

Hello

My name is Anders Lidholm. I live in Lappland, Sweden. I listened to the news on radio yesterday and they were speaking about your problems with the taxman. I found it interesting so I looked up Quinault Indian Reservation on the map. I have also heard about the Hopis that are forced to move and I understand that the government wants to break the treaties and take your possessions. Don't let them do it. At least people in Sweden now know about your problems. I wonder: If you have the status as an independent nation can you or one of the bigger nations get a seat in the United Nations?

Well, to tell you the truth right away: I want a penfriend. I am 34 years old teacher in Swedish for refugees, living in a small red house in a little village (100 persons) by the river of Ångerman. I am married, vegetarian and I like to have penfriends around the world.

Why?

Because I would like to travel around the world but I don't have the money.

My main interest is nature and that is what I like to correspond about. Animals, birds, flowers and things you can grow and eat.

Please help me. I also like to discuss politics, if you like it. Young or old doesn't matter.

penfriends

Your friend from north where the rivers still are frozen

Anders Lidholm
Gafsele 588
910 60 Lappland
SWEDEN

Anders Lidholm
☺

*Rudey ~
I thought you
might find this
interesting ~
It sounds like
he wants a
pen pal
interested?*

LB

KW'NAIL AT TAHOLAA

213 - 226

From

226

Central America Becomes Central

227 - 256?

The New Situation

257 - 268 (w/ shied)

KANAKI or New Caledonia

269 - 282 (19280)

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WA DC.

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Coffee Cafe

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KANAKI or New Caledonia

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1819 "H" St NW

WA DC.

20006 -

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202-331-8690 →

Coffee Cafe - 3100

This view is, however, rejected by Quinault elders. They had listened to THEIR elders when talking about

Please send me a copy of the report

Competing Sovereignties in North
America + the Right Wing +
Anti-Indian Activities.

Please let me know if there is a charge.

Thank you

Fern Wright

63 Nash St

New Haven CT 06511

7-23-90

Chippewa:)

Catalogue request:

Charles Dron

P.O. Box 24

Dillard University

New Or. Louis

70122

United Nations Association of the United States of America
East Bay Chapter



UNA FORUM



Thursday, May 24, 1990
11.30 a.m.

Lewis Latimer Room,
U. C. Faculty Club

Speaker: Professor Bernard Nietschmann
U.C. Geography Department

Subject: The Nations that are NOT Members
of the United Nations

Admission \$4.00

Please send your check to
UNA Center, 1796 Shattuck Ave., Berkeley Ca 94709
Reservations may be made by calling 841-1475
but seating is limited, so payment is expected for phone reservations.

CONTENTS OF NATIVE AMERICAN MEDIA

LaCourse Communications Corp.

Spring 1987

NEWSPAPERS & BULLETINS: A total of 506 American Indian newspapers and bulletins published on American Indian reservations and in urban Indian communities, including dailies, weeklies, bi-weeklies and monthlies. With telephone number, frequency of publication, subscription and advertising rates.

MAGAZINES: A total of 38 American Indian monthly, bimonthly and quarterly magazines in the fields of regional tribal culture, Native arts, education, law, business, sports, science and engineering, news, investigative reporting, cultural studies, poetry, administrative management, natural resource, research, natural lifestyles and international indigenous issues.

RADIO: A total of 20 Indian-owned radio broadcast stations, both AM and FM, in 13 states, and two regional Indian radio syndication services.

TELEVISION: The first Indian-owned television station in history in the U.S., plus weekly Indian-content shows on commercial stations, commercial cable TV systems on Indian reservations in nine states, and TV training opportunities for Indian students.

NEWS SERVICES: Indian-owned and Indian-managed news syndication, including electronic computer delivery systems, educational information services, international indigenous issues services, syndicated columnists, Indian photographic libraries and photo contract services.

HEMISPHERIC NATIVE PRESS: A first overview of the Native press of Greenland, Canada, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador and Peru.

MEDIA ASSOCIATIONS: Purposes, goals, membership and activities of the American Indian Film Institute, American Native Press Research Assn., Indian Journalism Support Group, MIGIZI Communications, Native American Press Assn., Native American Public Broadcasting Consortium, and Alaska Native Writers Ink.

MINORITY JOURNALISM PROGRAMS: National programs to draw American Indian students into the profession of print journalism in the U.S.

INDIAN COLLEGES & PRESS: A total of 29 Indian colleges and two institutes and the publications of their Indian students--tomorrow's reporters and editors.

NEWSPAPER ARCHIVE SERVICES: Where to explore the history of the Indian press of the U.S. beginning in 1828--and how.

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Hi,

please send us a copy of your report "Competing Sovereignities in North America & The Right Wing & Anti-Indian Movement"

Thanks

please send to:

Youth Project
3255 Hennepin Ave S.
Suite 210
Mpls MN
55408

role in the Congress Plenary Sessions, no progress was recorded.



ENGLISH SPEAKING SYMPOSIUM - Representatives of the United States, Canada, New Zealand, Australia and Hawaii met in Auckland, New Zealand in December for the fourth session of the Symposium on Native Peoples. Representing the United States was Sid Mills from the Bureau of Indian Affairs.

The Symposium was established in 1980 "to review the policies, programs and administrative practices of each country; and the cultural, social and economic status of native peoples; and discussions of policies, initiatives, successes and failures; and exchange of collective experience and knowledge." The internal rationale for establishing the Symposium involving these English speaking countries was to deal with what each state perceived to be "exaggerated claims and statements of native representatives within the United Nations and other international forums."

Evidence has been mounting that the Symposium has become an important forum to the participating states to "coordinate" state responses to indigenous peoples' increasing political effectiveness within international forums, and to transfer "successful enactments" like the Alaskan Native Claims Settlement Act to other countries.

Coming . . . in the Fourth World Journal

The Pine Nut Rebellion . . . Newe Sogobia, Western Homelands dispute with the United States.

Indigenous Nations in Afghanistan . . . Struggling with the Bear of the North.

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Dear Sir / Madame,

I would like to order one copy of
"Indian war and peace with Nicaraguans",
and in addition, I'd appreciate having
a ~~list~~ full list of your publications.
Please send relevant information to:

Charles Hale
Anthropology Department
Stanford University
Stanford, CA 94305

Thank you for your assistance.

