indians can be said to have done so."

Attached is a set of maps depicting the location and areas involved in the unratified treaties of 1851-2 with the various California tribes. In the case of the Indians of California, Claimants, by U.S. Webb, Attorney General for the State of California, vs The United States, (98 Court of Claims Reports 583 (1934) at page 589-590, the Court states:

"The lands which were proposed to be set aside as reservations for the sole perpetual use and occupancy of the tribes, bands and rancherias of the Indians of California, parties to the eighteen unratified treaties, are described therein by metes and bounds. They are shown on the official map prepared at the request of the Secretary of the Interior by the Commissioner of the General Land Office as a public document. These reservations were never set aside and reserved to the Indians of California, parties to the said treaties, in the manner and form provided for therein.

"The total area in the aforesaid proposed reservations has been officially computed to be eight million, five hundred and eighteen thousand, nine hundred (8,518,900) acres, and includes a large acreage comprised within reservations subsequently established by the Government for the benefit of the Indians of California."

The total acreage, above shown, is less than the lands held by the Navajo Tribe in Arizona alone (8,969,245.27 acres).

The rancharia system is unique to California and these, generally isolated, small acreages, provide little else than homesites which are often without water. The great majority of Indians received no land base at all.

A total of 61 rancharias, totaling 7,422.54 acres, was purchased in scattered localities, with title taken in the name of the United States of America, for "Landless Indians of California." Additionally, 2,580 Public Domain allotments were made, scattered state-wide. There remain 218. Through operations of the Act of August 18, 1958, (72 Stat. 619) as amended by the Act of August 11, 1964 (78 Stat. 390), 33 of these rancharias, totaling 3,264.98 acres, have been, or are in the process of being terminated.

The remaining Indian land areas were acquired, or set aside for specifically named groups, bands or tribes. There are at present some 76 reservation and rancharia areas within the State of California. A few were set aside by Executive Order. In a few instances, these areas are occupied by the descendants of one tribe (i.e. Hoopa) or a particular band of one tribe (i.e. Tachi Band of Yokuts). In the majority of cases, however, the reservation and rancharia lands are occupied by Indian people without regard to the tribal affiliation of their ancestors. Of the 76 reservation and rancharia areas still in trust status in the State of California, some 50 are without formal organizational documents. Only twenty (20) groups may be considered to have relatively current membership rolls with at least six being produced in conjunction with rancharia distribution plans.

On the other hand as before stated, the great bulk of California Indians received no lands for settlement. Notwithstanding the absence of a land base, together with the fact that ancestral tribal organizations have disintegrated, most are identifiable as a result of the preparation of rolls of California Indians under the Acts of May 18, 1928 (45 Stat. 602), June 30, 1948 (62 Stat. 1166), May 24, 1950 (64 Stat. 189), and June 8, 1954 (68 Stat. 240). Of these, eight were covered by the August 18, 1958 Act, totaling 3,626.21 acres.

(End of excerpt)

In discussions with the Area Director and his staff since last summer it has become clear that, because of the program-by-program nature of the development of present rules of eligibility, he wished to modify his recommendation of August 14, 1970, which referred to the BIA service population, to one focusing specifically on the adult vocational training program. In a memorandum of April 27, 1971, accordingly, the Area Director has amended his recommendation to read as follows:

The Bureau of Indian Affairs in the State of California shall be concerned primarily for California Indians residing on trust or restricted lands within the state, with secondary consideration for eligibility for Adult Vocational Training programs for California Indians not residing thereon; that the term "on or near" be construed to be applicable to and to include all Indians (outside of those residing in the San Francisco Bay Region and the Los Angeles Area) presently resident in the State of California who are descendants of Indians residing in the State on June 1, 1852.

The Area Director explains that there is a tribal roll of California Indians tracing descent from the 1852 population.

