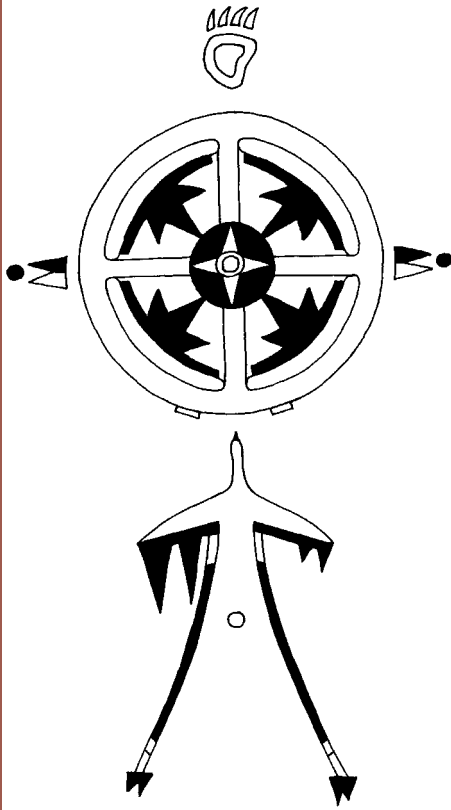


EARTH MEDICINE



**October
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Haskell Environmental
Research Studies Center
and
Great Plains-Rocky Mountain
Hazardous Substance
Research Center

Scholars explore several topics during roundtable discussion

by Wendy Griswold, Kansas State University

Four scholars gathered together to share their views on the concept of history and the place of humans in nature as part of the NAOMI (Native American and Other Minority Institutions) Seminar Program. This roundtable discussion was the third part of the "Comparisons of Native American and European Worldviews" series. The discussion was moderated by Daniel Wildcat (Yuchi-Creek), chair of the Department of Natural and Social Sciences at Haskell Indian Nations University (HINU). Joining Wildcat for this discussion was Venida Chenault-White (Prairie Band Potawatami), professor of social welfare at HINU; Robert T. Dixon, professor of physics at HINU; and Jim Sherow, professor of environmental history at Kansas State University.

Wildcat began the discussion with a reference to Vine Deloria's *God is Red*, which he described as one of the most influential

works in American Indian scholarship. In this work Deloria asserts that the American Indian concept of history is fundamentally different from the European concept. Where the European view of history is seen as linear and temporal, the American Indian view defines history in spatial terms, meaning that history is geographic or place-oriented. Chenault-White felt that this was an important distinction as a "solely linear approach fails to consider native relationships with land, with life and with creation." She also indicated that some Native American cultures incorporated both temporal and spatial characteristics in their views of history with an emphasis on spatial terms.

Sherow felt that the main cause of the division between Europeans and American Indians is the European's concept of nature and where Native Americans fit into it. According to Sherow, the European notion of government takes people out of nature in order to create civilization, since civilization cannot occur in a state of nature. Europeans saw Native Americans defining themselves as a part of nature. According to the European worldview, "in order to enjoy the blessings and benefits of civilization, they had to either give up their identities as Indian peoples and become fully assimilated or they had to be eradicated because progress dictated that civilization move ahead."

Dixon found fault with the egocentrism that is a component of the Euro-



Sherow, Wildcat, Chenault-White and Dixon on the set of the NAOMI Seminar Program.

On page...

- 2 Student profile
- 3 NAOMI opportunities
- 4 NAOMI Seminar Program

■ continued on page 3

Environmental concerns guide student's future career plans

by Patterson T. Yazzie, Haskell Indian Nations University

Angie Fry (Inupiet) from Deering, Alaska, is a first semester sophomore at Haskell Indian Nations University (HINU) majoring in Natural Resources. This summer, Fry successfully completed *Technologies in Clean-up and Compliance*, a workshop designed to provide training in environmental clean-up technology and environmental law and regulation compliance at HINU. Following this workshop, Fry was selected to be interviewed regarding her opinions on environmental issues. The following opinions by Fry are a result of that interview. These opinions do not necessarily reflect the views of the Great Plains-Rocky Mountain Hazardous Substance Research Center.

What do you plan to do after graduating from Haskell?

I plan to attend the University of Alaska in Fairbanks and major in forestry.

What would like to do with that degree?

Help save Alaska. I'm originally from Alaska. I would like to help my people and protect them against chemical and hazardous waste.

What do you see as a major environmental problem in Alaska and in Native lands in the lower 48?

Global warming and deforestation. CFCs [Chlorofluorocarbons] are contributing to the global warming. I think we should be using solar energy or nuclear energy instead of combustion energy. I have a little saying here, "CPR for the Earth"—Convert to less hazardous waste, Produce less waste, and Recycle. That's what we need do.

You said that you are from Alaska. What are some of the environmental issues in that area?

There are so many landfills. They have so many toxic and hazardous chemicals buried in our land. A lot of people don't know where these things are, so that's a major problem. It will affect our groundwater. The oil spills, those definitely affect the ocean life and the terrestrial life, too.

What do see as your future role in pollution prevention or environmental education?

I think that we should be teaching at the elementary level about pollution. Definitely as soon as we can. I don't know if I'm going to be a teacher, but I think there should be a law to recycle. If you don't recycle, then you have to go to prison for fifteen years, period. That's what it's going to take to save our mother.

What role should the HERS program play to empower the youth and college age students?

Definitely more workshops. I really enjoyed the one over the summer. I think that there should be a class required to teach everybody about the environmental issues, what we are doing to the environment. A lot of people are uninformed, I think that's the biggest problem. If everybody was informed, there would be a better chance of people recycling, caring and giving more respect to Mother Earth.



