

# THE INDIAN LEADER

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## 2016 SPRING GRADUATION ISSUE



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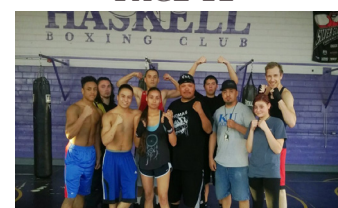
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## NEWS



# Lolita Ceja: Crossing the Finish Line

KEITON GUESS

Each year, Haskell selects an exceptional student worthy of the annual honor of Student of the Year. The award is not just for excelling in the classroom, but also for contributions made to the Haskell community and representing the university in a phenomenal manor on and off campus. This year the Haskell scholarship committee selected graduating senior, Lolita Ceja.

Ceja, a member of the Yakima Nation, is an Indigenous and American Indian Studies (IAIS) program student and will graduate this semester with a Bachelor of Arts degree in IAIS with an emphasis in Environmental Justice. She is the daughter of Mona Chavez and Antonio Ceja and is the oldest of six siblings. She enjoys sports, music, and traveling. She is also an avid runner and has participated in many 5k competitions locally, including her first half marathon.

Ceja credits her grandfather as one of the biggest influences in her life. A war hero and wood artist, her grandfather, alongside her grandmother, were foster parents for 18 years and cared for hundreds of children.

“His presence would take away all the infection of the pain, shame, guilt, and insecurities everything else in my life was exposing me to,” said Ceja. “Throughout my teenage years, we would spend time together chopping and gathering wood, going to bowling tournaments, auctions, and making things in the barn.”

Going into her second year of college, Ceja made a visit back home and knew after several open-heart surgeries, two kneecap replacements, a triple bypass surgery, and a pacemaker that was giving out, she would soon lose her hero.

“The night before he died, I fed him his last meal, and held his hand throughout the night. The next afternoon, I had lost my rescuer, my protector, my teacher, my hero,

and my grandpa. Yet, even with his absence of him earthly, spiritually he still visits me in my dreams. My grandpa’s stories and voice lingers and continues to stimulate the curiosities to come alive and want to learn what the world has to offer me and share all my gifts with the world,” said Ceja.

Another one of Ceja’s major life influences has come from a source that many associate with alcoholism, abuse, poverty, and low levels of educational success: her reservation. She credits growing up on her reservation as one of the biggest blessings of her life.

“Because growing up on my reservation has instilled in me a resilient spirit, and most importantly, it taught me the value to strive to the exception,” said Ceja. “I owe so much of my self-discipline and drive to growing and being raised on a reservation. Although, the reservation was chaos for me as a child, and still is today, it’s been my greatest influence to achieve success. My reservation has made me earn exceptional drive, warrior-like fight, and I believe it’s my turn to advocate, empower, and give back not only to my reservation, but also to my Yakama people.”

Growing up, Ceja would often hear outsiders who looked down on her say she was on the road to becoming a drop out with zero success. Next month, she will not only beat the odds, but Ceja has become the exception graduating in the top percent of her class and as the Haskell Student of the Year. Ceja says she feels honored to have accomplished such an achievement. She will leave Haskell with a long list of awards, numerous clubs and extra curricular activities, and a number of prestigious internships. Ceja has also been an avid volunteer and says there are a few other things she will take away from Haskell.

“Overall, Haskell has newly imprinted new aspects of traditional ways, historical struggles, and knowledge that will stay with me for

a lifetime,” said Ceja. “One of the most precious gifts Haskell has given me is FAMILY. The staff, faculty, and administration has empowered me and introduced me to new tools and knowledge that will help me in the future towards my tribal advocacy and career goals. Each person has brought a unique perspective and knowledge that has helped me grow as a Yakama and as a woman.”

Ceja will also be leaving an impression on Haskell. According to Acting Vice President of Academics and the Dean of Natural and Social Sciences, Julia Good Fox, Ceja has the skills that will take her to the next level.

“Lola is an amazing individual. Her communication skills are superb—both written and oral. I’d say, academically, she is in the top 5% of the nearly 1000 students I have taught (including at Haskell and other colleges). She has a sharp mind, demonstrates killer skills of analysis, and possesses the impressive ability to create rapport and trust with others. She not only gives 100% in the classroom, but does so outside of the classroom. Her love and loyalty for Haskell knows no bounds,” said Good Fox.

Following graduation, Ceja plans to pursue a career that focuses on Indian and Environmental Law. She says her decision for pursuing law and how it applies environmentally is based on the current issues around renewable energy and natural resources.

“I would like to work towards a profession that allows me to use my academic experience as a bridge between Native/Indigenous land management and environmental justice. There is no better way to represent my tribe, than to fight for the environmental injustices I have seen for decades on my reservation and across Indian Country,” said Ceja.

Good Fox is appreciative of students such as Ceja saying, “I would say a big thank you to Lola—you made

my teaching extra enjoyable, and you certainly assisted in co-creating a classroom that became a community of individuals who shared a passion for Indian Country. The instructor alone cannot achieve this; it’s students like you that co-create that borderless classroom experience. Thank you for your contributions to Haskell, and I am honored to have served a small role in the foundation that your undergraduate studies provide you. You will go on to achieve greatness, wherever you go.”

Ceja will deliver the Student of the Year speech addressing the class of 2016 at the commencement ceremonies on Friday.