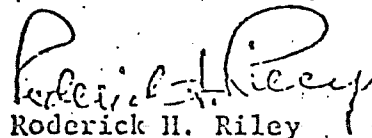
In support of his recommendation, the Area Director has had a map prepared (referred to in the quoted excerpt but not reproduced here) showing Indian reservations and public domain allotments. A transparent overlay permits two additional groups of areas to be superimposed--the 18 reservations under consideration by the Senate in 1852 and the present areas of Indian community concentration. A second overlay shows the location and number, by county of residence, of California Indians whose applications to share in the California judgment funds are on file. This map makes several aspects of the present situation clear:

- (1) The extent of Indian trust land and public domain allotments is very limited, emphasizing the notorious landless status of California Indians.
- (2) The recognized Indian community areas in the State are generally near to and in many instances overlap the "1852 reservation" areas, a situation comparable to that found in Oklahoma.
- (3) In addition to those in community areas, there are significant numbers of California Indians now residing throughout the State, also comparable to the Oklahoma situation.

The case presented by the Area Director is one that I find persuasive, if not compelling. It is further enhanced by consideration of its relation to two of the points made by the President in his message of July 8, 1970. The first point made by the President is the rejection of termination and a call for the express repudiation and repeal of House Con. Res. 108 of the 83d Congress. In the principal cases of tribal termination, the Klamath and the Menominee, such repudiation would come a decade too late to serve the interests of the tribes, for after so long a time reversal of termination would surely prove almost as difficult in terms of legal draftsmanship as in those of Congressional acceptability. In the case of the Indians of California, however, the one felt disability resulting from the "termination" of the trust--119 years ago, before it became legally effective--can be readily overcome by recognizing the parallel, for purposes of the AVT program, between the "unborn" 1852 reservations of the State and the former reservations of Oklahoma. In the process, the President's seventh point, with respect to helping urban Indians through other agencies than this Bureau, would be observed; California Indians residing in the principal urban areas of the state would not, as is also true in Oklahoma, share in the eligibility for AVT benefits.

The map described above is now in the Central Office and has been revised to eliminate minor errors and to depict more clearly the distribution of California Indians (claims applicants) by county. Its careful examination, preferably with the Area Director here to discuss it, is an essential part of reviewing his recommendation. I believe that if the Commissioner and appropriate staff share in this review, they will wish to recommend adoption of the Area Director's proposal for approval by the Assistant Secretary.

I regret that the single aspect of off-reservation services presented by the California Indian case proved complex enough to absorb my available time since last summer. Consultation both in Sacramento and by phone, subsequent clarification of the underlying data, and completion of the map during a period when competitive claims on our drafting services were overriding, have taken longer than anyone expected. Because I shall be leaving the Bureau at the end of this month, I shall not be available to examine other aspects of the subject. Meanwhile, however, as you know, the general subject has been under study by Messrs. Stevens and King and the legal intricacies that a thoroughgoing study must take into account are well documented in the attached memorandum from Mr. Kane. You may, indeed, find that his memorandum, the proposals of Messrs. Stevens and King, and the specific solution proposed above for the special California case provide the coverage required at this stage of policy formation.


Roderick H. Riley

Attachment.

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

May 13, 1971

REPLY REFER TO:

Memorandum

To: Commissioner

From: Assistant to the Commissioner

Subject: Employment assistance to "off reservation" Indians

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A total of 61 rancharias, totaling 7,422.54 acres, was purchased in scattered localities, with title taken in the name of the United States of America, for "Landless Indians of California." Additionally, 2,580 Public Domain allotments were made, scattered state-wide. There remain 218. Through operations of the Act of August 18, 1958, (72 Stat. 619) as amended by the Act of August 11, 1964 (78 Stat. 390), 33 of these rancharias, totaling 3,264.98 acres, have been, or are in the process of being terminated.

