

University receives grant for preservation of NC archaeological archives

Dee Reid,

College of Arts and Sciences

The largest and most comprehensive archaeological archive in North Carolina is one step closer to moving into a secure, state-of-the-art facility. The university's Research Laboratories of Archaeology has received a \$450,000 federal grant to help renovate 3,200 square feet of space in Hamilton Hall for the long-term preservation of the North Carolina Archaeological Collection.

The grant to UNC is the third largest of 63 "Save America's Treasures" grants recently awarded nationwide by the U.S. Department of Interior's National Park Service. Only historical collections of national significance are eligible for these awards. UNC's College of Arts and Sciences will provide matching funds for the project from overhead receipts generated by research.

The North Carolina Archaeological Collection contains more than 5 million catalogued artifacts and records documenting the history of American Indian cultures in the state and surrounding regions over 12,000 years. The collection includes artifacts made of pottery, stone, bone, shell, charcoal, metal and glass.

"As a source of archaeological information on the Cherokee and Catawba nations and their predecessors, this collection is unsurpassed," said Dr. Vincas P. Steponaitis, professor of anthropology and director of the Research Laboratories of Archaeology. "It also includes the excavated materials from some of the most important archaeological sites in the eastern United States."

When Steponaitis arrived in 1988, the artifacts were stored in an old warehouse without adequate ventilation, climate-control or shelving. In 1992, the archive moved to a more accessible and suitable location in Wilson Library, where it remains today. The library needs that space for its growing collection of books, so the university has designated 3,200 square feet in the basement of Hamilton Hall as a new home for the artifacts.

Plans call for a climate-controlled air distribution system, compact shelving to accommodate the growing collection, waterproof exterior walls and flooring, new plumbing and lighting, an upgraded fire protection and alarm system, and a redesigned ramp to provide access for

persons with disabilities. The renovations are expected to be completed in 2006. In addition, all of the artifacts will be repackaged in archivally sound containers to ensure long-term preservation.

Because the collection is mostly pre-Columbian, it has special significance for American Indians, Steponaitis said. It contains artifacts from hundreds of archaeological sites, with a major portion from two National Historic Landmarks: the Town Creek Indian Mound in Montgomery County, including a reconstructed Indian village and museum that are visited by thousands of school children every year; and Hardaway, the oldest excavated archaeological site in North Carolina, located in Stanly County.

Steponaitis and colleagues have worked closely with tribal communities throughout the state and region to make the collection accessible to scholars and the general public. UNC research archaeologists have brought the artifacts to public school classrooms and designed online resources for teachers to use in lessons about Native American history and culture.

"This has been an extraordinary resource for research, teaching, exhibits and other public programs," said Steponaitis. "Much of our current knowledge of the state's prehistory is based on this archive, and much more remains to be learned from it."

See related stories on page 8



Vin Stepinitis, professor of anthropology and director of the Research Laboratories in Archeology

■ IN THIS ISSUE

- 3 Catching up with the CIC
- 3 Native American Law Students Association
- 5 Graduate School Issues
- 6 Role Model Robin G. Cummings
- 7 Student Promotes Recruiting
- 8 A Carolina Treasure
- 9 Admissions Reaches Out
- 10 Major News: New Minor

Greetings from the Chancellor



James Moeser

Welcome to the first issue of *Voices: News from Carolina's First People*. We are delighted to have this means of communicating with Carolina's Native American alumni and friends.

Please be assured that this communication is not intended to be one-way: we want you to know what's happening with today's Native American students, and we want to hear

from you. Your experiences and perspectives are important to us as we continually strive to create a better climate for Native American students and improve our service to Native people of the state and the nation.

If Carolina is going to reach its goal of becoming the nation's leading public university, and live up to its reputation of "the university of the people," then we must ensure that the campus community—students, faculty and staff—is as diverse as the state in which we live. North Carolina is blessed with a rich Native American culture. The university

is stronger—and delivers a better educational experience—when all of the state's cultures are represented.

In 2002 we kicked off the \$1.8 billion Carolina First Campaign. I urge you to learn more about Carolina First. The campaign is our blueprint for reaching our goals of national leadership and achieving higher levels of service. It is about doing a better job communicating with alumni and friends. This newsletter is a good example. *Voices* was conceived by the Carolina First Native American subcommittee. The subcommittee is made up of outstanding Native American alumni who want you to know about the good things happening on campus. The subcommittee seeks your ideas and your support.

I hope you enjoy the newsletter. And if you are not currently involved with Carolina as a volunteer or as a donor, I ask you to consider becoming more active. Look at the university, find a program or department that interests you, and get involved. You will be richly rewarded. And the Carolina community will be, too.

James Moeser

A Message from the Editor



Kevin Maynor
Office of Sponsored Research
Voices Editor

As a UNC freshman in 1974, I was fortunate to be one of the founders of the Carolina Indian Circle. Now that I am part of the staff of this great institution, I have become involved in the Carolina First Campaign, a fund-raising initiative to make Carolina the nation's leading public university. Our goal is to ensure that UNC remains North Carolina's strongest force for educating the state's citizenry and continues to serve all Tar Heel communities in public service, research and economic development.