Sincerely,
Charles Hale

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Thursday, November 1
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**BLUEPRINTS FOR CHAOS:
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Thursday, November 1, 1984, 2 - 6 P.M.
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Herman Badillo
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Congressman Ted Weiss

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Professor Robert Rieber (212) 489-3998

No admission charge

25 May 1984

YANN CELENE UREGEI
231-232 Lot. Secal Koutio
Dumbea
NEW CALEDONIA

Dear Yann:

As you know, the Center for World Indigenous Studies was in part established to help facilitate closer ties between Indigenous peoples and their leaders...to promote mutual self-help. The leadership of MISURASATA (Miskito, Sumo and Rama Nations) of Aisuban Tasbya in the east of Nicaragua have contacted the Center with the request that we help establish communications between themselves, the Kanak Liberation Front and the leading officials of the Republic of Vanuatu. It is hoped that through close communications a mutual respect will emerge and cooperation will result between the peoples of Aisuban Tasbya, Kanak and Vanuatu. As indigenous peoples, as Fourth World Peoples all it is believed by the elders of Aisuban Tasbya and the general coordinator of MISURASATA Brooklyn Rivera their future political status as peoples is dependant upon their own will and strength to survive, but it is also essential that indigenous peoples help one another since external colonial forces continue to challenge and undermine the interests of indigenous nations.

I write this letter to urge your personal support and the support of the Kanak Liberation Front for the peaceful negotiated settlement of the war between the Nicaraguan Government and the Miskito, Sumo and Rama Nations. Under separate cover I am writing Prime Minister Lini of Vanuatu to urge his government's consideration of the possibility that Vanuatu would diplomatically intervene as a neutral third party to offer its services to mediate negotiations between the Nicaraguan Government and the Miskito, Sumo and Rama Nations for a cease-fire. I will urge the government of Vanuatu to consider offering its capitol, Port Villa, as a neutral site where representatives of the two parties could begin talks preparatory for negotiations. The rights and interests of the Miskito, Sumo and Rama Nations are at stake, as are the rights and interests of the Nicaraguan people. A Fourth World diplomatic initiative led by Vanuatu and perhaps with the support of the Kanak people would have profound implications for the future of the Nicaraguan people and the Miskito, Sumo and Rama Nations. Such an initiative would also have important implications for indigenous peoples throughout the world.

Not only do I urge Kanak support for a peaceful negotiated settlement of the Indian and Nicaraguan war, but I urge that you encourage the government of Vanuatu to take the diplomatic initiative to serve as a neutral third-party. For your information I have enclosed a copy of the Center's Occasional Paper #1 written by brother-friend Bernard Nietschmann which describes the Indian perspective on the war. The Miskito, Sumo and Rama Nations do not seek the overthrow of the Nicaraguan Government; they only seek the reestablishment of normal relations and the removal of Nicaraguan forces from their soil. Will you help? If you will, please contact: GC Brooklyn Rivera, Apartado #437, Pavas, San Jose, Costa Rica. He will write to you.

RUDOLPH C. RYSER

YOUR HELP NEEDED:

**U. S. MUST EXERT A POSITIVE INFLUENCE ON THE FATE
OF THE WORLD'S TROPICAL RAIN FORESTS**

The frightening prospects for the future of the world's rain forests are not new. For years, international conservation organizations have been sounding the alarm about the devastation occurring throughout the world to the planet's fragile tropical rain forests. In the past 100 years, fully half the world's rain forests have been destroyed. If current practices continue without abatement, virtually all of our planet's rain forests will be destroyed in the short space of thirty years.

~~For U.S. citizens concerned about preservation of species diversity, ecosystems, and world climate patterns, the effort to help preserve these forests has been fraught with difficulty engendered by national boundaries and differing value systems, particularly between ourselves and less developed countries where most tropical forests exist. There is now, however, new hope that U.S. citizens can help protect tropical rain forests worldwide through Congressional action.~~

Senator Dan Evans (R-WA) sits on a key Senate committee that is considering legislation that would channel U.S. international aid to rain forest protection efforts and prevent U.S. development funds from being used to harm these fragile ecosystems. Other Senators are looking to him for advice on this issue.

The legislation being considered is in the form of two amendments to the Foreign Assistance Act of 1961. One amendment (S.1748) would work to protect biological diversity in developing nations; the other (S.1747) is designed to give U.S. support to efforts to protect tropical forests in developing nations.

Please write or call Senator Evans urging him to support S.1747 and S.1748. His address is:

Hon. Dan Evans
United States Senate
Washington, D.C. 20510

202-224-3441

(Attached is some background information on the issues and the bills.)

Thank you.

NEWS RELEASE

Globescope

A Project of the Global Tomorrow Coalition

Dear Washington Supporter:

Many of you attended the Globescope National Assembly last year in Portland. The issues we discussed were long-term and global in focus. During the four-day event, methods for dealing with these concerns at the local level were discussed, leading to an Action Plan agreed to by consensus.

During this year you have received mailings from the Coalition regarding pending legislation to protect this planet's dwindling tropical forests. Many of the Coalition's more active members -- The Sierra Club, National Audubon Society, National Wildlife Federation, Natural Resources Defense Council, Environmental Policy Institute -- are actively supporting this legislation. Time is crucial. Your Senator, Dan Evans, needs to hear from you to understand that there is support for this legislation among his constituents at home. You are the key. Global problems can't be countered without your involvement.

The Coalition can not endorse legislation without unanimity from its more than 70 participating organizational members. Therefore, the GTC rarely sponsors individual pieces of legislation in its own name. Instead it serves the vital function of a resource center/clearinghouse for issues of prime importance to our organizational and individual members. As alumni of Globescope, living in Washington, I felt you would want to be informed on the current status of this global concern.

I wish to thank the Sierra Club for compiling the enclosed related material.

Sincerely yours,



Diane G. Lowrie
Director, GTC/West

Global Tomorrow Coalition/West
806 S.W. Broadway, Suite 250
Portland, OR 97205
(503) 295-0382

GROUP PROBLEM-SOLVING EXERCISE - PART 1

PROBLEM MAPPING

1. PROVIDE FOCUS (statement of what you'd like to accomplish) [Prob.owner]

 2. PROVIDE BACKGROUND -- briefly cover: ["]
 - . what's the "gap" (where at, where would like to be)
 - . how did it arise?
 - . why important to address it?
 - . how do you fit into the picture? (your area of ownership)
 - . what's been done? (s, what worked, what didn't)
 - . current ideas -- what are you thinking of trying?
 - . what do you really wish you could do?