The remaining Indian land areas were acquired, or set aside for specifically named groups, bands or tribes. There are at present some 76 reservation and rancharia areas within the State of California. A few were set aside by Executive Order. In a few instances, these areas are occupied by the descendants of one tribe (i.e. Hoopa) or a particular band of one tribe (i.e. Tachi Band of Yokuts). In the majority of cases, however, the reservation and rancharia lands are occupied by Indian people without regard to the tribal affiliation of their ancestors. Of the 76 reservation and rancharia areas still in trust status in the State of California, some 50 are without formal organizational documents. Only twenty (20) groups may be considered to have relatively current membership rolls with at least six being produced in conjunction with rancharia distribution plans.

On the other hand as before stated, the great bulk of California Indians received no lands for settlement. Notwithstanding the absence of a land base, together with the fact that ancestral tribal organizations have disintegrated, most are identifiable as a result of the preparation of rolls of California Indians under the Acts of May 18, 1928 (45 Stat. 602), June 30, 1948 (62 Stat. 1166), May 24, 1950 (64 Stat. 189), and June 8, 1954 (68 Stat. 240). Of these, eight were covered by the August 18, 1958 Act, totaling 3,626.21 acres.

(End of excerpt)

In discussions with the Area Director and his staff since last summer it has become clear that, because of the program-by-program nature of the development of present rules of eligibility, he wished to modify his recommendation of August 14, 1970, which referred to the EIA service population, to one focusing specifically on the adult vocational training program. In a memorandum of April 27, 1971, accordingly, the Area Director has amended his recommendation to read as follows:

The Bureau of Indian Affairs in the State of California shall be concerned primarily for California Indians residing on trust or restricted lands within the state, with secondary consideration for eligibility for Adult Vocational Training programs for California Indians not residing thereon; that the term "on or near" be construed to be applicable to and to include all Indians (outside of those residing in the San Francisco Bay Region and the Los Angeles Area) presently resident in the State of California who are descendants of Indians residing in the State on June 1, 1852.

The Area Director explains that there is a tribal roll of California Indians tracing descent from the 1852 population.

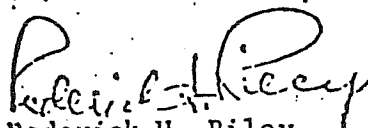
In support of his recommendation, the Area Director has had a map prepared (referred to in the quoted excerpt but not reproduced here) showing Indian reservations and public domain allotments. A transparent overlay permits two additional groups of areas to be superimposed--the 18 reservations under consideration by the Senate in 1852 and the present areas of Indian community concentration. A second overlay shows the location and number, by county of residence, of California Indians whose applications to share in the California judgment funds are on file. This map makes several aspects of the present situation clear:

- (1) The extent of Indian trust land and public domain allotments is very limited, emphasizing the notorious landless status of California Indians.
- (2) The recognized Indian community areas in the State are generally near to and in many instances overlap the "1852 reservation" areas, a situation comparable to that found in Oklahoma.
- (3) In addition to those in community areas, there are significant numbers of California Indians now residing throughout the State, also comparable to the Oklahoma situation.

The case presented by the Area Director is one that I find persuasive, if not compelling. It is further enhanced by consideration of its relation to two of the points made by the President in his message of July 8, 1970. The first point made by the President is the rejection of termination and a call for the express repudiation and repeal of House Con. Res. 108 of the 83d Congress. In the principal cases of tribal termination, the Klamath and the Menominee, such repudiation would come a decade too late to serve the interests of the tribes, for after so long a time reversal of termination would surely prove almost as difficult in terms of legal draftsmanship as in those of Congressional acceptability. In the case of the Indians of California, however, the one felt disability resulting from the "termination" of the trust--119 years ago, before it became legally effective--can be readily overcome by recognizing the parallel, for purposes of the AVT program, between the "unborn" 1852 reservations of the State and the former reservations of Oklahoma. In the process, the President's seventh point, with respect to helping urban Indians through other agencies than this Bureau, would be observed; California Indians residing in the principal urban areas of the state would not, as is also true in Oklahoma, share in the eligibility for AVT benefits.

