Cahokia Mounds

Cahokia Mounds was the largest settlement north of Mexico, with at least 120 mounds over more than 5 square miles and was occupied from 700 to 1400 A.D. Cahokia became a regional capital of the Mississippian culture and at its peak, between 1050-1150 A.D., it may have had a population of 10-20,000 people.

The largest mound is called Monks Mound and from the top, you can hear and see the importance. As you walk on top, you can see afar and hear the busy traffic pass by. (Native’s Great resource)

Another accomplishment at Cahokia was Woodhenge, a large post-circle monument in which the sun calendar could be observed. The rising sun aligns with certain perimeter posts on the equinoxes and solstices. This was important to monitor the seasons to farm, hunt, and gather food. The Mississippians grew large amounts of corn, squash, pumpkin and several seed bearing plants. They also hunted deer, waterfowl and smaller animals while fishing in nearby water. When the time was right, they gathered wild fruits, nuts, seeds and roots.

The Cahokia Mounds State Historic Site is located in Collinsville, Illinois, just 8 miles from downtown St. Louis, Missouri. It was listed by UNESCO as a World Heritage Site in 1982, due to its significance as a major prehistoric Indian Center. It is also a National Historic Landmark.

American Indian Student Association (AISA)

AISA is a student-run organization established in the Brown School of Social Work acting as a holistic support system for American Indian and non-Indian students who are interested in working with American Indian people and communities. In addition, AISA strives to increase awareness and understanding of American Indian Nations, culture, history and policies while promoting equality and healthy relations.

AISA works to provide educational, social, spiritual and cultural support for American Indian students at the undergraduate and graduate level from the larger Washington University community. Through our campus programming, we work to increase the knowledge and understanding of American Indians at Washington University in St. Louis.

AISA sponsors and supports the annual Pow Wow held at the Washington University Field House among various events and activities on campus. In addition to the events listed above, we at AISA strive to make greater efforts to unite AISA and the St. Louis Community. This semester AISA has formulated a plan to promote AISA community outreach and volunteer activities in St. Louis and on the Washington University in St. Louis campus that are open to the public and community.

This year AISA is more community oriented and expanding university wide. Membership is free and open to all.

Anyone interested in joining AISA, assisting with the above events, finding out more information, or just attending an AISA meeting can visit the website: http://gwbweb.wustl.edu/virtualgwb/groups/aisa/
Earned Income Tax Credit

Research shows that the EITC is a more direct means of income support than transfer payments such as Temporary Aid to Needy Families (TANF) and that it does more than any other welfare program to raise children out of poverty. Thus, is it not surprising that the EITC has become a central element in a suite of programs and policies that promote “asset building” for the poor. Increasingly, it has become a way not only for individuals but also communities to turn their economic circumstances around.

The Kathryn M. Buder Center for American Indian Studies in collaboration with the Center for Social Development (both of Washington University in St. Louis) engaged ten Native community organizations currently providing free tax preparation services in Native America in a study that examined uptake and potential uses of (EITC) income by Native people. Throughout these ten sites alone, $6,988,621 was returned to Native communities via tax returns. Through community surveys we learned that a majority of survey respondents (88.26%) have bank accounts. Many of the community members planned to use their refunds for personal expenses, often citing emergencies and catching up on bills as primary uses, while 24.13% indicated that they plan to put their tax return in a savings account. Others plan to use the refund to obtain necessary household items such as vehicles and furniture. Community members expressed strong interest in getting information about matched savings accounts, homeownership and financial management education, as well as starting their own businesses. These findings provide insight into the kinds of community infrastructure and programs that help dollars stay in a community and help citizens leverage their assets. For more details, please see the full report on the Buder Center website.

Buder Staff and 2006-08 Buder Scholars

Upcoming American Indian Events (Fall, 2006)

- October 6-8, American Indian Alaskan Native Alumni Association (AIANAA) Gathering “Strengthening Native Communities Through Social Work Practice”
- Week of October 9, Community-Wide gathering in the evening with dessert and coffee at the Brown School of Social Work at Washington University in St. Louis. Please call 314-935-4510, ext 4, for details.
- October 24, Tuesday at 4:00PM in Macmillan 149, Anthony Webster Lecture on Navajo rap sponsored by the Music Department

Anthony K. Webster is an assistant professor in linguistic anthropology at Southern Illinois University, Carbondale. His research has primarily focused on the emergence of written poetry among the Navajo and its relationship to oral poetics.

- November, Native Awareness Month will co-host (with AISA) event. Please call 314-935-4510, ext 4, for details.
- December 2, tentative, Indian Market co-hosted with MCAI. Featuring Native Vendors in Student commons at Brown School of Social Work.

American Indian Council

The American Indian Council is an Employment and Training Program, incorporated in the state of Missouri as a non-profit corporation, formed on August 03, 1972. The American Indian Council provides employment and training services to members of Federally Recognized Tribes, including classroom training, work experience, on-the-job training, referral assistance, and support services. Contact Information: Dawn Jordan 1017 Olive St, St Louis, MO 63101 Office: (314) 589-6653.