 3. GENERATE & LIST WISHES, CONCERNS & SOL'N. FRAGMENTS [Res.& prob.owner]
-

NOTES

For Step 2: Resources need to make sure problem-owner covers all background items, and to avoid asking any other questions. Instead, they need to listen for and make a note of wishes and concerns related to the problem.

- For Step 3:
- . Offer your thoughts in the form of brief wishes or "how to's"; avoid lengthy "speeches" or "position papers".
 - . If you disagree with another's view, simply list your different wish or concern, without trying to convince others they are wrong and you are right.
 - . Focus on exploring many different ways of viewing the problem rather than trying to narrow it down to "the" key one.
 - . Avoid pushing any particular solution at this stage.
 - . Make sure thoughts are listed in the words of the person who offers them.
-

GROUP PROBLEM-SOLVING EXERCISE - PART 2

SOLUTION BUILDING

1. REVIEW & REFOCUS: [Prob.owner]
 - a) Scan list from Part 1 & select item(s) to work on further
 - b) Clarify what's needed:
 - i) new ideas (ways & means)
 - or,
 - ii) builds on one from the list.
 2. IF (i), GENERATE & WRITE UP IDEAS [Resources & prob.owner]
IF (ii), PROCEED TO STEP 4
 3. SELECT one or a combination of ideas from Step 2 for further building [Prob.owner]
 4. CLARIFY & CONFIRM UNDERSTANDING of idea(s) selected ["]
 5. BUILD:
 - a) identify potential strengths [Prob.owner & experts]
 - b) identify major concern & its "therefore" ["]
 - c) modify to overcome concern [Prob.owner & all res.]
 - d) repeat (b) & (c) until idea over threshold.
 6. SUMMARY OF "OVER THE THRESHOLD" IDEA(S) & NEXT STEPS [Prob.owner]
-

NOTES

For Step 1: Avoid selecting "safe" items with little appeal or newness. (Also in Step 3.)

For Step 5: Focus on the essence or principles embodied in the idea, and feel free to change the execution details to make it more practical.

IDEA BUILDING EXERCISE

PROBLEM OWNER

RESOURCE

1. PROVIDE FOCUS ("I'd like ideas that would help me to...")	
2. PROVIDE BACKGROUND -- briefly cover the following: <ul style="list-style-type: none">. what does the "gap" consist of?. how did it arise?. why is it important to address it?. what is your role?. what has been tried in the past?. current ideas - what are you thinking of trying?	
3.	OFFER A "FAR-OUT" IDEA -- make the idea you offer radical enough so it's unlikely the other person could implement it precisely as suggested.
4. CHECK UNDERSTANDING -- what is the other person suggesting? In your own words, restate the idea you just heard. If necessary, recheck understanding of part or all of the idea, until the other person feels you've understood it fully.	
5a. IDENTIFY POTENTIAL STRENGTHS (stretch for 1-2 more). b. IDENTIFY A MAJOR CONCERN & the associated THEREFORE.	
6. Together with the other person, think of ways to change or add to the idea so the concern is overcome.	
7. Repeat steps 5b and 6 for additional concerns until the idea represents an acceptable possible action for the problem owner.	

Setting Up for Constructive Interaction

Actions and attitudes likely to set up win-win outcomes.

Paraphrase to check understanding.
Headline thoughts (to facilitate listening).
Probe questions (to draw out tentative ideas, wishes, and concerns).
Present opinions, concerns, etc. in actionable Springboard form. (e.g., "How might we make that acceptable to management?")
Use Itemized Response to develop suggestions presented.
Build on others' ideas (to make them more viable).
Credit (acknowledge others' contributions to your thinking).
Respect others' "clientship" (their ownership of the problem (opportunity)).
Know when developmental vs. go/no-go thinking is appropriate.
Welcome and use differences. (e.g., "I have a different idea, let's look at both.")
Listen for the essence of the other person's thought.
Look for valuable implications.

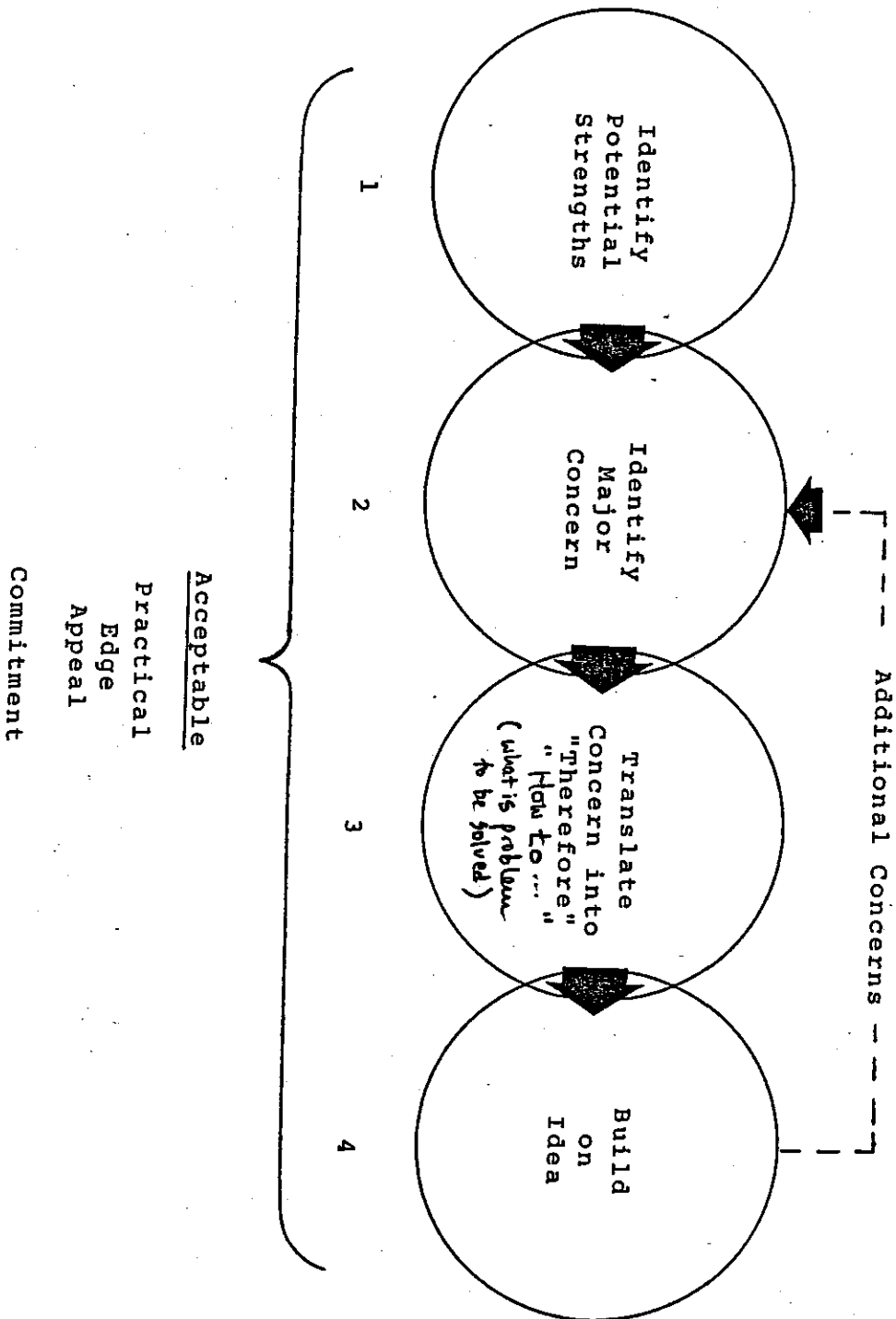
Solutions and courses of action with a high degree of newness and/or commitment.