**From the writer—Keiton Guess**

*“Lola has also made an impact on my life and I have personally seen her impact the lives of others. I remember when I was a sophomore and I wanted to go home for spring break. I didn’t have any friends who were heading towards Texas. I had Lola in a couple of classes that semester, so we knew each other. She asked if I had any plans for the break and I told her I wanted to go home but didn’t have a ride. That’s when she told me about family down in Dallas she had planned on seeing. With no hesitation she extended an invitation to me for the trip. I was able to go home and see my family, which I was not able to do for a while.”*

*Another thing I have seen Lolita do is push others towards reaching their full potential. When we first entered the IAIS program together, Lolita filled the role of a big sister. She looked out for most of us, if not all of us, in that intro class. By looking out, I mean she really made sure we knew how valuable getting an education was especially for Native students who already have the odds against them. She made sure we weren’t skipping class and made sure that we had our work done. When it came to group work, she knew how to take the lead and help us get to the main goal which helped mold me into the person I am today.”*



## Cherica Eckiwaudah: 2015-16 American Indian College Fund Student of the Year

LORI HASSELMAN

The American Indian College Fund (AICF) selects one Haskell student annually among the best and brightest as Student of the Year. Cherica Eckiwaudah, Haskell junior in the School of Business has been selected for 2015-2016. Eckiwaudah is from Anadarko, Oklahoma and a member of the Delaware Nation. She is the daughter of Tami Eckiwaudah.

In addition to the AICF Student of the Year honor, Eckiwaudah was honored in February as an academic All-American athlete with the 2015 NAIA Daktronics Scholar-Athlete award, an honor that required her to maintain a GPA of 3.5-4.0. She is the first cross country athlete in the history of Haskell to receive the honor and was recognized with a banner hanging in Coffin Sports complex unveiled during half-time of a men's basketball game.

Eckiwaudah continues to maintain a 4.0 GPA while balancing a 16-credit hour schedule along with a part-time

job working in OK Hall as a Student Resident Assistant, practicing and competing on the Haskell Track & Field team, and running two clubs: The Haskell Tennis Club and Cherica's Fitness Club. She is also a founding member of the Haskell Gamma Delta Pi sorority. Eckiwaudah says she is motivated to be the best at whatever she does by example. "My mom gets up at 5 a.m. every morning to go to work and I don't know how she does it because I don't like getting up for 6 a.m. practices. But she does it every day. She doesn't complain. She's my motivation. She pushes me to want to do better. She taught me to be the best darn person at whatever you are doing, whether you are a janitor or a CEO, you be the best you can be. So, that's all I'm trying to do is make her proud," said Eckiwaudah.

Receiving her Associates degree last May, Eckiwaudah is the first in her family to receive a college degree. Despite still facing some negativity, she remains positive and says, "you gotta be who you are and you can't

let negative opinions affect you. In the end, the only opinion of yourself that matters is your own."

It hasn't been an easy road to achieve the things that she accomplished after coming to Haskell. Eckiwaudah faced obstacles when people found out she was coming to college. Despite being academically successful in high school, many predicted she would become just another alcohol related statistic at Haskell. But at the age of 21, she has never taken a drink.

"Growing up where I came from, there's a

lot of negativity and when they tell you that you aren't going to be anything and you are just going to be another statistic, to be at the top of my school with this award it's a feeling that I can't even describe. It's something you feel on the inside, like, 'I accomplished this,' not on my own, because you have teachers, family members, friends, professors that help you along the way, but it's you in the end that does it. No one can do it for you. So, to be considered at the top of your school out of everyone here is just unbelievable. It is such a great honor," said Eckiwaudah.

Eckiwaudah credits her mother as the biggest influence in her life.

"All my life, it's always been my mom. I was raised in a single parent home, she raised 5 other kids...she's the best woman in the world. We grew up poor. We didn't have much but she always made sure we had food, clothes, shelter and everything we needed. So, my whole goal in life is to be so successful that I am able to take care of her like she took care of me," said Eckiwaudah.



Cherica, second from right front, with the founding members of her sorority, Gamma Delta Pi.

While being influenced by her mother has made a difference in her life, Eckiwaudah has been a positive influence to her classmates and teammates.

"Ms. Eckiwaudah is an example of the incredible determination and resiliency that exists within our tribal

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Cherica competing in a cross country meet.



Cherica with her sister and Mom at the unveiling of her banner in Coffin Complex.