I was asked to join the campaign as a proponent for Carolina's Native American alumni and friends. I accepted the invitation because "the university of the people" is committed to do more to develop instruction, research and public service programs with North Carolina's native population in mind. You can see this fact in programs and initiatives throughout campus. University leadership has expressed determination to increase diversity by hiring more Native American faculty and staff. There is now a minor in Native American Studies. The Graduate School and Undergraduate Admissions have placed a priority on recruiting and retaining Native American students. The Offices of Minority

Affairs and Student Counseling are working to develop programs to maintain an environment of campus life where Indian students thrive.

I also know that as Indian students come to Carolina to become educated, prepare for leadership roles and make our communities better, Native American alumni can do more to ensure our kids experience an environment that nurtures success for them. The students and the University need your help and guidance, as there are many areas where alumni can step forward in specific support of present and future Native American students and institutional programs.

My goal is to share with you the progress and challenges Native American students and those working on their behalf are experiencing at Carolina, while highlighting the many program opportunities and related responsibility we have for the targeted support of two invaluable resources—our gifted and talented Native American scholars, and the nation's leading public institution. Meeting this objective begins with communication, which is why we are launching this alumni newsletter, *Voices: News from Carolina's First People*. Enjoy.



Catching up with the Carolina Indian Circle

| by Jessica Lambert, CIC President

The Carolina Indian Circle (CIC) was founded in 1974 to meet the needs of Native American students on the campus of UNC. Almost 30 years later, the many accomplishments of the CIC and the impact that the organization has had on its members and others at UNC cannot be denied.

Native Americans make up less than one percent of the campus community. We realize that we are an extremely outnumbered minority and thus we turn to the CIC for support. Not only does the CIC provide a support system resembling those found in our hometown communities, it also gives the students a united political voice so that the majority does not overlook us. Activism by CIC members has allowed us to enjoy an academic atmosphere where we are represented through the presence of Native American faculty and administrators, the creation of an official University committee that discusses Native American issues on campus, as well as a growing Native American Studies program.

The CIC also strives to educate others about Native American culture through hosting various discussion forums, cultural showcases, an annual Pow Wow and other events with the hopes that we can eliminate negative stereotypes and preserve our cultural practices. We also strive to give back to our respective Native American communities, our campus community, and the surrounding community at large to show our appreciation and give back to those who are limited by lack

of opportunity. This includes our annual Native American student recruitment program where we invite high school students from predominately Native American communities to experience the benefits of attending a university like UNC.

These accomplishments—and many others—would not have been possible without the student members of the CIC and our supporters. Even though we have come so far in 30 years, our struggle is not yet over. Every day UNC's Native American students face obstacles. These obstacles can be surpassed with the ongoing emotional, spiritual and financial support of our students, alumni, faculty, families and others who wish to contribute. We have many plans for the upcoming 30th Anniversary of the CIC, but the funding provided by the student government is not enough to meet our need to honor those who have helped us come thus far and to continue the implementation of programming and events to further aid our students.

For additional information on the Carolina Indian Circle, our upcoming events, and ideas on how you help, I can be reached by e-mail at nahimana01@hotmail.com. You can also check the CIC website at www.unc.edu/student/orgs/cic/. Also, be on the lookout for the official newsletter of the Carolina Indian Circle for detailed information on our events, student and alumni spotlights, and much more. 🌟

Editor's note: The Carolina Indian Circle (CIC or Circle) is the oldest Native American organization on campus. Founded in the fall of 1974, the CIC is preparing for its 30th anniversary to be celebrated throughout the 2004–2005 academic year. Over the years the CIC has served as a source of stability for incoming Native American students. The Circle strives to raise campus awareness and appreciation for the richness of Native American culture in North Carolina. It also provides an excellent forum for student networking, communication, and leadership. This important organization is worthy of your support. Consider a gift to one of the following programs and initiatives:

PROGRAM / (cost) / TIME TABLE

Annual Banquet (\$1,000–\$1,500) • LATE FEBRUARY/EARLY MARCH
Sponsor CIC student attendance, speaker honorariums, program materials, entertainment honorarium, subsidize plate prices.

Annual Pow Wow (\$1,500–\$2,000) • Day after banquet
Travel and subsistence honorariums for drum and dance groups, set-ups for cultural and artisans exhibits, co-sponsor Native American student recruiting celebration and pre-orientation

Indian Heritage Month Honorariums (\$750–\$1,000) MONTH OF OCTOBER
Musical, poetry spoken word, craft demonstrations

Freshmen Orientation (\$1,500–\$2,000) • AUGUST
Social, freshmen survival kits

Campus Life Enhancements (\$3,000–\$5,000) • ONGOING
Study training, tutoring services, leadership training

General Operating Expenses (\$1,000–\$1,500) • ONGOING
Office supplies, stationery, postage, miscellaneous

Please send your contribution to the attention of Danny Bell ADDRESS. Make check payable to UNC-CH. Include a note to Danny Bell as to which program or initiative you want your contribution to support.

Native American Law Students Organization | By Seth Strickland

The Native American Law Students Association, also known as NALSA, is the face and voice of Indians in the UNC-Chapel Hill School of Law. Although the organization is small in number, it strives to raise the profile and advance the interests of Native Americans at Carolina Law by recruiting Indian students, making presentations, and sponsoring discussion panels.