Actions and attitudes likely to set up win-lose or lose-lose outcomes.

React before checking understanding.
Ramble, don't come to the point.
Ask leading questions (and keep others guessing about what you're thinking).
Present opinions, concerns, etc. as obstacles to achievement. (e.g., "Are you kidding? Management would never buy that!")
"That won't work." or "That's a good idea but..."
Expect others to look out for or defend their ideas without your help.
Don't credit, or present extensions of others' thoughts as, "I have a much better idea."
Minimize clients' problems and concerns or tell them what's best for them.
Insist on go/no-go, precise thinking all the time.
Discourage or suppress differences. (e.g., "That's not how it is.")
Nitpick.
Look only for flaws.

Solutions and courses of action with little newness and/or low commitment.

GUIDELINES FOR GROWING IDEAS



FACILITATING CREATIVITY AND PROBLEM-SOLVING

Skill Areas

Clarifying & maintaining focus

Stimulating the imagination

Establishing climate

Clarifying roles

Drawing out ideas

Managing the ego agenda

Packaging ideas

Growing ideas

Managing idea traffic

Getting closure

Mapping the problem

Listening

Managing the mechanics

Using differences

Recording

PROBLEM-SOLVING PROCESS (Notes)

Introduction

Git outlined the basics of the "Chopra techniques"

-The key idea is that of extracting value from anything that is said

-There are two main areas of difficulty

1) Thinking Habits

e.g. tendency to rush to a solution

tendency to reject an idea too early

tendency to ramble, to talk to see what we are thinking etc.....

2) The ego agenda (or ego-defense)

The need to protect self-esteem means that a lot of energy may go into defending one's ego or attacking others, the "tit for tat" that goes on in meetings and interferes with tasks.

Energy spent on task or on ego agenda:

-Task.....Work to accomplish task (10%)

-Looking Good.....Work to maintain self-esteem, gain respect of others (90%)

-Thus the facilitator's job is to manage these two areas of difficulty so that value is extracted from people's thinking and so that value is created in human interactions. "Protect ideas, protect egos"

-What is happening that you, as a facilitator, need to manage in both areas of difficulty?

"The best facilitators are those who get their-kicks from making others win"

Process Exercise

(The first part of our learning was to discuss the process we were to use in discussing our practice problem. Git set us to work on this while he got the video set up. He set the timer for 10 minutes.)

But first he explained a little more:

There is a tendency to jump into doing things before one has decided how.

HOW.....10 min.

WHAT.....30 min.

So he wanted us to start by thinking about how. The objective is to start us getting into the habit of thinking about questions like: Are we going to have a leader? What will we do first? etc...

The tendency is to do something. The trick is not to do something, at the beginning.

Problem Mapping

(Git's feedback on our process exercise.)

Purpose of this review of our meeting, taped on video, is to see what we did well, what we need to work on. What contributes to the success of a meeting, what detracts from it.

- The mind moves quickly to defining and trying to solve a problem.
- Mike asked JQ to define the space of the problem and the rest of the 25 minutes was taken up by JQ's answer to that
- The problem to be defined can be viewed as a "gap" between where you are and where you'd like to be.
- People tend to focus on where they are. The facilitator's job is, in part, to direct attention to where they want to be.
- One can view a problem as a cluster of related problem fragments, or related problems.

Where we are: our concerns

Where we want to be: our wishes

- Unlock creativity by looking at wishes (because most people don't look at their wishes because they're afraid they don't see the solution)
- Try to get these wishes out early (by asking the right questions)
- Getting wishes out early helps people break out of the practical thinking they've been locked in, and it nourishes their egos...

Git spoke of two modes of questioning about problems.

A) Education mode- lots of questions (about the problem) and answers

B) Problem-Solving or Invention mode

-The education mode is a lot safer, especially when its not clear where the real problem lies.

-Invention mode: e.g. the invention of the polaroid camera by Land "Daddy why can't I have a darkroom in the camera? " why not?."

At any rate, returning to problem definition/mapping:

-Start with the problem-owner:

where do you want help?

how much help?

what kind of help e.g. new ideas, development of selected ideas, etc..

-Translate problem statements into "how to " or "I wish".

-Translate negative problem statements like "how not to be two steps behind" into positive statements like "how to be two steps ahead".

-Problem statements often have the beginnings of ideas for solutions, seeds of ideas: "how do I know what I think until I see what I say. "

-Leadership of a meeting tends to take place whether formal leadership has been established or not. e.g. Mike took the lead, started the meeting with a question to JQ, then Dag and Bob took over.

-How do you get everybody involved? There are "lots of tricks" e.g. "let's hear from..."

-Laughter

-breaks the ice, relieves, tension,

-humor and creativity are associated, laughter expresses surprise

-laughter may be about "givens", assumptions: these may need to be questioned.

-Listen through laughter to find the idea that sparked it, then tie this idea to the task. "Mine the lode of laughter", Assume there is always something there that you can tap into.

-What if one person has all the ideas? Time Share. And tell the group that you're doing this.

-If you have ground rules, let people know. If you want to introduce some process tactic into the meeting, signpost, let people know what you're doing.

At this point we got into a discussion of the general nature of problems, a discussion applicable to both JQ time management problem and the Conference Agenda problem:

-Problems have many fragments.