Fry relaxes between natural resource classes on HINU's campus in Lawrence, Kansas.

What are some steps the tribal governments should take to address environmental issues despite federal budget cuts?

I think the federal government is very unconcerned about us indigenous people. They are putting hazardous chemicals near Indian Reservations like uranium, which causes cancer. With the budget cuts, I think it's going to be really hard for tribal environmental offices to do much now. I think there are other things that we could do like going outside of the government to other organizations for help. Education is a real big thing! Try to get educated. The BIA [Bureau of Indian Affairs] cuts again will affect education. The government needs to wake up and realize what they are doing. They are not only hurting the Indian people, they

■ continued on page 3

NAOMI Program opportunities announced

The NAOMI (Native American and Other Minority Institutions) Program is accepting applications for its Summer Cooperation and Conference Attendance Assistance Programs. The Summer Cooperation Program funds faculty and students to work on research projects at Hazardous Substance Research Center (HSRC) Consortium Universities.

The Conference Attendance Assistance Program provides partial financial assistance for faculty and student attendance at the Annual Conference on Hazardous Waste Research. This conference, jointly sponsored by the HSRC and the Waste-Management

Education and Research Consortium, will be held in Albuquerque, New Mexico, in May 1996.

Both of these programs are open to faculty and students from Native American colleges and universities throughout the US and other minority institutions in EPA Regions VII and VIII. The deadline for applications is November 17, 1995. Application forms and information are available by calling the Haskell Environmental Research Studies Center (HERS) at 913-749-8498. Please note that program availability is contingent upon the receipt of funding. ■

Roundtable discussion will continue

■ continued from page 1

pean worldview and also the root of hierarchy. Citing the European belief that the Earth was the center of the solar system and their refusal to accept differing opinions on the matter, Dixon illustrated how egocentrism has been problematic to western science. "That type of thinking gets in the way of seeing other things, other ways of viewing. When you're talking about the people of Europe coming to North America and only being allowed to see what was in their narrow vision, part of that was the ego getting in the way. They couldn't see other ways of living, other ways of surviving and being successful." In addition to egocentrism, Dixon identified a lack of humility and respect as causes of the European's destruction of other cultures.

During a discussion of the hierarchical structures

of European civilizations, Chenault-White called into question the hierarchical thought processes and systems used by those who challenge the dominant worldview. "We talk about moving away from male dominated structures, but we do the same thing. When are we going to begin examining our own thinking so that we can engage in some kind of creative discussion of what the solutions need to look like? We're so used to doing it that we don't even realize when we're doing it ourselves."

This discussion will continue in a fourth seminar that will more closely examine some of the issues raised by this discussion. This seminar will be moderated by Venida Chenault-White and include faculty from HINU and the University of Kansas. ■

HINU student shares plan for change

■ continued from page 2

are also hurting themselves. I really believe what Chief Seattle said that we are only a part of the web of life and what man does to the web, he does to himself.

What qualifications do you need to address the environmental issues?

I think all Native Americans are qualified to be environmentalists. I think the elders in all Nations are all very wise. They don't need a Ph.D. to know what's going on. They already know that we are destroying the earth. We need to get more Native Americans educated in the science fields. There are a lot of things happening to the reservations and everywhere. We need more Natives out there to help our people. We can't depend on the government, I think we should all unite.

Is there anything that you would like to add or

issues that you would like to address?

I have a list of ten things that everybody should do and we need to tell everybody and make noise about global warming and chemical hazards.

1. Halt tropical rain forest destruction and replant trees.
2. Turn to noncombustion energy sources such as wind, tidal, solar and nuclear energy.
3. Eliminate CFC-use worldwide.
4. Tap solid waste landfill for methane instead of letting it go into the atmosphere.
5. Use mass transport and fuel efficient vehicles to reduce nitrous oxide emissions.
6. More research on climate and ecosystems.
7. Stop being lazy and greedy. Everybody should recycle and we should forget about money.
8. Convert to less hazardous chemicals.
9. Produce less waste.
10. Recycle. ■

Upcoming NAOMI Seminar

The Badlands Bombing Range Project. Kim Clausen and Emma Featherman-Sam, Oglala Nation Natural Resources Regulatory Agency. October 11, 1995. This seminar will be presented at Haskell Indian Nations University and videotaped for distribution to NAOMI Seminar Program participants.

September NAOMI Seminar

Comparison of Native American and European Worldviews: A Roundtable Discussion. Venida Chenault-White, Tom Dixon, and Dan Wildcat, Haskell Indian Nations University; Jim Sherow, Kansas State University. September 20, 1995. This seminar was presented at Haskell Indian Nations University and videotaped for distribution to NAOMI Seminar Program participants. The release date of this video is October 15.

Available videotapes

These tapes are available through interlibrary loan from Kansas State University's Farrell Library.

Topics in Pollution Prevention—Vehicle Maintenance.

PCBs in Our Environment—The Legacy Continues.

Comparison of Native American and European Worldviews: A European Viewpoint.

Environmental Impacts of Gold Mining Operations Near the Fort Belknap Reservation.

Comparison of Native American and European Worldviews: A Native American Viewpoint.

The NAOMI Program and HERS: New Opportunities in Environmental Research.

Hózhó Kéyah (Environmental Harmony in Business).

Hózhó Hooghan (Environmental Harmony at Home).

Team America: A Strategic Plan for the 1990's.

Bold print indicates that a seminar was sponsored by the NAOMI Seminar Program.

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