## ASSOCIATE DEGREES

Madeline Taria Albert	Associate of Arts	Liberal Arts	Shannon C. Potter	Associate of Arts	Liberal Arts
Quintin Kane Pomosanausi Allen	Associate of Arts	Liberal Arts	Cully J. Pourier	Associate of Arts	Liberal Arts
Rustie Jeanine Anglin	Associate of Arts	Media Comm.	Alicia Emerald Dolores Redfish	Associate of Arts	Para-Prof. Ed.
Jessica Margaret Arkeketa	Associate of Arts	Liberal Arts	Christopher Thomas Roanhorse	Associate of Arts	Liberal Arts
Kylee Sinclair Autaubo	Associate of Arts	Liberal Arts	Winston D. Robison	Associate of Arts	Liberal Arts
Shenae Cyrilla Azure	Associate of Arts	Liberal Arts	Jeffrey Scallion	Associate of Arts	Liberal Arts
Alyssa Bahe	Associate of Arts	Liberal Arts	Adree Kaneen Shield	Associate of Arts	Liberal Arts
Trenton Bell	Associate of Arts	Liberal Arts	Brianna Brooke Smith	Associate of Arts	Para-Prof. Ed.
Reginald Luke Black Elk III	Associate of Arts	Liberal Arts	Deron R. Sun Eagle	Associate of Arts	Media Comm.
Danielle Sabrie Boline	Associate of Arts	Liberal Arts	Alfonso Thorne III	Associate of Arts	Liberal Arts
Brad E. Brown	Associate of Arts	Liberal Arts	Joseph T. Tosee	Associate of Arts	Liberal Arts
Raven Dante Brown-Hill	Associate of Arts	Liberal Arts	Alexander K. Tuckwin	Associate of Arts	Liberal Arts
Asia Harjo Budd	Associate of Arts	Liberal Arts	Geraldine Emily Walsey	Associate of Arts	Liberal Arts
Aubree Michelle Carr	Associate of Arts	Liberal Arts	Keli Renee Warrior	Associate of Arts	Liberal Arts
Savannah Chamberlin	Associate of Arts	Liberal Arts	Andi Melissa Weber	Associate of Arts	Liberal Arts
Ahliyah Chanate	Associate of Arts	Liberal Arts	Rachel Alexis Whiteside	Associate of Arts	Media Comm.
Douglas Rain Charger	Associate of Arts	Liberal Arts	Nicholas Gregory Willie	Associate of Arts	Liberal Arts
Zachariah Charles	Associate of Arts	Liberal Arts	Raye Lee Wilson	Associate of Arts	Liberal Arts
Bonesha Charlene Christy	Associate of Arts	Liberal Arts	Samantha Wilson	Associate of Arts	Liberal Arts
Jessica A. Cook-Furst	Associate of Arts	Para-Pro Ed.	Cody Ganton Anderson	Associate of Science	
Justina C. Coriz	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Johnny James Crow	Associate of Arts	Liberal Arts	Marcine Cherisse Antonio	Associate of Science	
Cheyenne M. Culley	Associate of Arts	Liberal Arts		Community Health	
JaRon Brad Cunningham	Associate of Arts	Liberal Arts	Nolan Blueback	Associate of Science	
Elizabeth Lorraine Davey	Associate of Arts	Liberal Arts		Natural Science	
Gable Edward Roubideaux Davis	Associate of Arts	Liberal Arts	Zachary James Bruns	Associate of Science	
Kendra LaChelle Delk	Associate of Arts	Liberal Arts		Natural Science	
Grace Bethany Denning	Associate of Arts	Liberal Arts	Jarrood Lee Cline	Associate of Science	
Shaun M. Dutro	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Lamont Echo Hawk	Associate of Arts	Liberal Arts	Jorden Don Evans	Associate of Science	
Canté Mollie Marie England	Associate of Arts	Liberal Arts		Natural Science	
Miana Monet Fay	Associate of Arts	Liberal Arts	Bryna L. Freemont	Associate of Science	
Caleb Fine	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Chaundelle Jayde Fritzler	Associate of Arts	Liberal Arts	Tiana Elizabeth Fuqua	Associate of Science	
Christopher Tyler Gibson	Associate of Arts	Liberal Arts		Natural Science	
Coral Lynn Graybear (Benson)	Associate of Arts	Liberal Arts	Angel Goings	Associate of Science	
Brandon Lee William Hoaglen	Associate of Arts	Para-Prof. Ed.		Natural Science	
Chelsea Amethyst Mae Jenkins	Associate of Arts	Media Comm.	Tawni Shay Hunter	Associate of Science	
Victoria J. Kaye	Associate of Arts	Liberal Arts		Community Health	
Shawna Marie Kenton	Associate of Arts	Para-Prof. Ed.	Jazmine Monique Jefferson	Associate of Science	
Colton Sabre Lee	Associate of Arts	Liberal Arts		Natural Science	
Kristina Ann Lewis	Associate of Arts	Para-Proff Ed.	Randy July, Jr.	Associate of Science	
Mikayla Maxwell	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Jennifer McCoy	Associate of Arts	Liberal Arts	Samuel Kelsey	Associate of Science	
Mimi Kay Miller	Associate of Arts	Liberal Arts		Natural Science	
Frank Philip Minniti II	Associate of Arts	Liberal Arts	Dominique LeBeau	Associate of Science	
Keith B. Moore	Associ ate of Arts	Liberal Arts		Natural Science	
Berwyn Isaac Moses, Jr.	Associate of Arts	Liberal Arts	Devin L. Leitka	Associate of Science	
Steven Noon	Associate of Arts	Liberal Arts		Natural Science	
Lewis Nuvayestewa	Associate of Arts	Liberal Arts	Ryan Morgan	Associate of Science	
Sequoia Wind Obe	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Rudolph Kent Oheltoint III	Associate of Arts	Liberal Arts	Kynser Rae Wahwahsuck	Associate of Science	
Kaitlynn Osceola	Associate of Arts	Para-Prof. Ed.		Natural Science	
Alicia Renee Patterson	Associate of Arts	Para-Prof. Ed.	Micahel D. White	Associate of Science	
McKenzie Leighann				Natural Science	
Pepiakitah-Settlemyre	Associate of Arts	Liberal Arts	Alexandra Rae Wilkerson	Associate of Science	
Trenton Buck Pimms	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	
Vivian Ann Pomeroy	Associate of Arts	Liberal Arts	Shelby Kristine Williams	Associate of Science	
Joshua Michael Posch	Associate of Arts	Liberal Arts		Recreation & Fitness Mgmt	





## Decolonization class holds Second Annual Symposium

RACHEL WHITESIDE

Dr. Uros Petrovic's Theories of Decolonization and Indigenization class held its second annual symposium in Navarre Hall yesterday. Petrovic expressed his gratitude for everyone attending the event and his student's participating, saying that he was "really excited to introduce a group of phenomenal students." Students presented research projects from the class to a full room.



The Reds and Blues band with Haskell students Marcus Barnoskie and Rain Charger.

Not only were Haskell students in attendance, but Haskell band, The Reds and Blues, performed during the symposium creating an upbeat mood and atmosphere with their music. The band played during presentation intermissions.

The student presentations were a product of their hard work and research from the entire spring semester. In his welcome to the crowd, Petrovic said that in their presentations, students would not be defining decolonization but would give a personal perspective on the subject explaining, "Decolonization is about you as an individual and the structures out there and how to engage the oppressive situations forced upon them," said Petrovic.

The first presenter was senior, Patricia Peña, whose topic was "Decolonizing Families of the 21st Century" opening her presentation with a powerful monologue that

highlighted April as National Child Abuse Prevention month. Her monologue spoke to the brutal truth of how children are raised under abuse, neglect, and surrounded by negative influences. Peña concluded her opening with a quote that explained the difficulties of having a parent who is addicted to substances saying, "his Momma is in a cage, the one inside her head." Peña's presentation discussed the creation of tribal TANF programs in 1996. TANF stands for

Temporary Assistance for Needy Families and is a program established to provide temporary financial assistance for women and families who have one or more children in the household. The program also helps with utilities, shelter, food and any other expenses as well medical. The presentation went on to explain how the state TANF is completely different from tribal TANF programs. State TANF mainly focuses on trying to solve three problems: jobs, welfare, and cash assistance while the tribal TANF focuses on careers, family, education, and cash assistance. The presentation concluded with points on how TANF

was better for Native Americans by enabling self-sufficiency.

Another student, Alex Rodriguez, presented discussing the importance of gender roles and how it relates to labor and emasculation. Rodriguez's presentation relayed that gender is "an assignment given to us by people, parents, and society," stated Rodriguez.

Rodriguez referred to Cooley's "looking-glass theory" and explained that "a person's self grows out of how society portrays you through the perception of others."

Navajo student, Bry Smiley gave an inspiring speech about how it is frowned upon to be "Nádleehí Bí" which means to be gay or lesbian in Diné, Smiley shared his experiences as a homosexual growing up feeling dehumanized in his Native community. The presentation connected Smiley's experience with the Diné

Marriage Act of 2005 that prohibits same-sex marriage in Navajo Nation. Smiley gave a simple but powerful conclusion ending his presentation stating "see me as human not as a gay Native who knows his traditions."

Bonesha Christy, sophomore and Alaskan Native from the Yupik tribe presented on "Indigenization of Mental Health Care for Alaskan Native and other Tribal Communities."

"It's been four months researching it in Professor Petrovic's class but before then I worked for a lot of our Native communities back home. We always had a discussion on what's best for our people and what's going to serve our people's best interest, and therefore just having our voice within our health care and mental health care is what my topic is about. Mental health care is really important in Native communities because we are still suffering from the effects of historical trauma, colonialism, and the dire need to protect our resources. It's important to know who we are as tribal people and continuing our traditions and to have the voice to make sure our people are taken care of correctly...." said Christy

Rodriguez, Cheyenne and Arapaho senior, talked about the importance of gender association addressing three main topics in his presentation, "Gender Construction, the Division of Labor, and the Emasculation of the Native American Male."

"Gender construction and societal

construction particularly has always been a really fascinating topic to me as a man and as a Cheyenne Arapaho man and that it was a message that need to be said that both men and women don't think enough about masculinity and what makes a man a man what makes us powerful in our own way. Officially for this project, I have been working on it for four months, but my higher education experience has been geared toward this in some form of fashion," said Rodriguez.

Rodriguez said he has been gathering sources from years of research but the majority happened during the class.

Overall, all student presentations well deserved the applause and cheers and the experience was very educational. Combining all the presentation topics to Native culture and background yet linking them to modern-day was very informative.

"I was overwhelmed with emotions from emotionally and personally intense stories that we've heard, to beautifully theoretically framed, to visually imaginative ideas. I just couldn't believe that coming from students who are 21, 22, 24, and 25 years old, and at the same time I felt that I should not have been surprised, because that is the potential we have at Haskell. And I think that it is about the people, it's about the students, it's about what Alex Rodriguez said 'self-love and love for others' and my heart is full today," said Petrovic.

Presenters from the class back row: Taylor Thurman, Shane Lynch, Dr. Petrovic, Bry Smiley, Alex Rodriguez. Front row: Jodi Owings, Bonesha Christy, and Barbara Wolfin.





## Visual Nation Art Show

RACHEL WHITESIDE

Haskell University's art classes held their annual art show Visual Nation: student explorations in paint and clay. The event was held on Friday, April 29th in the Dick West Gallery located in Seattle Hall. Many Haskell students worked hard on their pieces that were presented in the gallery and receiving awes and compliments from art show attendees and visitors.

Art is a form of expression that comes very close and personal to many Native Americans. It is their way of telling their own stories, history, and culture through their work. Native American artists can range from many categories such as the traditional potters, weavers, painters to modern style photography, sculpting, and abstract paintings. Dr. Chenault was in attendance at the event giving praise on several pieces from the students and showing her support of Haskell art programs.

There are several Native American artist that are very popular in mixing traditional art with modern-day art such as Bunky Echo-Hawk, T.C. Cannon, Melanie Yazzie and many more. Very different from the traditional style artist such as Pablita Velarde, Allan Houser or Fritz Scholder. The students put their own modern-day twist on all of their pieces in the gallery blending traditional with contemporary.

The preparation for the show

spanned over the whole spring semester. Students worked diligently in and out of the classroom, sometimes spending 2-3 hours of studio time working on their masterpieces. There was a high degree of variety in the collection on Friday, from self-reflections, to visual interpretations, family, and nature either in ceramic or on a canvas.

Each piece had their own descriptions and artist interpretations of how each artist connected to their work.

Lori Hasselman, Haskell senior, had a painting in the gallery called "Kokumthena" and the description of the painting read, "Our Grandmother, Shawnee Creator of the earth, sheds her healing tears onto a dying world as it prepares for rebirth."

Senior, Cleta LaBrie displayed her oil canvas painting "I can't see climate change" giving it a very powerful and meaningful description that talks about the dangerous conditions humans are causing to the planet with pollution and climate change.

The description of LeBrie's painting reads, "I can see a pond with a rock in the center. The pond contaminated and cyanobacteria has grown out of control, and is leaching into surrounding groundwater systems. The increase CO2 and heat this past winter could have accelerated the rate of growth of the cyanobacteria. The rock may represent the ability to bounce back and recover from the current state of contamination

and climate related catastrophe that the world is suffering from right now."

Ceramics Professor, Rachel Van Wagoner said she was very happy about the art show and the turn out of people visiting the show as well.

"I told them at the beginning of the semester that we would be showcasing some of our works, so basically any of the projects they wanted to show I gave them a choice to think about it the whole semester. I am really proud of all my students. For some this is their first time ever presenting their work and they spent a lot of time deciding how they wanted to display their works or which order, and some students brought in extra materials to unite a lot of their sculptors. So, I am really proud of the way they brought everything together. We were going to do a

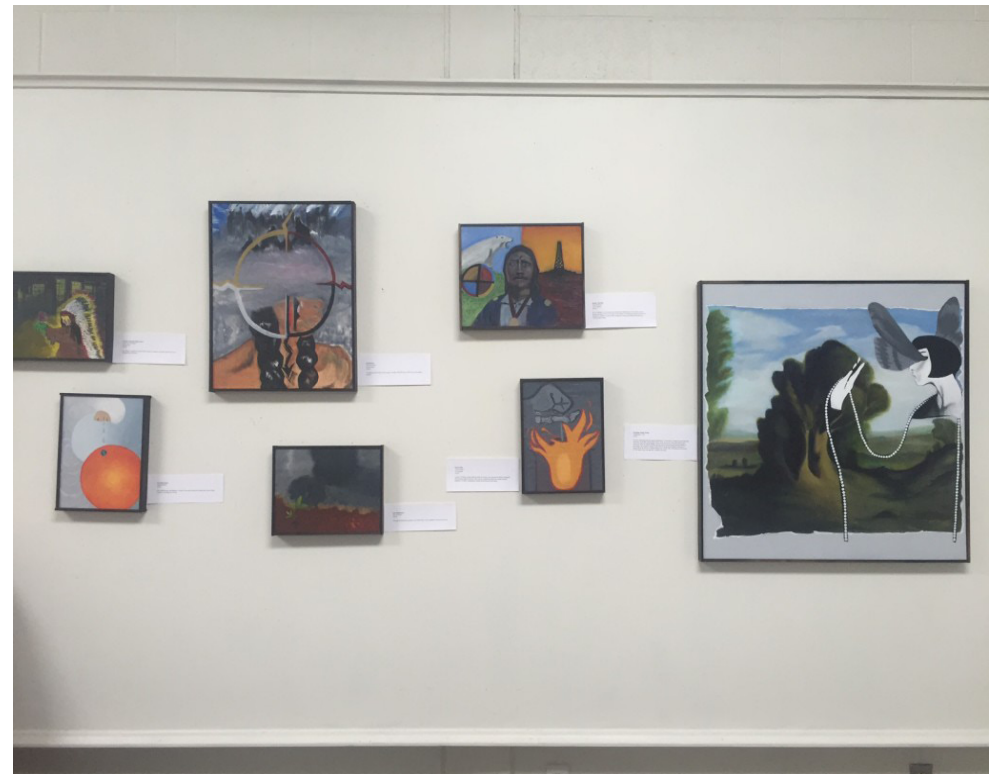
*Art show attendees admire student work.*

silent auction for the art pieces but we didn't get it prepared in time to help support the funding for the art program and future art classes, but the students were allowed to sell their work personally."

Some of the art was featured at the Percolator in downtown Lawrence as part of a community-wide event Heating Up: Artists Respond to Climate Change and were priced at \$250.00 from that event.



Above: Ceramics piece shown by student, Geraldine Walsey. Right: Student paintings.





## Haskell students keeping traditional art form alive

CHELSEA JENKINS

Native American beadwork has changed a lot throughout the times, but that's the beauty of it: it's an art form that has resiliency. Coming to a tribal university like Haskell Indian Nations University, students everywhere are wearing beaded medallions and jewelry. And to see this art form being kept alive by Native college students is very unique. Troy Watterson, Bishop Paiute, says it's a good inspirational tool for people. "I just want to express who I am, and I want to help spread inspiration to others to either start or keep continuing to bead, and to begin expressing their cultural values."

### The history of beadwork

Before European contact, many Native American tribes used naturally made paints and quills to embroider their clothes and moccasins. They would also make their own beads out of bone, wood, shells, or even precious stone like turquoise, according to Indians.org. But then the

There are many definitions when it comes to what 'traditional' beadwork is. Hofsinde continued on to say that beadwork used to be used on moccasins and medicine bags for ceremonial purposes, and that most beadwork would tell a story of the person who owned it. Others say that traditional beading means sticking to an individual's tribal designs or only putting beadwork on things such as moccasins and regalia.

Today, beadwork can be added to almost anything. Hats, jackets, purses, and even shoes are being adorned with beadwork. Many Native people also make beaded jewelry such as earrings, rings, medallion necklaces, and bracelets to trade and sell.

### How do you bead?

The art of beading is also done in many different ways, there is not one specific way to go about it. Some of the more popular ways of beading are the peyote stitch, the 'lazy' stitch, the two-needle stitch, and the loom. But there are others



*Dyami Gonsalves and his medallion inspired by the Invader Zim character Gir.*  
very young age.

Rissa Garcia-Prudencio, Ysleta Del Sur Pueblo, learned to bead at the age of 10 from her aunt. Her favorite thing to bead are medallions, and recently made a medallion for her grandmother. She says that beading can be both calming and frustrating at times.

Gracie Denning, Northern Tlingit, also says that beading can be calming. "For me, beading is a stress reliever. It gives me something to focus on, plus it's relaxing." Denning learned to bead at the age of 18, and she was self-taught with help from her at-the-time boyfriend's mother.

Troy Watterson, Bishop Paiute, was also self-taught at the age of 14. "Throughout my beading career I had people show me a trick or two, but mostly I had to practice and try on my own," Watterson says.

You can learn how to bead at any age, just look at James White, of the Lac Courte Oreilles Ojibwe tribe. He didn't learn how to bead until he was 22 and in college; now he makes beautiful renowned beaded jewelry on his reservation. So it goes to show that age or years of experience don't matter, as long as you have a passion for beading.

Some of James White's contemporary-style beaded rings. Some of James White's contemporary-style beaded rings.

### From traditional beadwork to contemporary beadwork

Beading throughout the years have changed over time, adapting to everyday life. Even before European contact, tribes were making their own beads out of bone, wood, and semi-precious stones. Quillwork was the go-to for details on clothes and regalia among Plains and Northwoods tribes. Then glass seed beads were introduced and Native Americans ultimately adopted this craft as their main form of embroidery. According to the site Native Languages, many artists took up beading because it offered the same type of work as quillwork without the hassle of working with quills.

"Beading came after the time of colonialism, and modern beading is a more popular thing nowadays because it's a good way to show expression of one's personality and character," Watterson explains.

Some of Troy Watterson's beadwork--a traditional hand game set. Some of Troy Watterson's beadwork--a traditional hand game set.

With modern times comes modern beadwork. You can see beaded earrings and rings adorned with plastic jewels and rhinestones, and there is a growing demand for pop culture medallions, such as beaded sports team logos or cartoon characters like Hello Kitty or even the Batman symbol. There has been some speculation as to whether beading pop culture icons is a good thing or not. Some people prefer to keep



*Troy Watterson wearing one of his beaded medallions.*

Europeans arrived and brought with them glass seed beads, which allowed for more colors, versatility in designs, and ultimately changed the dynamic of Native American art.

According to the book *Indian Beadwork* by Robert Hofsinde, earliest records show that the Mohawks had seed beads as early as 1616. The Woodland Indians started using them around 1711, then from 1780 and on beads had spread all across the country.

who take bits and pieces of different styles of beading and make it their own. It's all about what each person is comfortable with and what works with them.

Beading is also subjective in which a person can learn at any time throughout life. A person can learn as a child or an adult. Dyami Gonsalves, of the Sisseton Wahpeton Oyate tribe, grew up in a tribal school and learned how to bead at a



## Campus Talk

What are your summer plans?

## OPINION

### CHELSEA JENKINS

Summer break is the perfect opportunity to get a summer job, get an internship, or even just go home and binge watch Netflix and take a well-deserved break from college. So what is everybody doing for the summer?



**Jessica Arkeketa:** “So far I’m just going to DC for about a month and a half, and then after that it’s just kind of iffy and rocky.”



**Macaulay Brown:** “I would love to stay here and go to school for the summer. Hopefully also get a job, but that’s about it.”



**Lorencia Elizondo:** “My summer plans are to attend summer school and after that go back home and work for my tribe. We have this summer program. Pretty much just work and wait until fall semester starts.”



**Javonne Striplin:** “Taking summer school this semester; not particularly excited. But I’m also going to keep working and then I’ll be back for the fall.”



**Dyami Gonsalves:** “Going home, going to babysit my three siblings, and probably get a job at a coffee shop. That’s my summer. Oh and playing video games when I’m not working or babysitting.”

### Keeping traditional art form alive *Continued from page 8*

beading traditional, using traditional patterns unique to their tribes; and some people think it’s totally okay to bead whatever they want.

White thinks that ‘traditional beading is more beautiful but adapting to current times is essential to keeping it alive’. Which is true; we as a people have continuously adapted our way of life to keep our culture alive. Watterson thinks that beading pop culture icons is just a trend, whereas Gonsalves’ favorite thing to bead actually is pop culture icons. “Yea, I prefer modern beading because I’m not very abstract. I am not interested in traditional beading because it doesn’t keep me motivated to keep doing it, it really bores me. I love making Invader Zim medallions,” Gonsalves went on to say.

Garcia-Prudencio thinks that it is all up to the individual. “If you’re dancing traditional, you might want to wear traditional beadwork. If you’re dancing fancy, it might be nice to

add some modern beadwork! And if you’re just going to wear beadwork with your everyday clothes, wear whatever looks best with your outfit!”

So what are everybody’s favorite things to bead? Watterson doesn’t have a favorite, “I just bead whatever I feel like.” Garcia-Prudencio and Gonsalves both love beading medallions. Medallions are favored by a lot of people due to their easiness and freedom to bead. White says his favorite thing to bead are ‘whatever seems to come out or I’m inspired to make’, but specifically he likes to make rings and earrings. Rings and earrings are also very easy and fun to make, due to the endless color combinations and center pieces you can use.

Denning’s favorite thing to bead is anything regalia related. “That’s my favorite, because it’s personal and so I put more into it.” There are so many things you can bead for regalia, like moccasins, leggings, hair ties, capes, headbands; the list goes on. Regalia

is a very personal thing to make and wear, and so it’s even more special to be able to bead something for someone’s regalia, or even for your own.

So where will beadwork go in the future? It has become a pan-Indian art form, meaning anyone from any tribe can bead and use any tribe’s design, which contributes to it continuing on. With more people beading pop culture icons instead of their own tribal designs, it’s interesting to see where beadwork will go in the future, but as long it keeps being practiced and passed down to each next generation it’s an art that will endure.

Sources:  
<http://www.indians.org/articles/beads.html>



Some of James White’s contemporary-style beaded rings.

<http://www.native-languages.org/quillwork.htm>  
Indian Beadwork by Robert Hofsindeprotest the bill.





# Entertainment

AULUNA GULLIKSON

The method used to teach culture, by most of the Native American ancestors, was oral tradition or storytelling. Thunderbird Theatre members honor that legacy by dedicating their time to performing works of Native American playwrights. According to Theatre at Haskell – a document detailing the theatre program in 1990 – Haskell has taught theater as a humanities course for a specific purpose; “the emphasis, in this case, is on creative and critical thinking, communication skills, and the philosophical and historical place of theater in the development and maintenance of various cultures.”

Not only serving the professional actor, the theatre program is intended to assist in the, “development of the human scholar: the scholar who, regardless of future career, is aware of the ultimate human impact of political, social, scientific, economic, and cultural actions,” according to Theatre at Haskell.

“Because that is our tradition and how our tradition was passed from generation to generation. If you get rid of the arts then you are starting to get rid of everything we came from,” said Aston Osborne, Haskell sophomore (Cherokee) and Thunderbird Theatre actor.

Many Haskell University students long for a larger arts program. Some students, such as Kelly Warrior (Ponca), changed their desired degree from theater to fit with the programs Haskell does offer. “I went to a tribal school in Nebraska,” she said, “and theater was really huge! We had Cinderella, Wizard of Oz, and Aladdin. I just fell in love with it. It’s so cool, so fun, so exciting!” The calling for the arts can be heard echoing around campus, from Tam-I-Nend Hall to the gazebo.

## The history of Theatre at Haskell

At one time, you could receive

an Associate degree in Theatre at Haskell. Theatre courses have been taught here for forty-six years, since 1970 when Haskell became a junior college. The Theatre Production program was started in 1974. According to Theatre at Haskell (1990), “Native productions have traveled, at no cost to the college, to Oregon, Nebraska, Iowa, North and South Dakota, Oklahoma, New Mexico, Arizona, Missouri, Illinois, Michigan, Wisconsin, Minnesota, New York, and Washington D.C., and Connecticut.”

While flipping through the pages of the 1974-75 catalog, there is a list of the courses required for an Associate in Theatre. The courses include “Introduction to Theatre” and “Theatre Workshop I” courses that are currently offered at Haskell. In 1974, there was also “Theatre Workshop II” and “Stagecraft and Lighting” courses.

The Thunderbird Theatre organization was a great success and traveled around the nation performing Native and non-Native plays. Current Haskell professor and Thunderbird Director, Dianne Reyner, recalls her days as a T-bird. “The touring company was always a lot of fun and fulfilling. It provided a lot of exposure not only to the students traveling across country as a professional theatre company, but also we were able to share a Native American worldview to communities that had little exposure to native culture.”

According to Theatre at Haskell (1990), “the goal of live theater is the physical, emotional, intellectual, and spiritual education of an audience, a production program is necessary to a teaching theatre. The production is first and foremost, educational in nature.”

## Using Theatre to talk about difficult issues

Wood Bones, a play written by William S. Yellow Robe Jr., was performed in April at Haskell Audito-

rium by Thunderbird Theatre. Wood Bones addressed the issue of sexual violence on Native American reservations. The production begged the audience to end silence regarding the topic.

***“In this world, 121, we people do things that are bad. We do it to others and sometimes ourselves, but no one will take responsibility for it. We find a reason for not doing a thing to prevent the bad thing from happening.” –Wood Bones***

Jim Peterson is a retired Stage Director from Kansas University Theatre. Peterson volunteered his time and tools to build the set that was used in Wood Bones. Peterson has a passion for Native American life, culture, and spirituality and believes that volunteering is a way for him to give back to contemporary Indians. When asked about the importance of young Native Americans continuing to write plays, Peterson said, “Native Americans have unique issues that there needs to be a voice for. Native American playwrights can be that voice. It is the way of drawing the Indian community together to talk about issues like this and discuss them after the show. It is a way of introducing non-native folk to issues confronting Indians now.”

Sexual violence is an issue that plagues reservations across the country. According to Timothy Williams of The New York Times, “In South Dakota, Indians make up 10 percent of the population, but account for 40 percent of the victims of sexual assault. Alaska Natives are 15 percent of that state’s population, but constitute 61 percent of its victims of sexual assault.” The play’s message is that it is time that Native Americans stand united, and protect each another, from these heinous crimes. Thunderbird Theatre’s goal was to impact the audience. Professor Reyner, had inspired the actors during rehearsals by saying that if we can help one little girl, or help one woman who had been that little girl once, then we have achieved

our goal. “The most fulfilling part is doing something I know is passionate for me but also causes a reaction in the people around me,” said actor Seth Dreadfulwater (Cherokee).

While receiving insight from the mind of William S. Yellow Robe Jr., the playwright who wrote Wood Bones, Thunderbird Theatre members asked him what he had taken from the experience. His response was, “Hope. Hope that Native American actors can step on-stage and have their message be received by the audience.”

When Yellow Robe attended the University of Montana, he was the only Native American actor. Yellow Robe stated that the audience would throw things at him while he was on-stage, mostly bibles because it was difficult to see them. The other actors would mix up their lines in order to confuse him. He said, “So, you guys have no need to be nervous.”

A line from Wood Bones states, “It’s not like our grandparent’s times. They could never do the things we can do today.” Native American cultures are no longer suppressed and silenced, we are able to perform and share them freely.

***“Don’t be afraid. You have freedom now. Never be afraid of freedom.” –Wood Bones***

“I remember when Thunderbird Theatre was going really strong and I miss that. I’d like to help with that in any way I can,” said Peterson. Thunderbird Theatre needs support to return to its glory days. Peterson added, “you have to start with the activity. You have to start with doing theater. Get more people involved so you are doing three to four shows a year, rather than just one. You have to get people interested in doing that way. It is a great way to tell stories. That’s what theater is, storytelling. That’s as old as a cave man sitting around a campfire.”



## WOOD BONES: Student Reviews

### KRISTEN TORRES

My favorite character within the play was 121. I enjoyed watching the actress bring the character to life. At first I wasn't sure by exactly how her character fit into the story line, but eventually it all made sense. 121 was a great character to see and hear her struggles and frustration that she was experiencing throughout the play.

My least favorite character was Sam. Although the actor who portrayed him was excellent in doing so, the character Sam itself angered me. For a grown man to not only show prejudice, but to also secretly be molesting an innocent young girl was infuriating. I couldn't understand how someone could be so cruel.

I believe that the subject matter of the play was appropriate. The month of April is in fact domestic abuse and sexual abuse awareness month. To put on a play such as WOOD BONES, although it may infuriate the audience or may not be sugar coated on the events and language that is done within the play, the play shows that these things can,

have, and will eventually happen. The play in my opinion has given a voice to let everyone who watches understand that these are serious events and they should be helped and stopped in any way possible.

Describing this play to a friend would be kind of a challenge. I would tell them that if they do not want to hear vulgar language, cursing, racism, and even sexual abuse maybe this play isn't for them, but then again I would highly suggest it for all these reasons to help get this play's voice heard by anyone and everyone.



The cast of WOOD BONES during their final performance at Haskell auditorium. Photo by Lori Hasselman.

Overall, I enjoyed the play. At first, I was confused as I was not understanding exactly in which direction the play was going towards. I also got confused on how some of the characters fitted into the story line.

This play gave me the chills, shock, sadness and anger, but it was well worth it. Towards the end, everything made sense and I was impressed by how well the actors did in portraying their characters.

### CLIFFORD DOUMA JR.

My favorite character of WOOD BONES included multiple individuals, but if I were to pick one it would be Christen. I thought Christen represented a role a number of Native American women play, but also represented the women of any race this situation could happen to.

The situation in Christen's life with a boyfriend, a white male that seemed to drink alcohol on the regular and sexually abuse her daughter,

was a familiar story told. Sadly, in reality, there are a big number of cases this happens to the young women of any race.

The least favorite character I thought was Sam. Sam was Christen's boyfriend that was disrespectful, drank alcohol often, and sexually abused Christen's daughter a number of times. He represented the many white males that put harm on victims like Christen and Mary.

I personally thought the play was appropriate. WOOD BONES took a stand to the violence with this play and was no longer a silent witness to the violence inflicted on victims. I would describe the play as mysteriously informative. The play took me on a path that I didn't understand. The end of the play comes along to let you under-

stand the meaning of the play and the message behind it.

I thought WOOD BONES was a great play. I have not been to a play since I was younger and for me to see a play that has so many words behind it, it made you think of the harsh reality the victims of such violence went through. Overall, WOOD BONES spread awareness of sexual assault on all races that are affected by this. It also represented the number of unreported cases that happen on reservations.



The WOOD BONES set. Photo by Lori Hasselman.



Auluna Gullikson as "121" on stage. Photo by Lori Hasselman.



## Let's Get Ready to Rumble!

### Inside the Ring of the Haskell Boxing Club

TYLER JONES

You talk the talk, but can you fight the fight? The Haskell Boxing Club is taking on the battles inside and outside the ring. The organization began in 2002 and is as strong as ever.

Club sponsor and Haskell Instructor Lucas Miller describes the club as, "An organization for the Haskell, KU and the Lawrence community, to promote the art and science of boxing, health, self-defense, and all different aspects."

Haskell Boxing has trained some of the elite's of the elite in a short amount of time. The group has housed Ringside Golden Gloves champions, Junior Olympic champions, National Champions and even pro fighters.

In the early days of the organization, the group met in a garage, then later on moved into a barn and is now housed in a warehouse facility connected to Pontiac Hall.

The club has gone through a lot of changes, but at the same time, has stayed true to its roots. Miller says, "It's a fighting gym, but it's not just purely focused on physical fitness."

Head Coach Erik Riley and Assistant Coach Darren Jacobs have been apart of the program for over a decade on a volunteer basis.

The club is open to anyone of all

ages, races, and genders, but there is expectations for the fighters. Jacobs says, "We are a drug and alcohol free club. That's what we expect from all of our fighters."

Jacobs went on to say, "You don't have to compete (to be apart of the organization), but you're going to train like you're going to compete."

Timothy Headly, a Haskell student, joined the club in the fall of 2015. Headly says he previously boxed when he was 13, but never thought he would box again due to costs.

Now, with the free training, Headly is back in the game. Headly went on to say, "My goal is to be a professional fighter someday." And now Haskell Boxing is giving him his chance to reach that goal.

Shiloh LeBeau, may be known as a champion boxer, but it was not easy to get to this point. Away from the gym, LeBeau spends her time as mother, on top of being a full-time student. LeBeau did not necessarily find boxing, as more so, boxing found her.

LeBeau says, "I originally started going to the club as just an alternative workout, as all I used to do was run. I was running around the campus and ran by here (the boxing gym), and the door was open."

LeBeau went on to say, "So I got my workout in and it was a really good workout. The coaches told me that if I wanted to, I could do it competitively."

Five years later and LeBeau has become a whole new boxer through the club. LeBeau has now been

## SPORTS

competing in competitions for three years, won a national championship in 2015 and finished second-place in a split decision earlier this month.

The experience of balancing it all has taught LeBeau some valuable lessons. LeBeau says, "To be able to push yourself inside and outside the ring for what you want. I wanted to win the championship, but I also want to succeed while I'm in school and being a mother. If I can do that, I can do anything else in life."

Andrew Varela, a Haskell Boxing Club member says the group has taught him so much, "I've improved a lot, my technical skills, just thinking in the ring. All around, I have improved in any way you could."

Although boxing is an individual

sport, the Haskell Boxing Club has developed a special bond of synergy. Varela says, "It means everything to me. It's kinda like a whole nother family. We all want to see each other succeed and we all want the best for each other."

The members are also giving back to the group. LeBeau and Varela each say they want to stick around and help train and coach other future boxers in the gym.

Haskell Boxing Club is a growing organization and is open to anyone. Practices are Mondays, Wednesdays and Fridays from 5:00-7:00pm at the Pontiac Hall Warehouse.

For more information, contact (928)594-3157, or visit Haskell Boxing Club on Facebook.



Haskell Boxing Club.

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As students and members of the Haskell community, it is our job to ensure you are represented to the best of our ability. Please contact us with any concerns, issues, or suggestions for The Indian Leader by phone, email, or stop by our office located on the main floor (gym level) of Tecumseh Hall.