-Problems often come in clusters of related problems

-Problems may have several levels

-Untangling complex problems involves identifying areas of "ownership" or responsibility and priorities

-Given the universe of things that need doing, who should do what? what should SGF do? What should you spend 80% of your time on? Where to focus your attention and energy? Where's your "leverage point": that point where the least effort can produce the most results? What turns you on, what really motivates you?

-This is relevant to the Conference: What few topics will really turn people on? What topics will provide the most critical information, will develop pride or confidence, a sense of "can do" (We won't have time to counsel everyone on their deeper problems".)

Again returning to problem mapping:

-Pick up on the solutions that a person gives to their own problems. People often shoot down their own ideas for possible solutions before these can get out, so pick up on such when you hear them...

-Or if a solution idea is presented, get to the problem behind it. "If we did that, how would that solve the problem for you?"

or "...so the problem (for which this is a solution) isor
"...so the problem is ... and this is one possible solution...and
there could be others..."

i.e.

- proposed solution
- problem behind this
- so there are other possible solutions..

-Its important not to focus too soon on the solution proposed
e.g. time blocking as a proposed solution to JQ's time management
problems...We often tend to start developing an idea before we've
explored the field of possible solutions. The proposed solution
that we focus on prematurely may not be the one that the problem
owner would choose to focus on if he or she knew what the whole
field was. Also it might be a solution, even a good one, but to
the wrong problem, not to the problem that the owner really wants
to get to. So, as a facilitator, don't let people focus too soon.
Other problems and solutions may be more important to the
client.

A propos of this Git listed the facilitator's "allies".

Facilitators's Allies

1) Sheets of paper and pen. Using them to get everything, you
can create trust because people see that you are listening to
them. You can help people clear their minds, get stuff off their
chests.. You put up material translated into three kinds of
statement:

"How to ..."

"I wish...."

"Consider (this idea)..."

"for (this problem)..." (get the problem behind the proposed
solutions...)

i.e. The recording process is a major ally.

2) Time constraints on the problem-owner, hence a need for efficient
and effective problem-solving.

3) That people have a problem they really want to work on, real
task focus. People will work with you as long as they see that
you are helping them, see that they are winning, that you're
extracting value.

ie

- a)That people have a real problem
- b)That people really want to work on it
- c)That people see that you're extracting value

4) People: they're a facilitator's allies as long as he or she is
theirs, through the process of extracting value from ideas, and
valuing people. Valuing people and ideas.

5) Awareness of Process: The facilitator's awareness of process

and ability to guide people through a process that has a win-win outcome is an "ally".

In Summary:

1. Sheets and Pen-the recording process.
2. Time-time constraints
3. Wanting to solve a problem- the need or desire to solve a real problem
4. People-Valuing people and ideas.
5. Awareness of process-Awareness of and ability to use process in a win-win fashion.

Idea Evaluation

Git expanded on the ego/idea relationship.

-Ideas are extensions of the ego. So if you're friendly to my ideas, I'll be friendly to yours. If not, I won't. Action and reaction. ("Show me yours and I'll show you mine.")

-So the question arises: if, for example, JQ has a solution and if I see a problem with it, how do I tell him there's a problem without bruising his ego?

Git then discussed the nature of ideas and the evaluative process.

-We tend to think of solution ideas in terms of their practicability but new ideas generally start out as at least somewhat impractical on a scale from impractical to perfectly practical.

Scale of
Practicality

/-----0-----I-----/
Impractical Perfectly
Practical

Most new
ideas begin
towards the
impractical
end of the
scale.

Threshold
of
Acceptability

-The challenge is to bring a new idea up to and over the threshold of acceptability. When new ideas are formed, they tend to be impractical, but by developing them, one can build in practicability

-But what makes a new idea acceptable is not only its practicality but its appeal and its advantage over old ideas.

So we have three scales:

- a) Appeal (does the idea excite you, energize you, do you like it?)
 - b) Advantage (or "edge" as Git calls it, does this idea provide a better way to do things than what you had before, does it "have an edge" on other solutions?)
 - c) Practicality (Is it feasible, practical, can it be done?)
- i. e.
- a) "Does it appeal to you?"
 - b) "Is it better than what you have?"
 - c) "Is it practical?"

Git gave the example of the Thermos problem and the way a solution was found by starting with the impractical idea of an iris like that in a camera. The final solution had to fit a whole lot of criteria that were, in effect, concerns that needed to be met before a solution was acceptable. Given a starting idea, people worked to overcome each concern-meet each specification, in turn (The solution that the synectics team came up with was a stopper that acted something like the way the end of a balloon does when you twist it.)

Some of the criteria were that the new Thermos stopper had to be:

- wide-mouthed
- easy to clean
- closable with the cup over it still off
- attached so as not to get lost
- inexpensive
- easy to use
- insulating

Growing Ideas

Git described the way people tend to treat new ideas and the way to produce win-win outcomes.

- 1) The reactive mode. People tend to react to new ideas in a "go/no go" mode (a yes/no mode.)
- 2) Or to reflect on new ideas, to extract value, from an idea.
The Reflective Mode

How do you extract value from an idea?

-You start with the idea as it stands, as given. Good ideas aren't born, they evolve. The temptation is to evaluate them and accept or reject them too soon to accept or reject the idea as given.

-As it stands, it doesn't work, but how can we move it towards acceptability? You don't have to take an idea literally. You can "do something like".. the idea, use it as a metaphore. Pick out

what you like about the idea first. This is what you have to build on.

-Don't start with what's wrong with the idea. Start with what you like...with what gives the idea appeal.

-When you do identify concerns, specify these as problems to be solved ("How to ...") or as wishes.

-Be specific so you don't grow the idea in the wrong direction..

-If you don't have much time then O.K. work on an idea that's close to practicality already, but it won't likely be new.

-If you do have time, then take a crazy idea and show people how to grow it. Then you free up the flow of new ideas, then you can get a new angle on a problem...

-Growing ideas opens up room for ownership as people join in the process. A "group ego" or group sense of ownership can emerge.

-Experts tend to view their role as that of critic. Change their role to one of growing ideas, of building practicality into ideas that at first seem impractical or off the wall.

-When ideas are offered, often people react with questions in response. There's often an idea behind a question. A question is a safe way to stick one's toe in the water, to test the waters of group dynamics. People use questions to get information to evaluate their own ideas. So when you hear a question, answer it first, then probe to see what was behind it. If you ask directly "What's behind your question", often people don't know because their idea is still subconscious. "What were you thinking "or" "What's on your mind as you ask that question?"