In March 2003, NC Commissioner of Indian Affairs Greg Richardson spoke to law students on the topic of Native American legal issues. Through efforts of the NALSA the School of Law recently agreed to offer its first Native American law class, a seminar entitled "Federal Native American Law." The class is currently being taught by the Honorable Harry Martin, who is the present chief judge of the Cherokee tribe. The dean's office is supporting a NALSA Indian Law Symposium to be conducted in the spring of 2004. Dean Gene Nichol is also searching for a Native American professor to teach Indian law and business law.

Organization members are:

Third year law students (3Ls) Jessica Locklear and Brooke Clark from Pembroke and Tanya Williams from Strongsville, Ohio. Tanya's family is originally from Ramseuer.

Second year law students (2Ls) are Denise Wiles from Henderson and Seth Locklear from Lumberton.

The goal of the NALSA in the immediate future is to increase Native



Members of NALSO

American enrollment at the UNC-Chapel Hill School of Law. Alumni can play a key role to help us in that effort. Throughout the year we plan to visit Indian undergraduates at their institutions and promote the Carolina Law program. We appreciate advice and guidance from alumni in meeting this objective, financial support for travel on our recruiting trips, and their vocal support of Carolina law at every opportunity. We are always looking for guests to come to Chapel Hill to lead small informal discussions, and speak or serve as panelists at law school events. If you are interested in helping us in any of these ways, please contact Seth Strickland at sstrick@email.unc.edu. 🌟

Doctoral student Lindsey Smith's 'wonderful year' led her to Chapel Hill | Michelle Schohn

Sometimes what seems like a small decision ends up changing the course of a life. Such was the case for a Chickasaw woman from Oklahoma who is now a graduate student in UNC's English department.

Lindsey Smith, 27, who is now in her fourth year in the Ph.D. program in English at Carolina, is teaching a course in film in the English department this semester, and next semester will work as a research assistant on the recruitment and retention of American Indian graduate students for the Graduate School.

This isn't exactly where Smith would have guessed she would be if she had been asked six years ago.

She had planned to attend graduate school at Boston College. A graduate of Hendrix College in Conway, Arkansas, Smith had already spent a semester in London and was convinced she wanted to specialize in British Literature.

In fact, she was accepted to Boston College and was in Boston searching for an apartment just three weeks before classes were to begin when she realized going there would be a mistake.

"I knew I would not really fit in," Smith said. "I would be trying to be something I am not."

Smith decided to look for a "real job" while she took a year off to reapply. That year and the job she found made all the difference.

She applied for the first position she saw in the paper, a job that involved working as a tutor in Indian education. She and the program director hit it off, and soon she was tutoring elementary school Indian students. She took the students to important Indian

sites throughout Oklahoma, assisted with Cherokee language seminars and helped organize cultural activities for the students.

"It ended up being a wonderful year," Smith said.

Suddenly, she wasn't so convinced she should study British literature. "I got really excited about using Native American literature to effect positive change in people," Smith said.

Smith, whose family was relocated

to Oklahoma from Alabama during the Indian removal and who avoided being placed on the Indian rolls for fear of being subjected to further government interference, sees her teaching as following in the path of her father's grandmother, a Chickasaw woman who taught at a Chickasaw school in Oklahoma.

"Maybe I'm like her," Smith said, smiling.

Smith's dissertation focuses on the relationship between American Indians and African Americans in 20th century literature. Through her research, she has come to the conclusion that while people seem to think of multiculturalism as a recent phenomenon, America has always been a multicultural society.

"I look at the literature as sort of spoiling the black and white paradigm," Smith said.

She is also excited about the potential of working on recruiting more American Indian graduate students.

"I'm excited about it because it will give me a chance to work with different people I haven't

"I got really excited about using Native American literature to affect positive change in people."

LINDSAY SMITH,
GRADUATE STUDENT,
DEPARTMENT OF ENGLISH



Michelle Schohn, Ph.D. student in the department of anthropology, Sandra Hoeflich, associate dean of the graduate school, and Lindsay Smith, Ph.D. student in the department of English.

worked with before," Smith said. She said that she felt that her research interests and background would help her in her work.

"Something that is unique about me will really have an impact," Smith said. 🌟

CALL FOR PAPERS

New Directions in American Indian Research: A Gathering of Emerging Scholars Chapel Hill, NC

Representatives of the First Nations Graduate Circle and the Carolina Indian Circle, with the support of faculty and the Graduate School, hosted "New Directions in American Indian Research: A Gathering of Emerging Scholars," a conference highlighting the research of graduate students and senior-level undergraduate students. The conference was a student initiative specifically targeted toward bringing together members of local Indian and non-Indian communities as well as scholars from across the region and nation.

The conference highlighted research by American Indian scholars as well as non-Indian scholars who are researching topics pertaining to American Indian studies, issues, and communities. The program will include a keynote address by Dr. Rayna Green, presentations by prominent American Indian scholars, and faculty-moderated panels through which students presented and discussed their research with other scholars. We invited participants from an array of academic backgrounds, including those in the sciences, social sciences, and humanities.

For more information contact:

Lindsey Claire Smith
Graduate Assistant, American Indian Recruitment
The Graduate School
CB#4010, 200 Bynum Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-4010
Email: smithlc@email.unc.edu

The First Nations Graduate Circle

The First Nations Graduate Circle (FNGC) is an organization of American Indian graduate and professional students at UNC. The organization provides advocacy, support, professional development, mentoring and social functions for American Indians across campus.

