

Alyssa Macy chosen Ms. Indian Arizona State University 1999-2000



Kristina Halona, First Attendant with Alyssa Macy Ms. Indian ASU.

Alyssa Dawamana Macy was crowned Ms. Indian Arizona State University 1999-2000. Macy also received awards for Best Talent and Best Essay in the competition.

She competed against six contestants: Sherri Buckingham, Navajo; Shawna Begay, Navajo; Kristina Halona, Navajo; Evangelita Naswood, Navajo; Teresa Lynch, Navajo; and Val Whiteman, Northern Arapahoe. Kristina Halona was chosen First Attendant Ms. Indian ASU. Val Whiteman received awards for Ms. Congeniality and the Peterson Zah Scholastic Achievement Award.

Macy, age 24, is a member of the Confederated Tribes of Warm Springs. She is the daughter of James Evans Macy and Carla Jean Dalton. She is Wasco, Hopi, Navajo, "I am of the Navajo Big Water Clan and born for the Wasco people," she adds.

Macy is majoring in Justice Studies with an emphasis on American Indian Justice Studies and a minor in Psychology. She is a senior this year needing only 12 credits to graduate.

Macy plans on attending the Public Policy and International Fellowship program at Princeton University this summer. She plans on doing a senior project after she graduates from ASU and then apply for graduate school to pursue a masters degree in Public Administration. She is also interested in pursuing a law degree at the same time. She would like to work in the public policy making of tribal governments in addition to the interface between tribal and federal governments.

She is working with Ms. Indian Arizona, Ms. Phoenix Arizona, Salt River and Gila River royalty, who are interested in putting a group together to speak on the importance of higher education. "I intend on using the crown to continue my work with youth in tribal communities to promote higher education as a means of empowerment for youth and Native communities," says Macy. They are planning on working with American Indian Institute at ASU to achieve their goals.

Following is a portion of the letter received by Macy from Princeton:

Dear Alyssa,
 Congratulations! I am delighted to offer you admission to the Public Policy and International Affairs Junior Summer Institute at Princeton University. We have designed the summer's curriculum to be challenging and stimulating, and we trust that you will get a lot out of it. We have also planned other social and educational activities that we hope you will enjoy, including speakers who will talk about their work in public and international affairs. The program will begin on Saturday, June 12 and will end on Friday, July 30. I can assure you that your summer here will be demanding. I don't say that to alarm you, but rather in hopes that you will come to Princeton prepared for an intensive and fascinating learning experience. The enclosed brochure details the specific nature of our curriculum, which includes statistics, economics, and a policy module on international migration and immigration issues. Your fellowship covers expenses for transportation, housing, meals, and a \$1,000 stipend. We ask that you let us know whether you accept our offer of admission as soon as possible.

Once again, congratulations on your selection, and I hope to see you in June.

Sincerely,
John M. Templeton.

Alyssa also shares her award-winning essay she wrote for the Ms. Indian ASU Pageant.

Indian Country and the Next Millennium

The indigenous people of this continent have braved a monumental amount of change since their first contact with Europeans. The nations that once prospered in the vast expansion of land now called the United States were forcefully removed from their lands, and their beliefs and lifestyles suppressed. This extrication and wresting of traditional

life sustained a long lasting and devastating effects on Indian nations. Despite continuing struggles with issues predominately on reservations in education, health, and economic development, American Indians nevertheless have progressed in important ways.

Our tribal leaders have recognized the benefits of higher education and we have since seen the emergence of Indian scholars in all academic disciplines. Many nations have taken a proactive stance to address social issues by improving the quality of education for children, offering funding for higher education, and developing retention programs for students currently in college. This growing number of highly educated Indian men and women have brought our nations an immense amount of innovation, leadership, and hope for the future. Education has undoubtedly allowed our nations to move towards greater self-sufficiency thus creating a positive change that will continue well into the 21st century. I envision education as the means to empower American Indians in order to move away from the "domestic, dependent, nation" status that we've occupied for too long and to move forward as sovereign nations in control of our destiny thus solving the debate regarding our status as self-governed nations within this country.

The United States has continued to struggle in defining our true status as independent nations and has wavered between the ideologies of assimilation and separation. These two conflicting ideas have been used as the foundation for which decisions regarding Indian people have been made. These same decisions have been handed down to us from politicians and leaders who've had little or no understanding of our unique and complex societies. Furthermore, non-Indians have assumed that Indian people were incompetent and unable to do an adequate job of governing their land, people, and resources. The result has been chaos for my own and many other nations as we've been forced to

implement public policy that has clashed with our cultural norms.