The map described above is now in the Central Office and has been revised to eliminate minor errors and to depict more clearly the distribution of California Indians (claims applicants) by county. Its careful examination, preferably with the Area Director here to discuss it, is an essential part of reviewing his recommendation. I believe that if the Commissioner and appropriate staff share in this review, they will wish to recommend adoption of the Area Director's proposal for approval by the Assistant Secretary.

I regret that the single aspect of off-reservation services presented by the California Indian case proved complex enough to absorb my available time since last summer. Consultation both in Sacramento and by phone, subsequent clarification of the underlying data, and completion of the map during a period when competitive claims on our drafting services were overriding, have taken longer than anyone expected. Because I shall be leaving the Bureau at the end of this month, I shall not be available to examine other aspects of the subject. Meanwhile, however, as you know, the general subject has been under study by Messrs. Stevens and King and the legal intricacies that a thoroughgoing study must take into account are well documented in the attached memorandum from Mr. Kane. You may, indeed, find that his memorandum, the proposals of Messrs. Stevens and King, and the specific solution proposed above for the special California case provide the coverage required at this stage of policy formation.


Roderick H. Riley

Attachment.

United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

TOPICAL FILE 16 1370

Memorandum **PLEASE RETURN TO FILE NO. _____**

To: Commissioner, Bureau of Indian Affairs

From: Assistant Secretary - Public Land Management

Subject: Adherence to our long-standing policy of not providing special Bureau of Indian Affairs services to off-reservation Indians.

It is a long-standing general policy of the Bureau of Indian Affairs and the Congress that the Bureau's special Federal services are to be provided only to the reservation Indians. The bases for these special services rest in treaties with tribes and upon the tax-exempt land on which the Indians reside, and the inability of the local and state governments to provide the usual services in Indian country.

There are tremendous numbers of people of Indian ancestry living in the eastern part of the United States, as well as elsewhere in urban areas, who are not affiliated with any tribe and have long been a part of the community in which they live and work. They are entitled to and should receive the same services from their local, state and Federal agencies that the other citizens of the community receive.

It is appropriate for the Bureau of Indian Affairs to assume the role of working with other Federal agencies, such as NCI, OEO, HEW, Labor Department, etc., as well as state and local agencies and private organizations, to assure that their services are made available in a meaningful way to meet the needs of off-reservation Indian people. The Bureau of Indian Affairs, however, must be very careful not to assume additional responsibilities and begin providing its special services to off-reservation Indians.

I am sure you realize the consequences that would flow from such a change in policy and responsibility. The Bureau of Indian Affairs has an urgent and challenging job to meet the needs of the tribal Indians of the reservations. This is no time to be diverting our attention and limited funds

from our basic responsibility. Will you please be very careful in administering the programs of the Bureau of Indian Affairs to be sure to adhere strictly to this principle. There will, of course, be need for flexibility and sound judgment exercised by the Superintendents in individual hardship, transitional or borderline cases, but they must be handled as individual exceptions and not be allowed to compromise our basic principle as to the clientele to be served by the Bureau of Indian Affairs.

(Sgd.) Harrison Loesch

Harrison Loesch

U.S. Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

APR 30 1970

Dear Mr. Vice President:

We would like to bring to your attention an unusual opportunity at this particular time that the National Council on Indian Opportunity has to coordinate the Federal effort to assist Indian people.

There are substantial numbers of people of Indian ancestry now living in urban areas, as well as throughout the United States, who have long been a part of the community in which they live and work. Often they are not affiliated with any tribe. ~~These urban Indians and other Eastern groups are now vigorously seeking the assistance~~

It is a longstanding general policy of this Department and the Congress that the Bureau of Indian Affairs' special Federal services are to be provided only to the reservation Indians. The bases for these services are treaties with the tribes, the tax-exempt status of the land on which the Indians reside, and inability of local and State governments to provide the usual services in Indian Country. The Bureau of Indian Affairs has an urgent and ever increasing job to meet the needs of the tribal Indians of the reservations. This is not the time to be diverting our attention and limited funds from our basic responsibility.