Some of our important activities include get-togethers for members, special events that coincide with Indian Heritage Month in November, involvement in and support of the development of American Indian Studies in many university disciplines, and a listserv through which FNGC members can learn more about local and national issues affecting American Indians. Though FNGC is primarily made up of American Indian students, the organization is open for full membership and participation without regard to race, color, religion, national origin, disability, age, veteran status, sexual orientation and gender.

One of the most important concerns for the FNGC is ensuring that our cultural heritage is recognized and respected at UNC through appropriate curricula, research and administrative support, including American Indian graduate student recruitment and retention, support for American Indian Studies programs and American Indian representation on the faculty and staff. FNGC works toward educating members of the Carolina community about our North Carolina Indian communities and the unique cultural heritage of Indians from all over the United States and Canada. Some of the organization's goals are to provide mentoring and support to Indian undergraduates, sponsor lectures and other events related to academic and professional accomplishments of American Indians, and work toward making American Indians a more visible and active presence at UNC. 🌟

Schohn Charts New Directions in the Graduate School | By Alex Obregon

In her academic work, anthropology graduate student Michelle Schohn is literally digging up lost Indian history. This summer, the member of the South Carolina Pee Dee tribe will be doing field research near Rock Hill, S.C., excavating sites near two Catawba villages from the late 1700s and early 1800s. But it's Schohn's work back in Chapel Hill that's truly groundbreaking: she was selected in

spring semester, 2003 as the university's first Native American graduate student assistant in the Graduate School—a position created to address the needs of American Indian graduate students.

In her new role, Schohn will function as the key contact for prospective and enrolled American Indian graduate students, connecting them to existing resources for academic and financial support and fostering a nurturing campus community for them.

As the first person in her post, Schohn was challenged to establish a structure for the program. She started fall semester by contacting all departments to let them know she was a resource for American Indian students applying to their programs. She also met with prospective students and notified them about minority travel grants to visit the campus. She is establishing a website for the First Nations Graduate Circle [see page 4], an organization for American Indian graduate students she helped launch three years ago with nine other students. The site will help publicize the group's events and facilitate communication. It will also feature special events like a conference showcasing American Indian research and scholars from UNC and across the country.

Until recently, the circle only met for informal weekly meetings. Schohn hopes that through her work with the Graduate School, the group will be better organized and able to exercise its potential as a

source of support for students and as a recruiting tool.

"The circle is a good way for incoming students to connect with the American Indian graduate students on campus," she said.

Now that this year's application process is over, Schohn is contacting American Indian alumni working at colleges and universities. The Graduate School would like to develop relationships with these alumni to facilitate recruiting more American Indian students to Carolina. She is also returning to the rigors of her own graduate study.

Schohn's dissertation discusses the differences in material culture that emerge when men or women control a community's economy. It focuses on the Catawba tradition in South Carolina in which women maintained control of the tribe's economy during colonial times through the sale of pottery to non-Indians.

"They're one of the only tribes that have managed to maintain their ceramics tradition," Michelle said. "Others deteriorated because they started using European material, but Catawba pottery improved."

After her field research this summer, Michelle will return to the Graduate School to continue planning, along with her American Indian graduate student colleague Lindsey Smith, for the American Indian Conference scheduled for next year. 🌟

Obregon is a graduate student in the School of Journalism and Mass Communication and 2004 senior editor of The Fountain, the Graduate School newsletter

Schohn will function as the key contact for prospective and enrolled American Indian graduate students

Grad School improves climate, recruiting for American Indian graduate students | By Sandra Hoefflich and Michelle Schohn

North Carolina has more American Indians than any other state east of the Mississippi River, but you might not know that by looking at the number of American Indians in graduate programs at UNC.

"Our efforts to increase the recruitment and retention of African-American graduate students have been achieving results," said Sandra Hoefflich, associate dean for interdisciplinary education, fellowships and communication at the Graduate School. "The number of Native American graduate students, however, remains very low."

In fact, there are only about 70 American Indian or Alaskan Native graduate or professional students at UNC, or just 0.7 percent of the total graduate enrollment. Nationally, American Indians represent 0.9 percent of the total population, and Indians are 1.2% of the population in North Carolina.

The Graduate School would like to see those numbers improve. Meeting that goal, however, is not as simple as admitting all qualified American Indian students who apply. First, those applications need to be received, and very few American Indian students ever apply to Carolina.

"We are committed to having a student body that is diverse in terms of culture, race and ethnicity, and

geographic and economic background because we are convinced that is the best education for everyone," Hoefflich said. "We've had to look specifically at what groups are underrepresented and how we address that."

Of course, with anything resembling affirmative action being attacked in the courts, recruitment of minority students can be controversial.

"We are committed to the outcome of making this the most diverse place possible in ways that benefit everyone and are fair for everyone," Hoefflich said.

To that end, the Graduate School is developing a comprehensive strategy on recruiting and retaining American Indian graduate students.

Several aspects of the strategy involve increasing the visibility of the resources already in place for American Indians. For example, the Graduate School has begun identifying faculty and staff on campus working on American Indian issues, has created a contact list of those people,

and has begun working to publicize the accomplishments of not only those faculty members, but of American Indian students as well. The Graduate School also hopes to nurture First Nations Graduate

Circle, a student organization begun several years ago by American Indian graduate students at Carolina.