-The facilitator helps build but then checks back with the problem-owner to see if the group is building what the owner wants...

-Watch for non-verbal cues: signs of interest, signs of boredom or frustration...e.g. tapping pencils or coffee cups, quiet, shifting positions, exclamations, side conversations, etc.

-Watching the time. Given the time remaining, what does the client want? "We have 20 minutes left. What would like to do? Do you want to build? Do you want next steps?..etc....."

Summary

Git summarized; then solicited questions:

-Summary Clarifying,
 Mapping the problem

Implementation

Solution Building
-generating ideas
-growing ideas

Decision Making

-In real life, the process is complex and we jump around from one sub-process to another, we reiterate sequences of steps. But one can begin to "get a handle" on the process, to learn it, by walking through a linear sequence of steps like this...

-I asked Git what was the essence of the problem-solving process he was offering.

-Valuing as the essence of building ideas and making people feel good.

-Assume value in people and ideas. Do this, for example by using concerns, not fighting them. Go with the flow. Also by using differences as sources of new ideas instead of letting them become the basis of conflict.

-Bob asked for clarification on the meaning of "task" vs "problem"

-The overall task is to solve a problem. The task leads to an outcome, the outcome one wants to walk away with, be this a lot of new ideas or a developed solution..

-Solving a problem requires several component tasks: "clarifying the problem, generating ideas, building ideas, etc.

-The task is whatever will get one to the desired outcome.

One on One Exercise

After a break, we moved on to a one on one exercise:

-choose a "real problem" to work on

-one that is your

-that matters

-that you want ideas on

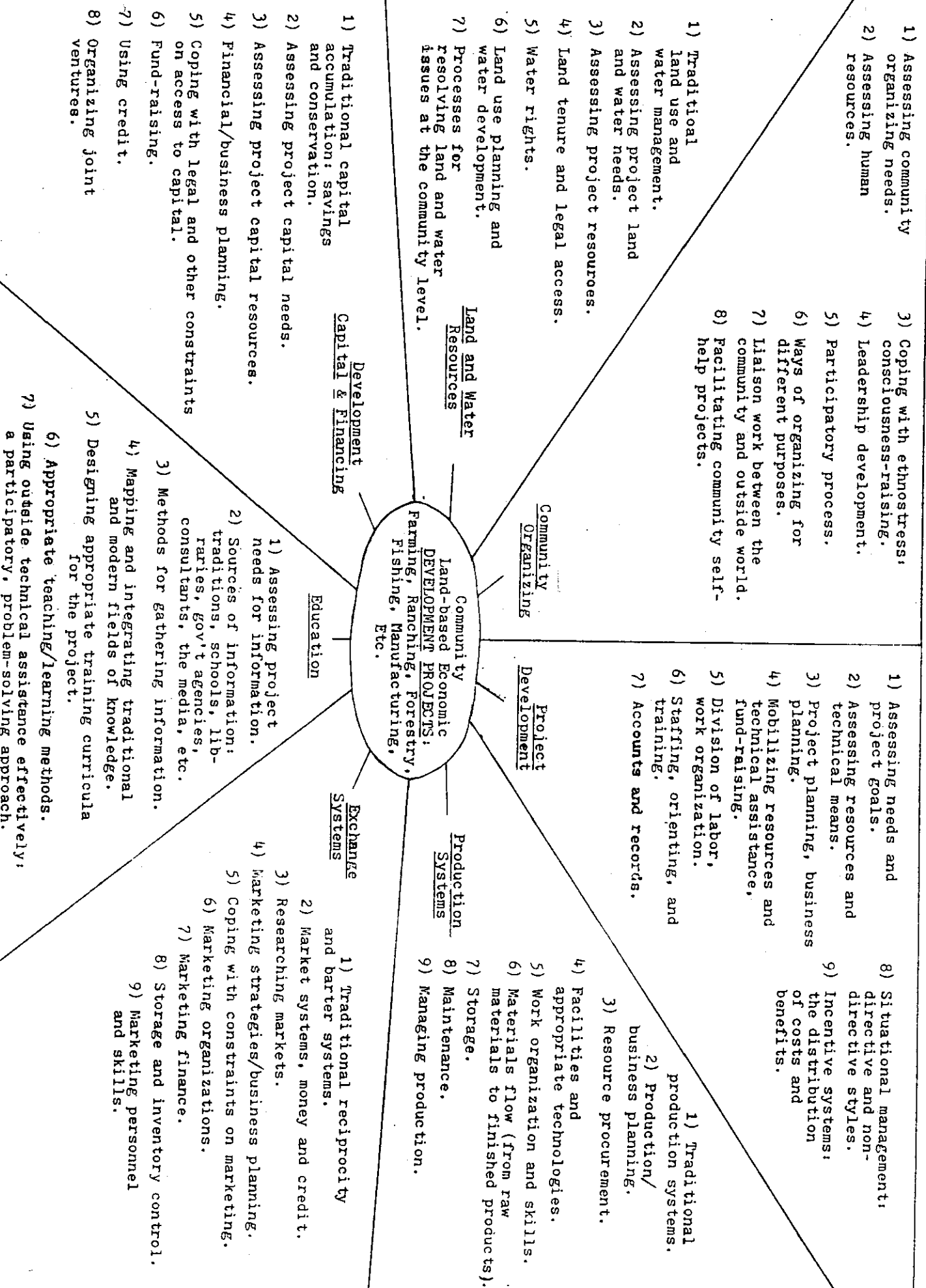
-Growing an idea isn't the same as solving the whole problem..

Facilitator's Exercise

- Keep track of time.
- Record wishes/concerns.
- Check understanding of wishes/concerns.
- Questions: what's behind them.
- Go behind the "solution" to the wish/problem it tries to solve.
- Protect people's wishes, ideas.
- Traffic management.
- Attend to people's non-verbals.

PROJECT DEVELOPMENT ISSUES

Conceptual Map A



INSTITUTION BUILDING ISSUES

Conceptual Map B

- 1) Investing non-renewable resource revenues in rebuilding the renewable resource base.
- 2) Promoting land-based community economic development through participatory processes.
 - 3) Promoting economic links between rural and urban Native American communities.
 - 4) Coordinating development in agriculture, industry and services.
 - 5) Developing administrative capacities for Tribal Self-Determination.
 - 6) Developing strategies for dealing with Gov't and corporate obstacles to community based economic development.
 - 7) Raising revenue for economic development while providing conventional Gov't services.
- 1) Native land claims.
- 2) Land tenure: untangling the legacy of trust, fee, and leased lands.
- 3) Water rights adjudication.
- 4) Mineral rights and leasing.
- 5) Assessing Tribal resource bases: renewable and non-renewable.
- 6) Evolving appropriate land, mineral and water management systems through participatory (public involvement) processes.
- 7) Developing strategies for resolving resource issues.

