

Warm Springs and Wasco...

Another Indian language lesson

Now that you know all the basic vowels and most of the consonants of Warm Springs and Wasco, you'll find that you can read a great many words; you may want to look back at some of the texts we published in previous issues and find all the words you can now read.

If you do this, or if you look back at a few of the words we used last issue, you will find that the vowel letters do not always occur simply. In Warm Springs, they are sometimes doubled, as in *cuss* ("water"); and in both Wasco and Warm Springs, two different vowels will sometimes occur next to each other as in *cau* ("not") in Warm Springs and *ibaubaumat* ("drum") in Wasco.

The reason for the double letters in as follows. In both Warm Springs and Wasco, vowels can be pronounced short

or long (drawn-out). In Wasco, the length of a vowel never distinguishes one word from another; the stressed vowel of a word is lengthened solely to give emphasis to that word. This is not the case in Warm Springs; sometimes the only difference between two Warm Springs words is in the length of a vowel, as in *wasat* ("to ride") versus *waasat* ("to worship-dance"). As you can see, we write long vowels in Warm Springs simply by doubling the appropriate vowel letter. Thus, we have *man* ("where, at what place") versus *maan* ("where to, to what place"), *maan* (a kind of root) versus *maamn* ("Apaloo-sa horse"), *ku* ("and"), versus *kuuk* ("then"). *Wiyapnit* ("elk") versus *niit* ("house") and *tiit* ("killdeer"), *sulatas* ("short leggings") versus *suul* ("salt")

and words with both short and long vowels like *miimim* ("dove") and *luldu* ("smooth").

In both Warm Springs and Wasco, as in many other languages, it is possible to combine two different vowel sounds to produce what is called a "diphthong" (from a Greek word meaning "two sounds"). If we put the sounds represented by a and i together, we get a sound that sounds somewhat like the English word "eye" (but, which in Warm Springs and Wasco, is shorter than this English sound). If you want to prove to yourself that the sound in "eye" really is a combination of a and i, just start making an a sound followed by an i sound; if you start slowly at first, and then increase the speed at which you move from a to i, you will soon find that the resulting sound is the vowel of "eye." This sound,

logically enough, is written ai in Indian. Some words with this sound are *aicnk* ("sit down") and *alai* ("river bank") in Warm Springs and *naika* ("I, me") and *maika* ("you") in Wasco.

If we put a and u together, the result is a sound much like the vowel in English "cow". (You can test this the same way as for ai, by pronouncing a and u in rapid succession). This sound, written au, occurs in the Warm Springs words *cau* ("not") and *salau* ("lazy") and the Wasco words *daukwa* ("same"), *atautauli* ("can") and *ibaubaumat* ("drum").

If we put the sounds u and i together, we get the sound written ui in the Warm Springs word *anahui* ("brown bear") and the Wasco words *wacuiha* ("blueback salmon") and *aduuiha* ("cow").

Study shows preschool helps

New findings from an authoritative long-term study of the lifetime impact of preschool education offer the strongest evidence to date that preschool education pays off, for participants and for society. The results, presented by High/Scope Educational Research Foundation recently to the U.S. Department of Health and Human Services, show that preschool pays off for participants in better academic performance, lower rates of crime and delinquency and better earnings prospects. They also show that preschool pays off for society in dollars and cents, not only because participants increased their earning power, but also because preschool resulted in reduced costs for special education, welfare and the criminal justice system.

The study, the Ypsilanti Perry Preschool Project, has been conducted for the past 22 years by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. It follows the lives of 123 disadvantaged children from preschool age to the present, comparing the subsequent performance and experience of children who had a high quality preschool program and children who had no preschool. The study has been supported by various government agencies and private foundations. The High/Scope Foundation is conducting the study with the assistance of neighboring school systems, employers, police departments, courts and social welfare agencies.

On a wide range of measures of school and life success, the study shows that by age 19, the latest age for which complete evidence is available, young people who had attended a quality preschool program on average significantly out-performed youngsters who had not.

Major findings are that: *Two out of three of the young people in the preschool group graduated from high school (67 percent), while only one out of two in the no-preschool group graduated (49 percent).

*On a test of functional competence at age 19, 61 percent of the preschool group scored average or above average, while only 38 percent of the no-preschool group did this well.

*The 38 percent rate of enrollment in post-secondary education for the preschool group was nearly double the 21 percent rate of the no-preschool group.

*Only 15 percent of the preschool group were classified at some time during their school years as mentally retarded, while 35 percent of the no-preschool group were so classified. On the average, the preschool group required special education classes for two years, while the no-preschool group required them for three years and six months.

*The detention and arrest rate for the preschool group was 31 percent, as compared to a 51 percent rate for the no-preschool group.

*The teenage pregnancy rate for women in the preschool group was 64 per 100 women,

only about half as great as the rate of 117 per 100 for women in the no-preschool group.

*At age 19, 50 percent of the preschool group were employed, while 32 percent of the no-preschool group were employed.

*Only 18 percent of the preschool group reported that they were currently receiving welfare assistance, as compared to 32 percent of the no-preschool group.

A cost-benefit analysis of the program and its results indicated that investment in the preschool program was a good investment for society.