Focused efforts to recruit American Indian graduate students really began last year, when Hoefflich met with Valerie Lambert, a professor in the Department of Anthropology. Lambert, who is Choctaw, had been working with the Provost's Committee for Native American Issues. Hoefflich thought the committee's efforts could be expanded.

"Valerie and I met and she talked about what the committee was doing," Hoefflich said. "She said

the committee was focusing on undergrads and I said we wanted to focus on graduate students."

The result of that meeting was the establishment
see Grad School Improves on page 6

"We are committed to the outcome of making this the most diverse place possible in ways that benefit everyone and are fair for everyone."

**SANDRA HOEFELICH,
ASSOCIATE DEAN OF THE
GRADUATE SCHOOL**

ROLE MODELS: An Interview with Robin G. Cummings, M.D.

Q: *Where do you live now, and what do you do?*

A: I live in Pinehurst, N.C. I am a physician with Pinehurst Surgical Clinic, a multi-disciplinary surgical clinic of 30 doctors. Specifically, I am a cardiac and thoracic surgeon. Our clinic is affiliated with FirstHealth of the Carolinas, Moore Regional Hospital.

Q: *Where are you from originally and with what tribe do you most closely identify?*

A: I grew up in Pembroke, N.C. I identify myself with the Lumbee Tribe.

Q: *Why did you choose Carolina for your education?*

A: As a senior in high school, I was encouraged by several teachers to take advantage of my educational ability. Fortunately, there were several of us in my graduating class who wanted to attend UNC-Chapel Hill. We applied and were accepted. I chose Carolina because of its reputation, environment and the recognition of the value of a degree from this university.

Q: *When did you graduate and with what degree?*

A: I graduated in 1978 with a B.A. in zoology.

Q: *What is the most significant memory you have from your time as a student at Carolina?*

A: There are several. I recall meeting with fellow Native Americans and discussing the formation of the Carolina Indian Circle. I remember many meetings and potluck dinners with this group. I remember getting my first grading report and realizing that “maybe I am going to make it.” I remember cool, fall days and sunny, spring afternoons and Franklin Street.

Q: *How has your experience at Carolina made an impact on your career?*

A: I am proud to have graduated from UNC. On a more tangible note, the education Carolina provided and its reputation allowed me to pursue my medical education at the institution of my choosing. I also developed a sense of

security and competitiveness through the four years that continues to carry me even to today.

Q: *In your opinion, how can Carolina best serve Native Americans?*

A: First and foremost I believe Carolina can serve the Native American population by helping the students realize their importance and their role, not only in society in general, but within the Native American population. Sometimes this may mean nurturing a low self-esteem, providing one-on-one contact, and—on a very basic level—helping with finances. Individuals should be held accountable but as much as possible, an attempt to allow success to happen should be sincerely made. For me, the Carolina Indian Circle served as a point of identity which many times got me through a period of self-doubt. The value of a good role model cannot be emphasized enough and, in whatever way, communication in this regard should be facilitated.

On an even more basic level, perhaps interacting with potential students while in high school might serve as a “minor league” training camp for the “major leagues” when students are trying to find the courage and resources to make the commitment to a Carolina education.

Q: *What responsibility do alumni have to the university and to future Native American students?*

A: As inferred from some of the answers above, we alumni clearly have the responsibility of providing positive role models for our successors. We have the responsibility to utilize our talents, to assist those who may be like-minded or even in a stage of indecisiveness. We need to actively support Carolina’s initiative in this area by whatever means are needed.

Q: *What other comments would you like to make?*

A: The important aspect of all this is simply that a Native American student at Carolina should feel welcomed and should be encouraged with the clear understanding that success is possible and even anticipated. Hard work is a prerequisite, but the fruit of the labor is fulfilled potential. 🌟

continued from Grad School Improves on page 5

of the Sequoyah Fellowship, a dissertation fellowship to support a student researching American Indian issues. Hoefflich hopes to locate private funds to make the fellowship an annual award.

More needs to be done, however, since part of the problem at Carolina is not just recruitment but retention of American Indian graduate students. “While some Native American students have started graduate programs, they seem to leave their programs, some during their first semester,” Hoefflich said. “We need to have a climate on campus that will guarantee their success in staying here and completing their graduate programs.”

An important part of creating that climate has been the hiring of an American Indian graduate student to work as a research assistant for the Graduate School.

“We felt the best way would be to do this (create the desired campus climate) with Native American graduate students,” Hoefflich said. “They clearly know better than we do how to address these issues.”

Since the Graduate School hired an American Indian graduate student, a listserv has been created to inform American Indian students and others of upcoming cultural events and funding opportunities. Efforts are now underway to contact all departments and offer them assistance in recruiting American Indian graduate students, including arranging for prospective students to meet with those already attending Carolina.

Future plans include the development of websites and welcome packages, the identification of Carolina alumni at colleges with American Indian undergraduate populations to assist in targeted recruiting and the organization of a symposium on Native American studies. If these efforts are successful the program could be expanded.