Non-Indians who did not reside within our tribal lands have historically dictated policy. I anticipate that the next millennium will bring great change to that aspect of tribal life. In this century, politicians attempted to solve the "Indian problem" by enacting the Indian Reorganization Act (IRA) of 1934 that allowed tribes to reorganize as constitutional democracies. The federal government at the time assumed that we could form governments consistent with political norms established by the European settlers. However, during the 1930s, most Indian people were inexperienced in administering the foreign institutions implicated in a constitutional democracy. As they have done in the past, non-Indian politicians have offered an illusory solution to a problem that encompassed more than what the IRA could fix. The effectiveness of this act, and others implemented in this century, has continued to be debated by Indians and non-Indians alike. As a result, the control of public policy has remained in non-Indian hands.

This increase in Indian scholars will also allow our people to enter into the ongoing debate about Indian sovereignty equipped with an understanding of federal Indian law and our own traditional forms of justice, government, values, and customs. It is not that we have been uneducated in our own ways, it is that, we have been ineffective in communicating our own beliefs to a western world. Communication is absolutely essential to mutual respect and understanding between nations. By increasing our education, we will invariably become effective major political players and continue to regain control over the institutions on tribal lands that have historically been controlled by non-Indians and the federal government. As more tribes move toward self-sufficiency, the federal government will have to reassess its notion that tribes are "domestic, dependent, nations" that they have plenary power to control.

In the next millennium, I believe that Indian nations will make great strides towards self-sufficiency. Many tribes, such as the Mashantucket Pequot Nation, have declined to take federal handouts for programs and services on their reservation. Instead, they've utilized Indian gaming as a means of bringing economic prosperity to the Nation. The Pequot people have used this money to improve education and encourage further exploration of Indian people by designing a state of the art research facility. The next millennium will undoubtedly produce more educated Native peoples. These future leaders will be equipped with a plethora of knowledge, experience, and innovation from all academic disciplines that will be vital to the economic growth and prosperity of our tribes. In the future, education will allow more nations to terminate the long-standing dependence on federal funding for programs and services on tribal land.

My generations, and the generations to follow, carry a huge responsibility to our people. As generations before us travel through the circle of life, it is inevitable that many will join our ancestors in the spirit world. As these people pass, we will be left with the responsibility of maintaining and preserving our cultures, securing economic development, maintaining criminal and civil jurisdiction, educating our youth, and preserving our water, hunting, and fishing rights. Many Indian nations continue to struggle economically and it is the responsibility of all nations to ensure that Indian people prosper in this country. Indian people also need to support these goals by becoming educated on issues related to Indian sovereignty and western forms of government and thinking. The challenge presented will be answered by Indian people throughout this country as we work together to make Indian country a better place to live by synthesizing the best of indigenous past and present as we work towards the future.

News from the Indian Health & Wellness Center-Nursing



PUBLIC HEALTH NURSING

Not much is heard about (or from) health departments these days, unless something goes wrong—a TB or hepatitis outbreak, polluted drinking water, mysterious illnesses, head lice, sexually transmitted diseases, neglected and abused children, elders, animals, drug-affected parents and babies. Even then, the public often does not know who is working to solve the problem.

So, this is the story of public health nursing—behind the scenes (discrete, maintaining confidentiality), assessing, tracking, providing surveillance and advice on health promotion, and injury and disease prevention and control.

Often, those of us in public health nursing hear people say that we "don't do anything." Usually, this really means that people don't know what we do! A good response to this was given by an old IHS doctor when he was told, "I never see that public health nurse!" He answered, "If she doesn't want you to see her, you won't! She knows every back road on the reservation."

Public health nursing has been described as a "functional" nursing practice. That is, the services we provide reflect the constantly changing needs of the community and are not

necessarily determined by stereotypical public expectations. Our obligation is to the community as a whole and to emerging patterns that could effect general health.

Much of our work is with underserved individuals and groups. Many we discover ourselves in our community assessments and case finding, and some we learn of through referrals. We provide outreach services to agencies who have need for nursing assessment and intervention (Corrections Department, Warm Springs Elementary, Early Childhood Education, and the Child Protective Services Group Home).

Because of our partnerships with other agencies in the community and our focus on the needs of families, we have become aware of the pervasiveness of violence throughout the community. Violence, in fact, is the new epidemic facing Warm Springs. Children are the most vulnerable and voiceless group in any population. As such, their needs should be the first to be assessed and addressed. They have been the first to receive gamma globulin in hepatitis A outbreaks, and they should be the first to receive the support, compassion and nurturance in an epidemic of violence.

