

Community Advisory Council Meeting
February 14th, 2023

Present: Jen Irving, Maka Black Elk, Billy Critchley-Menor, Mary Irving, Red Dog Balles, Rueben Weston

1. Prayer/Meal
2. Review of T&H Activities
 - a. Oral History Project
 - i. What happens to the testimony?
 - b. Excavation of Drexel Basement
 - i. In May 2022, Marsha Small and OVAI did a public demonstration of GPR technology in the front field of Red Cloud. They also scanned a testimonial site that might have been an unmarked grave in the basement of Drexel Hall. The results of the scan were published in August and shared publicly on Red Cloud's social media and website. With anomalies present, they recommended an excavation.
 - ii. Marsha Small and OVAI came in November to excavate the site in the Drexel Hall basement. The FBI was present for this process. The result was that there was no indication of any graves present. The anomalies were mortar and remnants from buildings and rodent burrows. No evidence of previous graves—the soil was undisturbed. The full report from Marsha Small and OVA is forthcoming.
 - iii. Currently, we are on pause with any GPR-related projects. Ideally, when the project has more funding, we will pursue a larger mapping project of the historic cemetery.
 - c. Research Coordinator Progress
 - i. Red Cloud hired Gabrielle Guillerm in September to be a full-time researcher based in the archives at Marquette University.
 - ii. She is pursuing several projects: making a full and definitive list of who attended HRM from the beginning until the closure of the boarding school. The ultimate goal is to take this list and cross reference it with where all of these individuals ended up, to determine a fuller picture of what happened to each student at HRM as much as we can determine.
 - iii. She is also looking into the land of HRM and ownership and acquisition of land as well as the finances related to HRM. How much did HRM receive from the federal government?
 - iv. These questions and projects came from the Community Advisory Council.
 - v. Gabrielle is planning a public webinar to share initial findings on March 14th.
 - d. Visit from Fr. Arturo Sosa, SJ
 - i. Fr. Sosa—Superior General of the Jesuits—visited Red Cloud in August. He received a letter from leadership of Rosebud and Oglala Sioux Tribes

about the rescinding of the Doctrine of Discovery. He brought this letter to Pope Francis and sent a letter to Red Cloud about his meeting with the Pope. He also offered an apology on behalf of the Jesuits for their role in the boarding school project while he was present.

- e. Tribal Task Force
 - i. In October, the OST voted to create a Tribal Task Force to look into the history of the boarding schools on Pine Ridge: HRM, OCS, and OLL. We have not heard anything about this Task Force since it was established. Red Cloud is looking forward to working with this Task Force.
 - ii. It is important to reach out to the Tribe to continue asking about their progress on this Task Force and for Red Cloud to support and work with them.
 - iii. When the task force was created, there was no money attached to it.
 - iv. It is important to examine the histories of both Pine Ridge (OCS) and HRM. They are both boarding schools with similar histories. Red Cloud is receiving more attention potentially because the Catholic Church is not well-liked publicly.
 - v. Chris Eagle Hawk and Robert Two Crow is part of a group of former boarders from OCS. A group of former boarders created a group that sweats together and talks about their experience at the boarding school. He said, what made it worse is that at OCS the boarders felt they had difficult experiences with members of their own tribal community.
 - f. Rapid City Conference
 - i. The Project held a conference on Jan. 28th in conjunction with the Diocese of Rapid City in order to bring together Native and Non-Native Catholics to talk about the history of the boarding schools, colonialism, and the relationship between the Church and Native communities. Even with a big snowstorm, 55 people came in person and 24 people were present on Zoom. This was a helpful event to introduce more people to the topic and history of boarding schools. It brought more people into the conversation.
 - ii. There is a recording of the conference that we can publish on our website.
 - g. Boarding School Curriculum
 - i. Continuing to be developed by Lakota teachers across K-12 grades to address this history among our students. The high school implemented a modified pilot of this curriculum that includes sessions with all of the grades at different points throughout the year about the boarding schools and colonialism.
 - ii. The full implementation of the curriculum will begin next year.
3. Questions:
- a. The Project might be challenged by the fact that there hasn't been a full scan/survey of the entire Red Cloud Campus.

- b. Reuben Weston suggested the possibility of bringing the OSC Traditional Cultural Specialists (TCS) to survey the campus and do a sample inventory of an area. Based on the inventory, we could choose where to use GPR. Some of this could be based on oral history, but could also be based on what is on the surface of the ground. An archeological study would show that there were multiple things happening on this land historically (the 7th Cavalry camped along the river), and it would also show evidence from the boarding school attendees' activities on the campus grounds. It is suggested that this happen as soon as the snow melts.
 - c. Maka asked for a proposal on making this ground survey happen including persons, cost, and timeframe. This could help connect stories from the oral history project that show where students engaged in certain activities and where old homes, buildings, and farmland were.
 - d. Maka and Rueben will follow up on this.
4. Cemetery Plot Maps
- a. Are there resources available for finding where specific people are buried whose markers have been lost?
 - b. The historic maps of the cemetery have been sent for digital imaging. It is possible to use the historic maps and the markers that are still present to help people find where their relatives are buried.
 - c. This is in the long-term vision for cemetery care—a topographical survey and remarking graves that are no longer marked.
5. Planning Session
- a. Maka will be exiting from Red Cloud this summer and so Red Cloud will be hiring a new director of Truth and Healing.
 - b. Goals/Objectives
 - i. Oral History Project
 - 1. Continuing to collect stories as they come forward
 - 2. Create a larger story from the oral histories about broader questions like 1) What was a typical day like 2) When did things change, etc.
 - 3. Use the histories as a part of the curriculum to show students what happened at the school in its detail (how they ate, how they spent their time, etc)
 - 4. Possibilities: a day in the life books, videos,
 - 5. Example: Crazy Horse school students met with Elders from the Wanbli area and collected their histories
 - 6. Transcriptions of the stories.
 - 7. Re-creation of the day that could be used in an interactive activity for students so they could go through it and experience it.
 - 8. Like the Holocaust Museum: interactive cards/stories from people who went to the school and what happened to them and where they ended up. Brief bios (What family they came from, what district, etc.) This could happen on a certain day, a weekend, a week-long activity.

9. Long-term: an interpretive center at THC that could have some interactive things with the oral histories.
 10. Could we find a way to ask the former boarders not only about what they experienced THEN at the boarding school but what they did with their lives and how they were resilient and how they want to be remembered. Want to bring out how they persevered despite what they experienced. This could be done in a Round Two.
 11. Oral histories of staff who were here during the boarding school era, including Lakota staff members
- ii. Research in the Archives
1. Comprehensive List of Boarders (with a statistic of students who died and where they died/were buried)
 2. Financial History
 3. Land History
 4. Webinar of preliminary findings: March
 5. More webinars and also presentations in person
 6. Roaming teaching tool/pop-up tent/exhibit like that could travel (March Pow-wow LNI, etc)
 7. Creating placards that are movable with pieces of the history that people can add to...that are brought up and placed in different areas for people to see.
 8. Ways for the community to contribute to the research.
 9. Gabrielle to present in the high school
 10. Some presentation or information on how to find information in the archives from afar. User guide for folks to access things in the archives.
 11. A panel with Mary, Cecilia, Red Dog to talk about their experience, findings. We could make it by invitation to ensure space was adequate and also broadcast it and record it.
- iii. Cemetery/Campus Survey
1. TCS Survey of the campus: Reuben Weston
 2. Topological Survey and Virtual Map of the Historic Cemetery

6. Close