“We see this as an experiment in recruitment, to have a grad student who leads the way and strengthen a graduate organization,” Hoefflich said. “If it works, we have in mind to repeat this with the Hispanic/Latino population.” 🌟

Archie W. Ervin
Assistant to the Chancellor and
Director of the Office for Minority Affairs

Perspectives from the Office for Minority Affairs

Exactly 50 years ago, Genevieve Lowry Cole and Elvery Dean Lowry enrolled at Carolina. Nearly 35 years later Cedric Woods, the first Native American Morehead Scholar, enrolled. Today there are 131 Native American undergraduates and 73 graduate and professional students for a total of 204 Native American students. These students comprise 0.8 percent of Carolina's enrollment.

In the mid-1980s Cedric Woods initiated a partnership with the Office for University Affairs (now called Minority Affairs) to focus on strategies to improve the recruitment and enrollment of Native students to Carolina. Several new programs grew from this partnership with the help of currently enrolled Native students and the leadership of the Carolina Indian Circle, which had been founded in 1974.

By the mid-1990s the Carolina Indian Circle had formally joined with the Office for Minority Affairs to continue to focus on Native American recruitment. The partnership that began in the 1980s is today solidified and is an important part of what is done to recruit Native American students. Currently, the Office for Minority Affairs sponsors a Native American Outreach Program in the fall, and a Spring Native American Recruitment Program during the annual Pow Wow. In the fall of 2000, the Office for Minority Affairs, under the leadership of Ben Hammond, then-president of the Carolina Indian Circle, helped launch the first ever Native American Visitation program. The program was a huge success and we look forward to making it even better in the future.

Growth in numbers and community has been slow for Native Americans. Yet we are optimistic that a supportive environment is being built to sustain Native students and culture. Indeed, several accomplishments suggest we may have turned the corner.

First, in 2000, the Office for Minority Affairs held the first ever Carolina Conference on Native American Recruitment on the UNC campus. The third annual conference was held in March 2003. The office hosts the conference as a way to improve communication with officials and members from the Indian community and UNC as we seek to improve our recruitment and support of Indian students.

The collaborations from the conference and other activities have led to some tangible results:

- We have enhanced our contact with Indian education officials and constituencies throughout the state.
- We have improved our assessment methodologies for our programs to increase the office's effectiveness in identifying and recruiting Indian students.
- The Office for Minority Affairs hired Jada Locklear as a graduate assistant to enhance our recruiting and support programs for Indian students.



Archie W. Ervin

The offices of the chancellor and provost strongly support the Office for Minority Affairs' efforts to provide leadership to the collaborations to enhance the climate and support for the Indian community at Carolina.

As we move into the future, a number of things suggest we will be able to make progress. First, the Incentive Scholarship Program for Native Americans has been renewed with the service requirement eliminated. This should attract more students to the scholarship. Second, the Pogue Scholarship continues to be an important source of merit scholarships as the number of Native Americans recipients continues to improve over the years. New recruitment programs and campus alliances will help us to achieve our goal of a campus community that is educated about its Indian community.

We invite alumni to help us in this journey. Alumni are in the best position to encourage high achieving Indian students to attend and enjoy the benefits of Carolina. You are encouraged to become engaged in building a new future, a campus where Indian students are comfortable, culturally respected and successful as graduates of our excellent academic programs.

Your comments, involvement, and support will be appreciated. ☺

Office for Student Counseling promotes excellence and retention

Since 1974 the Office for Student Counseling (OSC) has sponsored programs and activities to promote academic excellence and retention among Carolina's Native American undergraduates.

As the Carolina Indian Circle (CIC) was being organized, Hayden B. Renwick, the founder and first associate dean of the OSC, began recruiting and training academically successful Native American upperclassmen to serve as minority advisors or peer mentors for Indian freshmen. Renwick also supported the first Native American awards banquets and the earliest Pow Wows organized by CIC. These activities continue to be supported by OSC.

The current associate dean for OSC is Harold Woodard, who took over the job in February 1996. Later that summer Anthony Locklear arrived and began work as an assistant dean in OSC, making him

the first full-time Native American administrator to be hired in the College of Arts and Sciences. Woodard has continued to promote academic achievement and excellence through several programs. He provided financial support for a UNC chapter of the American Science and Engineering Society (AISES) and regularly sends students to that organization's national and regional conferences. For two con-

secutive years, OSC sponsored Freda Porter Locklear's AISES Summer Science Enrichment Camp for academically promising rising ninth graders from across the U.S.

As project investigator for the Science and Math Resourcefulness Track (SMART) Program, Woodard awarded summer fellowships to several Native American undergraduates to conduct research with faculty mentors. He also sent several students, including Cheryl Jones, Brooke Locklear and Ben Hammonds, to regional and national conferences associated with the SMART Program. Assistant dean Sibby Anderson-Thompkins was instrumental in helping students to create Alpha Pi Omega, the first Native American sorority in the country. OSC continues to support this growing organization and regularly helps sponsor its annual awards and parents appreciation banquet.

Nearly two years ago Woodard recruited and hired Marcus Collins to replace Anthony Locklear as assistant dean. Collins, a member of the Lumbee tribe, has already made a measurable impact on the lives of Native American students. Along with Ernestine McIver, OSC's administrative assistant, Woodard and Collins continue to sponsor and support programs designed to improve retention and the climate for diversity among UNC's Native American undergraduates. ☺



Marcus Collins

A Carolina Treasure

| By Vin Steponaitis

Director, Research Laboratories of Archaeology

What contains more than five million artifacts and chronicles 12,000 years of American Indian history? The answer is the NC Archaeological Collection — the largest research archive of Indian artifacts in the state and one of the premier archaeological collections in the U.S.