Land Tenure and Water Rights

Governmental Institutions

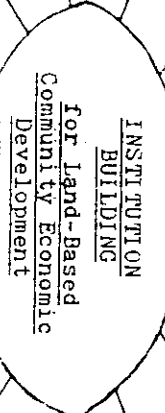
Physical Infrastructure

Production Systems

Exchange Systems

Human Resource Development
(Health) ——— (Housing)
Education

Financial Institutions



- 1) Assessing needs for public investment in infrastructure, (roads, utilities, public buildings, irrigation systems, etc.)
 - 2) Assessing resources available for public investment.
 - 3) Determining ways to raise public revenue.
 - 4) Planning and budgeting infrastructure projects.
 - 5) Managing public involvement and expert input into infrastructure planning.
 - 6) Managing infrastructure projects through gov't agencies, communities and sub-contractors.
 - 7) Performance evaluation: accountability for public projects.
 - 8) Regulating infrastructure use.
 - 1) Traditional and modern forms of ownership of productive enterprises: (family enterprises, co-operatives, corporations...)
 - 2) Regulating compensation for work: (minimum wage levels, etc.)
 - 3) Research on appropriate technology: (intensive farming/ranching techniques.)
 - 4) Promoting participatory forms of work organization as appropriate alternatives to conventional Anglo work organization.
 - 5) Developing ways to facilitate community and family-based enterprises.
 - 6) Import substitution programs.
 - 9) Maintenance.
- 1) Assessing Tribal population characteristics.
 - 2) Determining educational needs and resources.
 - 3) Extending control over educational institutions: research facilities, schools, extension services, etc.
 - 4) Building Tribal educational institutions: research facilities, schools, extension services, etc.
 - 5) Curriculum design: mapping and integrating modern and traditional bases of knowledge.
 - 6) Curriculum design: orienting research, education and extension to community needs using a problem-solving approach.
- 1) Savings institutions and investment incentives.
 - 2) Credit institutions, public and private.
 - 3) Technical support for credit users.
 - 4) Credit regulation.
 - 5) Government grant programs.
 - 6) Public investment programs, e.g. Tribal Enterprises, etc.
 - 7) Joint venture programs and their regulation.
- 1) Traditional and modern systems of exchange.
 - 2) Developing on-reservation native markets to deal with the problem of captive consumer markets and the leakage of consumer dollars off-reservation.
 - 3) Building highway and transportation systems to ease farm to market flows.
 - 4) Building communications, storage and marketing facilities to ease market (or barter) exchange.
 - 5) Regulating and protecting markets.
 - 6) Regulating consumer credit.

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CURRENT DIRECTIONS IN INDIAN LAW

February 16-17 (Saturday and Sunday), 1985
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Institute for the Development of Indian Law
National Association of Indian Legal Services
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National Legal Aid and Defender Association
Native American Rights Fund

The second annual conference on Indian law will again bring together lawyers and scholars to discuss the most pressing issues in Indian law. The aims of the conference are to consider the current direction of Indian law and to discuss legal strategies for protecting Indian rights.

Indian nations and tribes continue to face enormous legal obstacles to the enjoyment of basic rights. Indian rights are increasingly under attack in the United States and elsewhere. Major principles of Indian law are coming under review by the Supreme Court in cases involving land rights, the power of Indian nations to tax non-Indians, and hunting and fishing rights guaranteed by treaty.

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Proposals to place federal magistrates' courts in Indian country are one of several threats to tribal court jurisdiction. Indian peoples in Central and South America face the most serious threats to their survival. There is an urgent need to discuss ways to meet these and other threats.

At the same time, Indian rights advocates are increasingly challenging old doctrines such as the "plenary power" of Congress. An important battle is shaping up over the future of Native land rights under the Alaska Native Claims Settlement Act, which may well affect Indian rights everywhere. There is a need to share ideas and concerns about these and other developments, to talk about the direction of law reform, and to discuss legal strategies.

Some of the topics we expect to be discussed are:

- The direction of the Supreme Court in Indian cases.
- Protection of Indian religious freedom
- The future of the Alaska Native Claims Settlement Act
- Indian voting rights
- Limiting the "plenary power" of Congress
- Protecting tribal court jurisdiction and the sovereignty of Indian tribes and nations
- The status of federal trusteeship
- Protecting the human rights of Indian peoples in Central and South America, through the U.N. and the Organization of American States.

The conference will be held on February 16 and 17 at the Detroit Convention Center, Cobo Hall, Room 3196, Upper Level, 1 Washington Boulevard, Detroit, Michigan. Speakers will include attorneys from the sponsoring organizations and other authorities on Indian law. Details of the program and speakers will be announced soon.

The conference will be held in conjunction with the American Bar Association's Mid-Year Meeting and the meeting of the Council of the ABA Section on Individual Rights and Responsibilities, also meeting in Detroit on February 16th and 17th, 1985.

A small block of rooms has been reserved at the Hilton International, 277 Riverside Drive West, Windsor, Ontario, N9A 5K4. The hotel is a ten-minute bus ride from the Detroit Convention Center. Make your reservations by writing the hotel or by calling (519)973-5555 and asking for a room reserved for the Indian Law Conference.

Registration will be held at the Hilton International from 5:30 p.m. to 7:00 p.m. on Friday, February 15, 1985, and at Cobo Hall at 8:30 a.m. on Saturday, February 16, 1985. The registration fee is \$25.

Call the Indian Law Resource Center at (202)547-2800 if you need additional information.

~~Estimada Friedberg~~

Stiller & Neruo

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1. gather a few documents "Newspaper clippings" etc
to describe recent events between Nicaragua and
Vapiti Teska
2. Write a "Declaration on behalf of Jorge Hoppington-Scott"

must be in by Dec 15, 1988

for submission in January 1989

and hearing in March 1989.