*The return on the initial investment was equal to three-and-a-half times the cost of two years of preschool and seven times the cost of one year of preschool.

*The economic benefits obtained by the end of high school were sufficient to justify public investment in one year of preschool education for disadvantaged children.

*Major benefits were reduced costs of education and increased earnings, both actual and predicted. Other benefits included decreased costs for crime and welfare assistance.

These findings are more fully described in the newly published monograph.

Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19 (High/Scope Press, 600 N. River Street, Ypsilanti, Michigan 48197, \$15.00 prepaid).

Project directors David P. Weikart and Lawrence J. Schweinhart say they hope these research results will "add to the growing public interest in early childhood education as a good way to invest in the futures of children." They note, "Taxpayers already spend a great deal of money trying to remedy these problems after they occur; preschool can partially prevent these problems from occurring, at a fraction of the cost of remediation."

Dorcas R. Hardy, Assistant Secretary for Human Development Services, said, "The Perry

Preschool Project is an outstanding example of what good early childhood programs can accomplish. Based on over two decades of work, the findings of this careful study present clear evidence that quality early childhood education programs will help poor children overcome later problems." Noting that her agency has recently overseen a major expansion of these services through National Head Start, Miss Hardy added, "These preschool programs like Head Start do make a crucial difference in the lives of the children they serve."

The Perry Preschool Project shows that quality preschool education helps children do better not only in school, but also in the community and the workplace. In this way it has extended the findings of half a dozen other studies that have shown that early educational intervention helps to prevent unnecessary placements in special education and retentions in grade. The Perry Preschool Project is the only one of these studies that includes a benefit-cost analysis of investment in preschool and assessments of criminal behavior and employment. As such, it may be expected to influence budget-minded policy-makers who demand hard evidence that social programs work.

The Perry Preschool study began in Ypsilanti, Michigan in 1962 as an examination of the lives of 123 black children born in poor families and apparently destined for school failure. Half of the families in the study received welfare assistance; 47 percent were single-parent families. Only 21 percent of the mothers and 11 percent of the fathers had graduated from high school.

Children in the study were randomly assigned either to an experimental group who attended preschool or a control group who did not attend. The children and families in these two groups had similar characteristics. For these reasons, any

subsequent differences in the groups may be attributed to the preschool program.

Children in the experimental group attended a high quality program in a preschool classroom for two-and-a-half hours five mornings a week, either for one school year at age four or two school years at ages three and four. The program emphasized active learning, problem-solving, and a high degree of interaction between adults and children and among the children themselves. In addition, the teachers visited each mother and child at home for 90 minutes a week, to arouse the parent's interest in, and attention to, her child's curiosity for learning.

These young people have participated in the study continuously for over two decades. The next phase, now being planned, will assess preschool effects on young adults in their mid-20's.

The research team postulates a "chain of cause and effect," in which preschool improved the intellectual and social competence of participants as they started school. Beginning from this improved position, the children who attended preschool required less special education and subsequently demonstrated higher scholastic achievement. Because they were doing better scholastically, they were more likely to graduate from high school, less likely to engage in crime and be arrested, and more likely to be employed in early adulthood.

Funding for the recent phases of the research has come from the U.S. Department of Health and Human Services and the U.S. Department of Education. The economic analysis received funding from the Levi-Strauss Foundation and the Rosenberg Foundation of San Francisco. Major support for the study over the years has come from Carnegie Corporation of New York. Early support for the project came from the Spencer Foundation, the State of Michigan, and the Ypsilanti Public Schools.



Spilyay Tymoo photo by Behrend

They tore down the hall and put up a parking lot—or so the song sort of goes. The Warm Springs VFW hall was burned this summer and just recently, a parking lot was constructed. Reason for the lot? With the jail renovation and upcoming post office construction, employees in the old administration building and jail will not be allowed to park near the buildings. However the parking change is not expected to take place until next spring.

General Council Meeting October 23 Agency Longhouse Dinner at 6 p.m.

Artists display works

An exhibition of works by 16 well-known Northwest artists will be displayed October 12 through November 9, 1984 at the Madras Senior High School Library.

The 24 pieces in the exhibition are from the Pacific Northwest Collection at the University of Oregon Museum of Art. The museum, through its department of Visual Arts Resources, is touring the works in the United States and Canada.

The exhibition, called "Coastal Viewpoints," consists of paint-

ings, drawings, prints and photographs, all with coastal themes. The artists include Louis Bunce, Morris Graves, Tom Hardy, Charles Heaney, LaVerne Krause, David McCosh, Arthur Runquist and Clair Trotter.

Funding for the exhibition's tour has been provided by the National Endowment for the Arts, the Oregon Arts Commission, the Friends of the Museum, and private foundations. The exhibition is open to the public at no charge. Hours are 8:00 a.m. to 4:00 p.m. Monday through Friday.

Energy saving tips

If it costs \$80.00 per month to heat your home to 72, it will cost you \$114.00 to heat it to 80, of \$24.00 for the extra eight degrees.

If you have a heat pump in

your home make sure that the outside coil does not build up ice in the heating season. It should frost over then defrost. If it doesn't call a repair man right away.

Spilyay Tymoo

Coyote News

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Pat Smith learned Buck Jones' given name is William Johns when she registered him to vote in the upcoming general county, state and national election.