To address this, an interagency abuse and cruelty prevention program is being initiated by public health nursing. When people develop patterns of cruelty and abuse, they have learned to view their victim as something rather than as another living creature. This sense of separation from others, which allows people to act violently toward other people or animals, develops subtly from

early childhood, even infancy, often from personal experiences of abuse (being a victim). The pattern that follows is expressed on a continuum of behavior from depression, verbal expressions of disrespect and anger, to physical violence.

In the past, these childhood behaviors, such as cruelty to animals, have not been identified as red flags for future violent patterns, and there have been no interventions. Recently, the Early Childhood Education Center has been investigating a non-violent curriculum, and a Mental Health Program is being developed for the Head Start and Early Head Start Programs as ways to provide alternative learning experiences that do not include violence and insensitivity toward others.

Warm Springs already has sophisticated, interagency agreements that could be enhanced to include cooperative investigation of abusive situations. When the police and child protective services find child abuse or neglect, animal abuse and elder abuse can usually be found at the same home. And conversely, when animal control officers respond to reports of animal abuse or neglect, they usually find evidence of human domestic violence. The development of an interagency, interspecies abuse and cruelty prevention and reporting system would streamline efforts in treatment for abuse victims, and also might provide opportunities for intervention in the life of abusers-or potential abusers.

Prevention is always cheaper financially than treatment after the damage is done. For example, keeping your blood sugar down costs less than going to dialysis or having your

leg amputated from the complications of high blood sugar. Controlling your blood pressure is cheaper than being in a nursing home because you can't care for yourself after you have had a stroke that could have been prevented.

Money is a small price to pay, however, compared to the cost of human suffering. Consider the child who learns that when Dad gets mad at Mom, he beats her and yells at the children. We may not know what this feels like, but we should be able to guess that it's frightening. What does this fear do to a baby? Recent studies comparing the experiences of children from the Bosnian war with children from violent homes showed that children of war knew that life was not like war, that there had been a better time, and that the bad times were not their fault. Children from violent homes, however, never knew anything else, thought that life was dangerous, terrifying, and that they were not only helpless and small but somehow to blame.

We must take the experiences of all victims of all abuse seriously, and provide compassionate and nurturing intervention. This epidemic of violence cannot be accepted as "just how things are." That's the response of adult children of domestic violence who do not remember when there was no violence, and who feel sad and at fault. Public health nurses fill one niche in the effort to address community health issues, which necessarily include domestic violence. However, domestic violence must be addressed by a strong, multifaceted community network to stop the epidemic and dissolve the belief that abuse is "just how things are."

Raffle to be held May 7

"Made In Warm Springs Raffle" Head Start is hosting their annual "Made-In-Warm Springs Raffle". Raffle items donated by parents and staff are on display at the ECE Lobby. Ask your favorite Head Start Parent or Teacher for tickets...\$1 each or 6 for \$5.00 Proceeds go towards supplies, materials, and food for children and family activities throughout the school year.

Cooking class changes day

Thursday Evening Cooking Class has been changed to a new day and time. Class will now be on Friday(s), 12 noon to 2 p.m. at the Health & Wellness Center Kitchen Conference room. The next class will be Friday, May 7, at the H & W Center. This will be on a trial basis only.

Questions and comments can be directed to Lillian January, Nutrition Department, 553-2460. All input is welcome!

Several WIC, prenatal clients and children attend the classes. Community members are always welcome.

Upcoming Powwows

Eastern OR University 29th Annual Spring Powwow & Celebration; at LaGrand, OR. Saturday, May 8, 1999; For more information contact: Native American Program; Eastern OR Univ.; 1410 "L" Avenue; LaGrande, OR 97850 or phone (541)962-3741 FAX (541)962-3849;

Annual Powwow-In Honor of our Children; Saturday May 15, 1999 at the Kelso High School Gym, Kelso WA. For more information, contact Judy Duff (360)575-7437 or Shelley Hamrick (360)577-2451 for

general information.

Native American Festival at the COCC Native American Student Union, Tuesday May 18, 1999 outside the Deschutes Hall. For more information call the COCC at (541)383-7700.

The Clark College Totem Pole Completion Ceremony & Gathering Powwow by Native American Student's Council & Title IX Indian Ed. Program; Vancouver, WA 98663; Thursday May 20, Friday May 21, 1999. For more info contact: Jim Craven (360) 992-2283)

New farm program announced

The USDA Farm Service Agency announced a new farm program, the Dairy Marketing Loss Assistance Program. The Agriculture, Rural Development, Food & Drug Administration and Related Agencies Appropriations Act 1999, provides that \$200 million is available to provide assistance to dairy farmers.