This collection has resided at UNC for more than 60 years and is one of our campus's priceless treasures. It contains artifacts and associated records from hundreds of archaeological sites in 98 of the state's 100 counties, and is currently under the care of UNC's Research Laboratories of Archaeology (RLA), which was founded in 1939 as the first center for the study of the state's pre-Columbian past.



Typically, when archaeologists excavate an ancient village site, they study the artifacts and publish the results. The artifacts are then placed in a museum or archive where they continue to be studied by future generations of scholars and students. For example, just as historians keep studying and re-studying the papers of Thomas Jefferson to gain new insights into his life and times, so too archaeologists keep studying and re-studying the collections from previously excavated sites in order to learn more about the ancient past. Over the past six decades, dozens of books, countless published articles, and many UNC student theses and dissertations have been based on the NC Archaeological Collection.

Artifacts from this collection have also been exhibited

at museums across the state, including the Museum of the Cherokee Indian, Town Creek Indian Mound, the NC Pottery Center and the NC Museum of History, to name just a few.

Recently this collection has taken on a new role, serving as a source of inspiration in reviving traditional Indian crafts. Over the past two years, we have collaborated with the Museum of the Cherokee Indian to hold a series of workshops for modern Cherokee potters who have started to revive ancient pottery styles based on examples preserved in UNC's collection.

The NC Archaeological Collection now resides in Wilson Library, but it will soon have to move to make room for the library's expanding inventory of books. The University has designated space in Hamilton Hall to serve as a future home for the archaeological collection, but this space will require extensive renovations — including waterproofing, climate control, security and shelving — before the collection can be put there. This work will cost about \$1.3 million, part of which is supported by a grant from the federal government [see page 1]. The remainder will have to be raised within the next three years from private sources. Support from alumni and friends will be crucial to insure that this important part of the state's American Indian heritage is preserved for future generations. 🌟

To learn more about the Research Laboratories of Archaeology and the North Carolina Archaeological Collection, please visit our web site at <http://rla.unc.edu>

The Need for an Exhibit Facility

Now that \$900,000 has been raised (\$450,000 from the U.S. National Park Service and \$450,000 in matching funds from the College of Arts and Sciences), an additional \$400,000 is needed—to raise the \$1.3 million total required just to preserve the priceless treasure that is the NC Archaeological Collection.

In addition, UNC needs a facility where the collection can be exhibited to the public. The rich and ancient history of Indian peoples in this state is not a subject regularly taught in schools. As a result, most people are completely unaware of the 12,000-year-long history of Indian cultures that preceded the coming of the Europeans. The best way to communicate this history, especially to school children, is through museum exhibits that feature the artifacts that these ancient people left behind, and to tell the story of these people through archaeology and oral tradition.

Since the 3,200 square foot space in Hamilton Hall is solely for preservation purposes, the University has not allocated any space for a permanent exhibit facility. In 1998 and 1999, the Research Laboratories of Archaeology conducted a study in collaboration with campus architects that generated a concept for a 28,500 sq. ft. building that would house classrooms, offices, labs, and an exhibit facility devoted to telling the story of this state's Indian peoples with objects from the NC Archaeological Collection.

The total cost of this building is estimated to be \$6 million. Native American student organizations and administrators would use some of the office space so that the facility serves as a campus headquarters for Native American activity. Rep. Ronnie Sutton sponsored a bill in the NC General Assembly to study this issue. It charges the Department of Cultural Resources and the Department of Administration to report their findings and recommendations to the legislature this year regarding a permanent home for the collection.

Please ask your legislative representatives to support this bill, and be generous with your own contributions. 🌟

To Our Alumni: Reaching Native American Students Together

| By Jerry Lucido, Vice Provost for Enrollment Management and Director of Admissions

It's an exciting time at Carolina as we continue to attract and educate an extremely talented and diverse student body. The cornerstone of our efforts in the Office of Undergraduate Admissions is to recruit students who will thrive in and contribute to the university. It is especially important for us to reach minority students—Native American, African-American, Hispanic and other underrepresented groups—as these students are evaluating their choices for higher education and preparing for college life.

As alumni, you are an essential part of our outreach. As we work together to educate Native American students, I'd like to share with you information on our initiatives, on the admissions process and on university offerings designed specifically for Native Americans.

Minority Recruitment

Let me affirm our commitment to recruiting Native American students to our campus. North Carolina has the 10th largest Native American population in the U.S., and Native Americans are an integral part of the state's past and future.

Currently, one percent of our undergraduates are Native American, and we continue to attract new students through a variety of programs and partnerships. Each year, we ask Native American alumni to nominate prospective Carolina students. We actively participate in conferences such as AISES and National Indian Education Conferences. We sponsor information receptions for students and parents in Native American communities. And our office has established partnerships with several organizations, including Indian Education Programs and Educational Talent Search programs in Indian communities.