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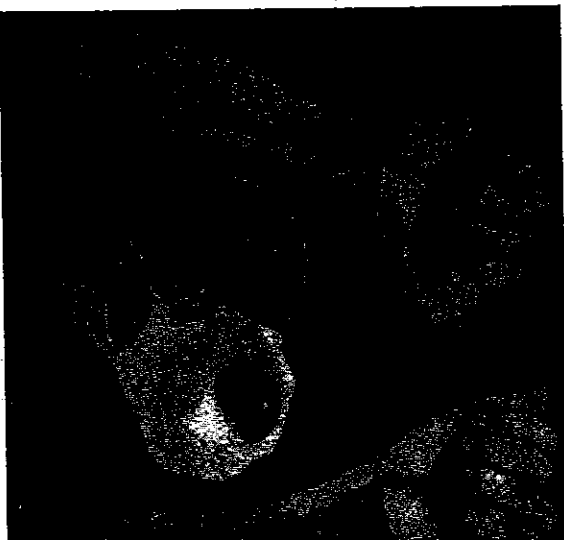
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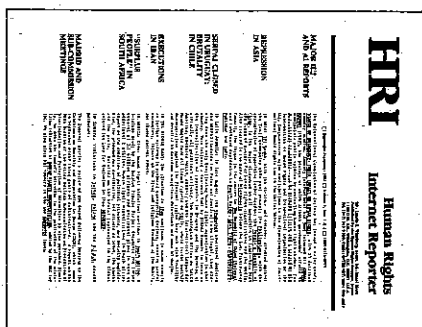
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 Intended to facilitate the work of researchers, librarians and documentalists in the field of international human rights, the Manual describes all relevant references and research data banks, bibliographies, fugitive materials, governmental and inter-governmental documents.

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George Hopington Scott

March 1989

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Hazel few material
Donald Freiberg
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Declaration

Declaration
in behalf of
Jorge Hopington-Scott

I ROR Declare as follows:

Why making: in support of Political
Asylum in U.S.

- Basis:
- my qualifications.
 - How you know Jorge or Mercedes or family.
 - Specifically what Jorge or Mercedes has been overheard.
 - Situation of Michitos
 - What happens to an Indian who speaks out.

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Background: Why are these forests disappearing and what is at stake?

Deforestation is occurring precisely because many less developed countries are seeking a better standard of living through exploiting the natural resources available to them, in this case the hardwoods, such as mahogany and teak, of their natural rain forests. While logging these forests may provide temporary relief in a nation's balance of payments, the long-term social and ecological debt created by such exploitation is staggering.

A tropical forest is an unusually fragile ecosystem. Its soils are extremely thin, its climate dependent on the moisture-retaining qualities of the thick vegetative cover. While cutting selectively from the forest with careful replanting can preserve its integrity, the wholesale clearcutting taking place in so many areas of the world is leading to massive deforestation and ecosystem destruction. Trees cannot be replanted because, once the vegetative cover is clearcut, the soils wash away with the rains. New vegetation cannot take root in the hardpan and dust that remain. Meanwhile, the hundreds of plant and animal species dependent on the forests die locally and, at an alarming rate, go completely extinct as their habitat disappears.

But there is a social cost that threatens to eclipse even the immense ecological cost. As areas are stripped of forest, the sustainable source of firewood for indigenous peoples is depleted, leaving ever larger numbers of people caught in the grip of famine and poverty, with no cheap source of energy for heating or cooking. Direct results of deforestation also include loss of vital arable land, harsher flooding and drought, waterway silting, reduction of hydropower supplies and irrigation water, and potentially uncontrollable changes in climate, rainfall, and atmospheric composition. Loss of biological diversity reduces the critical resources for needed improvement of cultivated plants and domesticated animals, and for discovery of new medicines.

All these disruptive factors are pathways to future chaos in many of the world's developing nations--chaos brought about by social dissatisfaction, deepening economic inequities, and rising political conflict. While there is great concern about forests for their intrinsic values as rich and undisturbed ecosystems, the ever growing deforestation also endangers humanitarian, sustainable development and engenders serious international security concerns.

What can be done: Senate leadership needed

Through its foreign assistance program, the U.S. has the power to greatly decrease deforestation and loss of biological diversity in many key regions. A number of demonstration projects to protect forests through wise management are currently underway throughout the world, funded mainly by non-governmental agencies such as the United Nations.

The United States, through its Agency for International Development (AID), can help this process along in substantial ways. It can, first, divert a small portion of its projects budget for establishing and maintaining protected areas such as national parks

or reserves in critical areas throughout the world. Secondly, it can fund studies of animal and plant species in these critical ecosystems, which can help in the effort to protect endangered plants and animals and the habitat that supports them. These kinds of assistance have already been requested by many less developed countries. Additionally, AID should establish guidelines for our own development assistance programs that ensure that U.S. dollars are not spent in any way that encourages or abets the destruction of tropical rain forests.

Washington Senator Dan Evans, a member of the Senate Foreign Relations Committee, recently conducted hearings on the state of biological diversity and tropical forests worldwide. A key focus of these hearings was a package of two legislative proposals designed to address the acute situation of our world's rain forests. Senate bill 1748 (S.1748) would direct AID to commit not less than \$10 million of its more than \$6 billion budget for projects to protect biological diversity in developing countries. In addition, it would require that AID review its own environmental regulations and policies to ensure that ongoing and proposed activities do not endanger wildlife species or their critical habitats, or harm protected areas such as national parks and preserves. The second proposed bill, S.1747, would require AID to provide assistance only to those programs in developing countries which place a high priority on forest conservation and sustainable management. Similar legislation has already been passed by the House of Representatives' Foreign Affairs Committee.

The goals of this legislation are straightforward and clear. We must do our part to ensure a halt to the devastation of rain forests if sustainable development is to be achieved and our world's ecosystems preserved. Washingtonians who are concerned about the fate of the world's tropical rain forests have a particularly important role to play. Because Senator Evans chaired the committee hearing on these bills, other members of the committee are looking to him for advice on this issue. His active support is needed if this legislation is to move forward. We must all urge the Senator to actively support the measures, pass them out of committee, and help provide the much needed U.S. leadership in the international effort to halt the environmental and social tragedy of tropical deforestation.

A task force established in Washington, D.C. to study the deforestation problem wisely noted at the beginning of its conclusive report: "The arithmetic of prevention is almost always persuasive; somehow we have to invent a politics of prevention that can match the politics of crises."

Material prepared by the Northwest Office of the Sierra Club, 1516 Melrose Avenue, Seattle, WA 98122.

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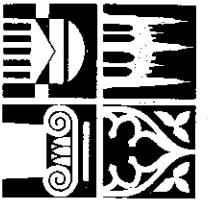
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