Introducing the First-Year Buder Scholars

Jodi Abbott, (Fort Belknap Assiniboine) from Harlem, MT, graduated from Salish Kootenai College. Concentration is children, youth, & families and Mental Health. Plans to work with children in clinical environment in areas of mental health.

Jennifer Downs, (Washoe) from North Carolina, graduated from Central Bible College. Concentration is Mental Health. Plans to work in Mental Health with Native Americans.

Jessica Laughlin, (United Houma Nation) from Dulac, LA, graduated from Stanford University. Concentration in Mental Health. Plans to work with youth and children in direct practice.

Raven Murray, (Dine’ Navajo) from Flagstaff, AZ, graduated from Northern Arizona University. Concentration is American Indian Health, Policy and Politics.
American Indian Alaskan Native Alumni Association

AIANAA Gathering will be October 6-8. The theme is “Strengthening Native Communities Through Social Work Practice.”

There will be many diverse key speakers who are GWB Buder Alumni. These individuals all have the common dream and goals to continue strengthening and giving back to their Indian Community.

- Phyllis Bigpond, M.S.W. ’72, executive director of the newly formed Denver Indian Family Resource Center. The Center was founded out of a community concern for Indian Children and families in crisis.
- Virginia Drywater-Whitekiller, M.S.W. ’95, assistant professor of social work and coordinator of the Title IV-E Project at Northeastern State University in Tahlequah, OK. Title IV-E is a program that provides scholarships to upper-level students who, in turn, agree to practice in the field of child welfare upon gradation.
- Levi Esquerra, M.S.W. ’99, program director for Northern Arizona University’s Center for American Indian Economic Development (CAIED) in Flagstaff, AZ. The center holds workshops for entrepreneurs and acts as a liaison for groups that want to do business on tribal land in Arizona.


Returning Second-Year Buder Scholars

Noorie Brantmeier, (Arapaho/Saponi) from North Carolina and Virginia graduated from Indiana University-Bloomington. Concentration is Individualized focusing on Native populations, children, youth and families and SED. Plans to serve Native communities and be an advocate. Future plans include getting a PhD.

Rose Butterfly, (Blackfeet/Colville/Yakama) from Nespelem, WA, graduated from the University of Washington, Seattle. Concentration is individualized in Children, Youth, & Families. Will specialize in management. Plans to work at a foundation towards empowering Native youth through education, preventative healthcare and support networks.

Melissa Clyde, (Dine’ Navajo) originally from Tohatchi, NM but lived in Tucson, AZ, graduated from University of Arizona. Concentration is American Indian Mental Health with Family Therapy Specialization. Plans to return to AZ or NM to develop and improve mental health services for native children. Hopes to develop along with tribal governments, treatment services that the tribal communities can participate in as part of mental health treatment for their native children.

Angela Gilbreath, (Creek/Chickasaw) from Fort Gibson, OK, graduated from Northeastern State University in Tahlequah, OK. Concentration is Individualized focusing on research and mental health. Plans to either work with own tribe and/or IHS.

Jennifer Lorie McHorse, (Oto/Arapaho/Oneida/Taos Pueblo) from Durango, CO, graduated from Fort Lewis College, in Durango, CO. Concentration is Psychology. Plans to complete MSW at GWB and return to work in Colorado.

Charles “C-Boy” Pourier, (Oglala Lakota ‘Sioux’) from Pine Ridge, SD graduated from Oglala Lakota College. Concentration is Mental Health. Plans to graduate from Washington University and return to work in own community.

Brandi Sweet, (Turtle Mtn. Band of Chippewa/Metis) from Montana/North Dakota, graduated from the University of Montana. Concentration is individualized with emphasis in SED/Policy/Management. Plans are a continuing progress, but may entail law school or Ph. D.
History of the Kathryn M. Buder Center

The donor and founder of the Kathryn M. Buder center for American Indian Studies respected and admired American Indians from childhood. Kathryn Buder’s belief that education is a key factor in empowering American Indian communities and her commitment to an education that honors the American Indian culture led her to establish the Center in 1990.

Originally founded to provide scholarships for American Indians, the Buder Center has grown into one of the most respected centers in the nation for the academic advancement and study of American Indian issues related to social work. The Center offers one American Indian course per semester, which Buder Scholars are required to take. Additionally, the Center is charged with developing Buder Scholars into leaders who will serve Indian Country.

Scholarships:
Numerous scholarships and other financial assistance including; tuition remission, work-study positions, and low-interest loans are available through the George Warren Brown School of Social Work. More information is available at www.gwbweb.wustl.edu.

In addition, the independent G.A., Jr. and Kathryn M. Buder Charitable Foundation offers full scholarships to American Indians who intend to practice social work in American Indian communities. These foundation scholarships cover tuition, living expenses and books for two years of full-time study. Information on these scholarships is available by contacting the Buder Center.