Producers qualify for the direct cash payment if their dairy operation marketed milk commercially in the United States anytime during the fourth quarter of 1998. Sign-up will be April 12, 1999 through May 21,

1999. Persons may apply at the Farm Service Agency Office, 625 SE Salmon Ave., Redmond, OR or call (541)9234358.

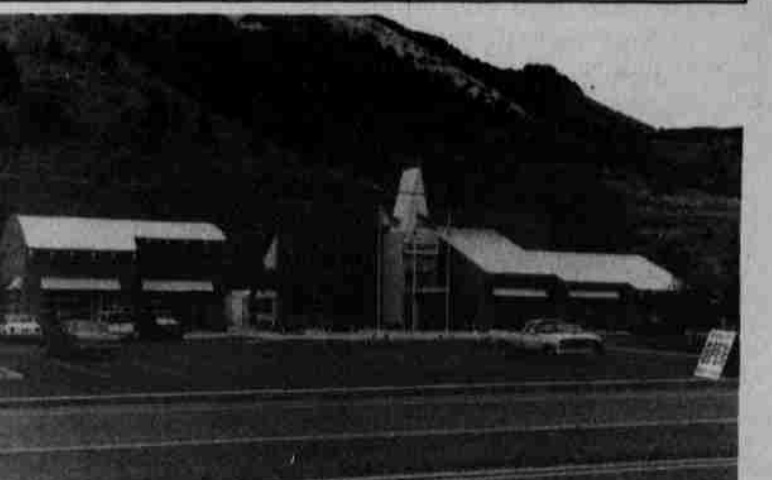
Health Fair Day

Sponsored by IHS & Head Start May 20, 1999 8:30 to 3:00 by appointment only Call 553-3241 Head Start office for appointments
 Featuring Physical Exams, Update Immunizations, Head Start registration, Transition to Kindergarten.

Attention

Indian Trail Restaurant is now accepting quality arts and crafts on consignment for sale to the public.

Interested artists and craftspersons may contact Richard or Vivian Macy at Indian Trail Restaurant at the Plaza at Warm Springs. (541) 553-1206



"Recycler of the Month" Warm Springs Sanitation and landfill would like to thank the owner and employees of the "Indian Trail Restaurant". The home of the "Trailburger" 1/2 pound of beef (try one). With their help we were able to recycle over one tone of cardboard last month. Thank you Warm Springs. Remember, every little bit helps. Also the dumpsters by the community center was moved to the old BIA Roads per request by the Community Center for sanitation reasons.

Seeking artists

The Port of Portland is pleased to invite artists or artists teams to submit qualifications for a public art program in conjunction with the construction of its new headquarters' building in downtown Portland. The budget for the program is approximately \$150,000.

Satus Powwow to be held in May

The committee of the Satus Longhouse pow wow would like to invite everyone to Satus on Mother's Day weekend, May 6, 7, 8 and 9, 1999. On May 6 the Longhouse will open with memorials and other ceremonies to begin the weekend. Pow wow will start on Friday night.

Candidates are being sought out for ticket sales. Each will get a percentage along with other prizes. Senior queen candidates should be

deadline), late applications will not be accepted and will be returned to the artist. Artists present to committee finalist(s) selected the week of July 26, 1999 and instillation is to be negotiated.

Questions: Contact Eloise Damrosch, Public Art Director-voice: (503)823-5400.

tween the ages of 13 and 19 with no children and single. Junior candidates ages from 3 to 12. The head staff will be announced at a later time. Any questions can contact any SLPW committee members or call Roy Dick at (509) 854-1012 for more information. Board of directors are Roy Dick, Donna Sampson, Sharon Dick and Rose Sampson. The Satus Longhouse Pow wow is a non-profit organization.

Thanks to all

To the editor, We would like to take a little time to say a "Big Thank You" to everyone that showed up for Johnnie LeClaire's Birthday Dinner on Sunday, 4-25-99, at the Agency Longhouse.

We would like to thank Anna, Vicky, and Mernie Polk for helping prepare the food for Johnnie's dinner.

Thank you and we love you all,
 Phyllis Tohet & Johnnie LeClaire

Matt Clements Jr.
 Happy 6th on May 6th
 May this day be pretty happy...K
 One year older alright...
 by the way congratulations on being Student of the Month
 Good Job!
 Love you lots son,
 Denise & Bruce

Happy Birthday-May 6th To Lil' Matthew James, "E Moatse"
 We are wishing you a very "Happy Birthday" and hope that you have a lot of fun! You have brought a lot of joy to our lives, watching you grow to a big boy, keep up the good work in school and also keep on practicing your hoops!

Lots of love,
 Togo'o Harry & Moo'a Pat,
 Aatse-Uncle "H", Anthony,
 Nanumu-cousins, Jovon & Trent