The urban Indian is entitled to and should receive the same services from their local, State and Federal agencies that other citizens of the community receive. The Department of Health, Education and Welfare has completed a study to identify the special needs and to assure its services are made available in a more effective way to the off-reservation Indian people. The Office of Economic Opportunity has spent very substantial amounts on Indian reservations, but a very small and disproportionate amount in assisting the urban Indians. I understand that at the moment there is some disposition to reevaluate its role, performance and administrative machinery in relation to urban Indian problems.

June 3, 1970

Honorable Harrison Loesch
Assistant Secretary
Room 4100
Department of the Interior
Washington, D. C. 20240

Dear Harrison:

In a letter you sent to the Vice President dated April 30 you indicated that the National Council on Indian Opportunity should exert its leadership to see that the human resource departments "put forth a maximum and coordinated effort to meet urban Indian problems". As you may know the Council and these agencies have been involved in such an effort.

In seeing that the Council and the Federal human resource departments are able to perform their proper function of seeing that the urban Indian people have proper access to those programs to which they are entitled -- programs available to all American citizens, ~~it is vital that the Bureau of Indian Affairs stop fostering the idea that it will actively assist urban Indians to meet their problems and that the BIA will be the agency which will coordinate Federal, State, local and private resources to this end.~~ A recent, serious example of this type of activity has been brought to my attention.

Commissioner Bruce in a speech made before tribal leaders in Denver, Colorado on May 21, which speech he is reported to have made four or five times throughout the country, said:

"Thus far we have been talking about the relationship between the government and tribal groups. But BIA will also take a role in problems of urban Indians.

"The new BIA reaffirms its priority responsibility for meeting the economic and social needs of Indians living on trust lands; at the same time recognizes its obligation to be strong advocate of urban Indian interests.

"To this latter end it will actively help coordinate state, local and private resources for the benefit of urban Indians." (Full text of speech is enclosed.)

The same policy statement was uttered by Mr. Clarence Acoya at the Northwest Affiliated Tribes meeting in Spokane, Washington on May 16.

Statements, such as those made by Commissioner Bruce and his staff, which perpetuate the idea that BIA is responsible for the welfare of all Indians no matter where they live will do nothing more than confuse an already complicated situation. It is obvious that the general public, hearing aspersions cast at the BIA by urban Indian groups and others, will find it hard, on a rational basis, to buy the idea that Indians who have left the Federal trust reservations are just like all other American citizens and like all other citizens are entitled to have access to programs which will enable them to be productive members in the "mainstream".

The Council will take the lead in seeing that the needs of urban Indian people are met in the best possible way, thus helping to direct away from the BIA unwarranted accusations that it is not doing its job. In doing this, the BIA will then be free to continue the important job of carrying out this Administration's policies and programs on Federal reservations.

Your reiteration of the need to clarify the mission of the BIA is greatly appreciated.

Sincerely,

C. D. Ward
Assistant to the
Vice President

Attachment



United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

JUL 8 1970

Dear Mr. Ward:

Enclosed is a copy of a memorandum I have sent today to the Commissioner of Indian Affairs that I think you will find of interest.

I fully agree with your letter of June 3 to me concerning public statements of the officials of the Bureau of Indian Affairs with regard to urban Indians. I expect to get the matter under firm control.

Sincerely yours,

(Sgd.) Harrison Loesch

Harrison Loesch
Assistant Secretary

Mr. G. D. Ward
Assistant to the
Vice President
The White House
Washington, D. C. 20500

Enclosure

NWEdwards:gmm:7/8/70
cc: Secretary's Reading File (2)
LM--Mr. Edwards

cc: Commissioner Bruce