Working closely with the Office for Minority Affairs, we also sponsor and participate in numerous events, such as Project Uplift, Native American Senior Day, Native American Recruitment Weekend and Native American Visitation. Each program provides essential information on the admissions process, financial aid and college life. Many of the events also give participants a chance to interact with other Native American students, faculty and staff on campus.

These are just a few examples of our outreach efforts. We continue to explore various programs throughout the nation, and we welcome any thoughts or suggestions you may have.

The Admissions Process

Few schools are more careful about choosing their students than Carolina. As we meet students and read their applications, we certainly consider their Native American heritage as one of many factors. We also assess the student's curriculum and performance, unique talents and passions, the impact the student will have on campus and the mark that we believe Carolina will leave on the student.

To ensure that our admissions process and recruitment programs are sensitive to Native American issues, we have a Native American representative on our Counselor Advisory Team, we ask for input from community Indian education leaders and we participate in the annual Carolina Conference on Native American Recruitment.

As you discuss higher education with the students you mentor, please continue to reinforce the importance of taking the most challenging courses. Students shouldn't settle for easy classes, but should instead pursue the most advanced curriculum. Also, please let students know that there is no secret formula for admission. Encourage students to be candid in their applications and to share with us the unique qualities and experiences that will enable them to excel at Carolina.

Campus Offerings

We are proud that Carolina is a place with rigorous academics and a strong sense of community—a place where people with all types of cultural experiences, ideals and achievements feel at home.

As you help students explore the best universities for their individual interests and talents, consider that Carolina:

- Offers a comprehensive American Indian Studies curriculum.
- Provides counselors, through the Native American Peer Mentoring Program, to guide students throughout their academic careers.
- Supports several student organizations, including the Carolina Indian Circle, the American Indian Science and Engineering Society, the Native American Law Students Association, the First Nations Graduate Circle (a graduate student organization) and a Native American sorority and fraternity.

Through these and so many other Carolina opportunities, Native American students have a chance to explore and celebrate their heritage. At the same time, these students earn an education from one of the best universities in the country.

Please let us know what else we can do to promote education and support the Native American experience on campus. Together, we can educate students and enhance the opportunities for Native Americans to share ideas, push the boundaries of knowledge and continue to make a difference to our state and our nation. 🌟



Jerry Lucido
Director of Admissions

North Carolina has the 10th largest Native American population in the U.S. Currently, one percent of the undergraduates at Carolina are Native American.

CONTACT INFORMATION

Mr. Danny Bell Jr

American Studies, UNC-CH
962-4645
dbell@email.unc.edu

Ms. Lana T. Dial, '75

NC Admin Ofc of the Courts, Raleigh
733-1530
lana.t.dial@nccourts.org

Kevin Maynor

Dir/Cost Analysis & Compliance
UNC-CH Contracts & Grants
962-4453
kmaynor@email.unc.edu

The Native American sub-committee is a part of the Carolina First Minority Alumni Committee chaired by Michael D. Kennedy, '79 of Atlanta. Michael serves on the steering committee of the Carolina First Campaign.

For more information about the Minority Alumni Committee and Carolina alumni and friends, contact:

Tim Minor

Director of Special Campaigns
Office of University Development, UNC-CH
919-962-2012
tim_minor@unc.edu



Mike Green, professor of American studies and Theda Perdue, professor of history

Major news: New minor! | by Mike Green

Native American Studies had a rich and productive year in 2002-03, highlighted by the establishment of a Native American Studies minor. Students may now select five Native American Studies courses for a package of 10 courses currently offered in history, American studies, anthropology and art. This makes it possible for any student to minor in Native American Studies.

One of our courses, Introduction to Native American Studies, is required for all Native American Studies minors. Professor Theda Perdue offered that course in Fall 2002 with an enrollment of more than 150 students. This demonstrates the student interest in Native American Studies and suggests that many will decide to declare it as a minor.

Native American Studies has also had a substantial public presence at UNC this year. In the fall, we cooperated with the Research Labs in Archaeology to host a visit by several Cherokee potters to conduct a pottery workshop. In addition to helping students figure out how to make pots, the potters discussed their art as a reflection of their culture.

During the spring semester, also in cooperation with

the Research Labs in Archaeology, we sponsored a stickball demonstration. The players were members of the University of Georgia Flying Rats team. Jerry Wolfe (Cherokee), 2003 NC Folk Heritage Award winner, discussed the game of stickball and provided color commentary. Well over 200 people attended. Several signed up to join a UNC stickball club, and before long we may be able to field our own team. The Flying Rats regularly play teams from Oklahoma and the Mississippi Band of Choctaws.

Native American Studies hosts a major speaker every November in association with Native American Heritage month. This year the speaker was Professor Phillip Deloria of the University of Michigan. Ada Deer, assistant secretary of the interior for Indian Affairs during the Clinton administration, was here in March.

Native American Studies includes five faculty: Michael D. Green (American studies and history), Theda Perdue (history), Valerie Lambert (anthropology), Vin Steponaitis (Research Labs in Archaeology and anthropology) and Kimowan McLain (art). We hope to be able to make an appointment in Native American literature soon. When that happens, Native American Studies at UNC will be in

Voices

www.americanindianstudies.unc.edu

Office of University Development
CB#6100
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-6100

Non-Profit Organization

US Postage

PAID

Permit No. 177

Chapel Hill, NC



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL