

GHC NATIVE PATHWAYS

Grays Harbor College Native Pathways Program Newsletter

November 2019



About National Native American Heritage Month

What started at the turn of the century as an effort to gain a day of recognition for the significant contributions the first Americans made to the establishment and growth of the U.S., has resulted in a whole month being designated for that purpose.

The first American Indian Day in a state was declared on the second Saturday in May 1916 by the governor of New York. Several states celebrate the fourth Friday in September. In Illinois, for example, legislators enacted such a day in 1919. Presently, several states have designated Columbus Day as Native American Day, but it continues to be a day we observe without any recognition as a national legal holiday.

In 1990 President George H. W. Bush approved a joint resolution designating November 1990 “National American Indian Heritage Month.” Similar proclamations, under variants on the name (including “Native American Heritage Month” and “National American Indian and Alaska Native Heritage Month”) have been issued each year since 1994.

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LONGHOUSE GATHERING QUOTES

FROM GHC NPP STUDENTS

The following quotes were written by Native Pathways Students while attending the first Weekend Longhouse Gathering, Nov. 2nd & 3rd, at Evergreen State College. GHC Native Pathways students from six different tribal sites gather two weekends during the quarter with the upper division Evergreen Native Pathways students for lecture and seminar. During these sessions, topics of discussion revolved around activism and cultural sustainability.

Elena Mayoral: "In FYE 102 I found the flow charts and schedules to be helpful in continuing my progress for the remainder of the quarter. Regarding the final assignment, I am looking forward to reading and writing about the mascot case study. Concerning the sensitive topic of trafficking, the only thing that can be done early on is to warn our youth and be aware of our surroundings. Our overall weekend was filled with very important information through film, speakers, discussions, and print outs."

Maybelle Hoebucket: "Concerning the film 'Merata,' the story of a strong activist Indigenous mother, I liked how a shell was used instead of a scalpel to cut the baby's umbilical chord. This has been the Native way for generations. Regarding trafficking, it is so scary to me that human trafficking is second only to drug smuggling. The statistic on sexual violence against Native Women is very sad. The question and answer period was valuable information to share with loved ones for their safety."

Austin Goodface: "The movie was great! I didn't know that there were other Native Women out there like that in places like that. I liked how the adult children shared their lives and feedback from their experiences with their activist mother. The presentation on human trafficking was much needed information. I had no idea that the state of Washington was involved at such a high level."

Annie Broncheau: "I thought the final assignment in FYE 102 is an awesome idea, and I look forward to reading the mascot case study. This is my first Longhouse Weekend and I have enjoyed the information I learned and plan on using this information to succeed in my classes. The topics covered this weekend about all Native Tribes and what they have gone through is inspiring to me so that I can proudly say to my children that they are Native and proud! Passing this knowledge down to them is valuable."



GRAYS HARBOR COLLEGE NATIVE PATHWAYS DEGREE

The Grays Harbor College Native Pathways Degree is a direct transfer Associate of Arts (AA) degree. This degree can be transferred to any four-year college or university, in most cases satisfying the general education degree requirements.

The Degree Connects With GHC Mission, Vision, Core Themes, and Values.

Vision—GHC is a catalyst for positive change.

**Setting goals while reaching academic objectives in the Native Pathways Program enhances areas of accomplishment.*

Mission—GHC provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills and service to community. **Many Native Pathways Students go on to earn upper division degrees as well as employment upgrades. Many use acquired skills to improve and enrich tribal communities.*

Core Themes—Academic Transfer, Workforce Preparation, Basic Skills, and Service to Community. **These are concentrated areas of focus in the Native Pathways Program which articulates with Evergreen Native Pathways upper division degree.*

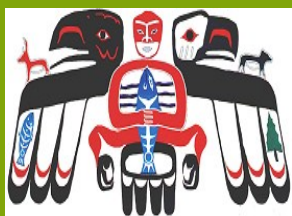
Values—Access to educational opportunities; Success for students, faculty, and staff; Respect for diversity of people, ideas, culture and environment; Efficient use of Resources. **Administration and faculty strive to support these values while providing support and encouragement to our Native Pathways Students.*

CONNECTING NATIVE PATHWAYS AA DEGREE WITH EVERGREEN

This GHC Native Pathways AA Degree Program is also referred to as the “Bridge Program” because it is designed to articulate with The Evergreen State College upper-division Native Pathways Bachelor’s Degree. The GHC Associate of Arts (AA) degree also transfers to any four-year college or university.

THE EVERGREEN STATE COLLEGE NATIVE PATH- WAYS DEGREE

The upper division Native Pathways program offered through Evergreen is open to students who have accumulated 90 credits and have Junior and Senior standing. This program leads to a Bachelor of Arts degree (BA). There is also an online option available. The Evergreen program meets twice a week at five different sites and two weekends at The Evergreen Longhouse each quarter for lecture and seminar. Evergreen’s Native Pathways program is an interdisciplinary Liberal Arts program taught from a Native perspective.



NCAI President
Fawn Sharp

Fawn Sharp, NCAI President

Fawn R. Sharp serves as the 23rd President of the National Congress of American Indians (NCAI), the oldest, largest and most representative American Indian and Alaska Native tribal government organization in the country. President Sharp was elected on October 24, 2019 at NCAI’s 76th Annual Convention & Marketplace. Sharp is the third woman to hold the position of NCAI President.

QUINULT PRESIDENT SHARP-LEADERSHIP PERSONIFIED

Former Grays Harbor College Trustee Board Member, Fawn Sharp, has taken on another role of leadership for Native Nations besides her current position as President for the Quinault Nation. She is the newly elected President of the National Congress of American Indians. Her past positions of leadership included managing attorney and lead counsel; and staff attorney for the Quinault Indian Nation, administrative law judge for the Washington state Department of Revenue – Tax Appeals Division, Quinault Tribal Court Associate Judge, and Counsel for Phillips, Krause & Brown.

Ms. Sharp has held numerous other leadership positions, including an appointment by Governor Gary Locke to serve as Trustee for Grays Harbor College, Governor of the Washington State Bar Association, Trustee of Washington State Bar Association – Indian Law Section, Vice President and Founding Member for the National Intertribal Tax Alliance, and Director/Secretary of the Quinault Nation Enterprises Board. Fawn has conducted lectures and publications all over the United States.

As reported on the [Ahead of the Curve](#) website, Sharp also is a fierce protector of the environment. Her people are fighting for their livelihoods, Sharp says-maybe their very lives! The glaciers that feed the rivers and support the salmon are disappearing. Forests on tribal lands are changing. Tidal surge, storms, and tsunamis threaten Taholah, the tribal village where the Quinault River flows into the ocean. Sharp vows to sue the fossil fuel industry for the collapse of tribal fisheries. She cites Scientific American’s report that industry was aware of climate change as far back as 1977, yet it obfuscated the risks. “We’re going to take Big Oil down,” she declares.

IMPORTANT DATES

Grays Harbor College— Dec. 9, Last day of instruction; Dec. 10 thru 12, Final Exams;
Dec. 16, Qtr. Textbooks available; Jan.6, First day of Winter Quarter classes

The Evergreen State College

Dec. 13 & 14, Holiday Art Fair, 11 to 6 PM each day
Artists will be in Longhouse, Fiber Studio, and Carving Studio
Salish Santa in Carving Studio 1 to 3 Friday & Saturday
Special, Kids art activity Carving Studio Saturday at 1
Singers, Demos, Native foods for sale
(Sale proceeds support Generations Rising Native Youth art activity)

Beyond the So-Called First Thanksgiving: 5 Children's Books

By Debbie Reese / Indian Country Today

It's November, a time of year that many parents, teachers, and librarians look forward to giving children books about what is commonly—and erroneously—called “The First Thanksgiving.” Others seek books that counter the narrative of Pilgrims and Indians warmly sharing a meal together, and still others want to avoid that disingenuous feel-good story altogether and provide children with books that are about indigenous people, books that provide insights and knowledge that are missing from all too many accounts. These books give a far more nuanced, and accurate, account of Indigenous Peoples. They will set children and adults alike straight on what really happened around the time of the so-called First Thanksgiving, and what Native life is like today.

- 1.) ***The People Shall Continue***, by Simon Ortiz (*Children's Book Press*, 1977) This book provides an immediate departure from the typical re-telling of creation stories by non-Native writers, who tend to cast our stories in a romantic and mystical realm.
- 2.) ***Muskrat Will Be Swimming***, by Cheryl Savageau (*Tilbury House Publishers*, 1996) Set in the present day, this book is about a young girl being taunted by schoolmates. Her grandfather helps her cope with bullying by telling her their Skywoman story, which is part of the creation story of the Haudenosaunee
- 3.) ***First Americans, series*** by Virginia Driving Hawk Sneve (*First Americans Books*, various years) This picture-book nonfiction series, similar in scope to Ortiz's *The People Shall Continue*, consists of eight books profiling the Apache, Cherokee, Cheyenne, Hopi, Iroquois, Seminole and Sioux.
- 4.) ***Indian Shoes***, Cynthia Leitich Smith (*HarperCollins*, 2002) This easy-reader chapter book is about Ray Halfmoon, a Seminole-Cherokee boy, and his grandfather, who live in present-day Chicago. *Indian Shoes* is one of six stories in the book
- 5.) ***The Birchbark House***, by Louise Erdrich (*HyperionBooks for Children*, 1999) Another chapter book, this one about the Ojibwe people and their early encounters with whites who were moving into their homelands.

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