

Green receives award for Most Outstanding Graduate in Law Enforcement

Starla Green just recently graduated with the Class of 2000 with her Bachelors Degree in Criminal Justice from Western Oregon University and a minor in Anthropology with a 3.5 GPA. Starla returned to finish her degree after working for the tribes for four years. Prior to graduation, Starla was honored with an award for Most Outstanding Graduate in Law Enforcement, presented to her from the program professors. She also received a recognition award for her participation in WOU Multicultural Student Union. Starla took part in activities such as a panelist of the Women of Color Conference, opened ceremonies during cultural activities on campus and was guest speaker in neighboring elementary school classrooms. Also during her time at WOU, she held the office as President of the Criminal Justice Club and remained active with the club until her graduation in June. She is also a member of the National Criminal Justice Association.

While away at college, Starla continued her career in criminal jus-

tice and public safety. She holds a national instructor's certificate in Child Passenger Safety. She is the only Native American Technician Instructor across the nation. While at college, she had been invited to speak and spoke at the National Highway Administration's national LifeSavers Conference about her involvement in traffic safety/education programs in diverse communities. After speaking at that conference, she had been invited to help teach and share her knowledge with smaller tribal agencies across the northwest. Starla has also appeared on television and radio stations throughout Central Oregon regarding traffic safety issues. She is also a Traffic Strategies Instructor that instructs police officers across the State on traffic safety issues.

Starla travels across the state and is a part of an elite team that creates technicians to assist in the struggle for the proper use of Child Safety Seats. She also travels across the State and assists in operating Car Seat Clinics for several different agencies. She has made contacts



Starla receiving award from Doctor Stevenson for Most Outstanding Graduate in Law Enforcement at Western Oregon University, class of 2000

throughout Oregon and is well known for her knowledge, involvement and dedication in traffic safety and child passenger safety.

Another great accomplishment that Starla has completed is her involvement with the Oregon Department of Transportation. During an internship with the Traffic Safety Section, Starla was given the honor and responsibility of researching and developing Oregon's curriculum for the Alternative Sentencing Program. This State program is being used throughout the state in "Traffic Schools". Individuals that choose to go to traffic school, in lieu of paying a fine, will sit in a class that Starla has developed.

We are very proud of Starla and her most recent and greatest accomplishments. She has higher goals that she is now setting out to accomplish. One is to eventually complete her master's degree and she will soon be teaching at Oregon's Police Academy, again teaching police officers from across the state. Currently, she

is eligible for an advanced certificate as a police officer and is waiting employment with top police agencies in the state. She just has to decide which agency she will choose to go to work for. I am sure that which ever agency she decided to go to, they will be most satisfied with the knowledge and abilities that she possess.

Starla has set many of these goals when she was a young girl. It has taken her a few extra years then she expected to accomplish them, but she has. Now that she has conquered many tasks and cleared many barriers, she is now in search for much higher goals and dreams. She still lives by her words: "If you want it bad enough, you can do it. No matter who you are or where you come from, all you have to do is try. There is nothing you can not do." We are very proud of Starla and wanted to share our happiness and honor with our people, for she is very modest and will not tell people what she has been doing these days.

To all High School Students,

The Education Committee would like all students in High School to turn in their report cards from last seminar (June 2000) with 3 point and up for Incentive GPA's. Bring to the Tribal Council office to Education committee Secretary no later than February 8th, 2001. Thank you for your cooperation.

Warm Springs Elementary School news update

Calendar Updates

January

26th - No School Bldg Inservice & report card preparation

February

1st - Awards Assembly K-2 @ 8:50 and 3rd & 4th @ 9:30 a.m.

19th - No School President's Day Holiday

Winter Carnival

The Winter Carnival held on December 14th had a net profit of \$2,050.20. Proceeds from the carnival will go toward the purchase of 4 scanners for the Accelerated Math program currently being used by WSE. Thank you for your support at the carnival.

Blazer game raffle tickets for 5 different games are still available in the WSE office until January 12th. The tickets are \$2 each. The tickets were \$2 each or 3 for \$5. There were one tick drawn for each of the 4 games and each win received 4 tickets. The drawings were held on January 16th. The games were: Blazers vs Bulls 1/30/01; Blazers vs Timberwolves 2/13/01; Blazers vs Nuggets 2/20/01; Blazers vs Clippers 3/26/01; and Blazers vs Warriors 4/10/01.

It's not too late to fill out a school meal application

Has someone in your household recently become unemployed? Do you have a new baby or person that has been added to your household that you are supporting with your income? If either of these situations

apply to your family and your children are currently on a reduced or full-price meal plan, please contact the WSE school office as soon as possible to see if you are eligible for free or reduced meals. Applications are available in the office throughout the school year. Assistance is available to help you fill out your application even if your children are attending another school(s) within the 509-J district. If you have any questions regarding the application process, please don't hesitate to call Chelle at the school office at 553-1128.

Accelerated Readers Family Night

Warm Springs Elementary hosted an Accelerated Readers Family night on January 17, 2001 on January 17th from 5:30 to 7 p.m. Parents were invited to come to their children's classes to learn about the Accelerated Reader program that Warm Springs Elementary students are using. Books will be available in the classrooms for parents to read with their children and the teachers were on hand to explain the program to the parents.

School Report Cards

On January 18th the state Superintendent of Public Instruction will issue report cards for every public school in Oregon. The report cards will be available at all school district offices and schools and will be sent home by January 31st. They also will be posted on the Department of

Phoenix, Ariz.--A groundbreaking exhibition exploring the deep and lasting impact of boarding schools on Native Americans opened at the Heard Museum on November 18, 2000.

"The boarding school experience is crucial to understanding Native America today," says Margaret Archuleta, Pueblo/Hispanic, curator of fine art for the Heard Museum and *Remembering Our Indian School Days: The Boarding School Experience*. "This exhibit allows visitors—both Native and non-Native—the opportunity to understand the collective history of Indian boarding schools, and to understand how that history has influenced contemporary Native American life."

Remembering Our Indian School Days is unique because it is the first exhibition to explore the role of the Bureau of Indian Affairs (BIA) with relation to education. A multi-sensory experience that incorporates voices, music, tactile elements and visual images along with textual information, the exhibit engages visitors by presenting the common experience of education in the uncommon setting of the boarding school and blurs the distinction between Indian and non-Indian.

Remembering Our Indian School Days celebrates the spirit of survival. Originally established to "civilize" Native Americans into mainstream society, Indian boarding schools became a shaping force of a national Native American identity.

"This is not just a part of Native American history; it is an important element of American history in its entirety," Archuleta says. "Indian or not, this exhibit is an important examination of our society both past and present."

1879 to the 1990s Federally run Indian boarding schools became a key element of the widespread national effort to "Americanize" Native Americans beginning in the late 19th

century. The BIA's first official boarding school, Carlisle Indian School, was established in 1879 in Carlisle, Pa. Because a comprehensive listing has never been created, the actual number of Indian boarding schools is unknown. The number of Indian boarding schools established since 1879 is estimated to be in the hundreds. Today, four BIA boarding schools—Chemawa Indian School at Forest Grove, Ore., Sherman Indian School at Riverside, Calif., Flandreau Indian School at Flandreau, S.D., and Riverside Indian School at Anadarko, Okla.—are currently in use.

Indian boarding schools have operated parallel to the mainstream education system historically. Curricula changed emphases according to the changes in mainstream curricula, emphasizing agriculture from 1879 to 1910, vocational education from 1910 to 1960, academia from 1960 to 1990, and reform and college preparation in the 1990s. Cultural programming generally was limited until the 1960s, when many tribes began to oversee the schools.

The primary difference between Indian boarding schools and the mainstream education systems was segregation. Historically, only two groups—African Americans and Native Americans—were segregated from mainstream education systems. African Americans were integrated with the Civil Rights Movement. Today, Native Americans continue to be segregated from mainstream education systems, reinforcing misunderstanding and stereotypes. *Remembering Our Indian School Days* breaks down the walls of misunderstanding by presenting the common experiences of the American education system.

Acculturation and Assimilation Boarding schools separated children from their families and tribal cultures and required conformity to Euro-American society. The boarding school experience thrust Native

children into an unfamiliar environment. Children were abruptly taken from their families and homes and placed in government-run boarding schools around the country. Converting in one's Native language was strictly forbidden, and students were required to wear standard-issue Euro-American clothing.

Many students who arrived at the schools with long hair, which is spiritually symbolic for many Native cultures, received haircuts immediately following their arrival. Traditionally an act associated with special ceremonies, hair cutting became one of the most immediate and devastating experiences of boarding school life for Native Americans. The wearing of long hair has served as a powerful symbol of personal identity throughout the boarding school history.

Making the Schools Their Own Although initially operated from a fundamentally Anglo-European structure, Indian boarding schools evolved with the national Native American identity. Sports, music and arts programs provided students with an important means of achieving competency in a world previously unfamiliar. The students' successes in these programs became a source of pride not only for the students but for the community as a whole.

Carlisle Indian School student Louis Tewanima, Hopi, is one such example of the students' individual and collective successes. Tewanima, a silver medalist in the 1912 Olympics, is remembered every Labor Day weekend at Shungopavi, Ariz., where a race is run in his honor. The event attracts runners from across the nation. His classmate and acclaimed Olympic athlete Jim Thorpe, Sac and Fox, was a football star at Carlisle Indian School.

Another phenomenon of the boarding school experience is the "Indian Princesses." Originating with the strict Victorian values of feminine

behavior instilled in Native students at boarding schools, the princesses became an expression of pride and Indian identity. With the creation of each student's royal clothing, it also became a vehicle for the continuation of traditional Native art forms such as beading and silverworking. A simple parallel can be drawn between the transition from the simple royal sash to full regalia, and the transition from "boarding schools for Indians" to "Indian boarding schools."

Remembering Our Indian School Days incorporates a variety of audio and atmospheric elements to immerse visitors in the experience of Indian boarding schools. Each of the exhibition's 10 sections is constructed to emulate different boarding school experiences and environments, from the arrival to classrooms and dorm rooms. Hands-on stations will also be present throughout the exhibit, enabling visitors to interact with the exhibition.

Remembering Our Indian School Days: The Boarding School Experience is generously supported by the National Endowment for the Humanities, with additional support from The Rockefeller Foundation, Bank of America, Intel Corporation, The Arizona Republic and Mr. & Mrs. William Freeman.

Remembering Our Indian School Days: The Boarding School Experience is a long-term exhibition that will remain on display for several years. The publication that accompanies the exhibition—*Away From Home: American Indian Boarding School Experiences*—is available from the Heard Museum Shop and Bookstore for \$29.95.

A variety of color slides and black and white photographs are available. Please call Rebecca Stenholm at 602/251-0218.

Heard Museum—Native Cultures and Art, 2301 North Central Ave., Phoenix, Arizona 85004; Public information 602-252-8840; www.heard.org.

Indian Health Service offers Scholarships

The Indian Health Scholarship Program is now accepting applications for the academic year 2001-2002 awards cycle. Full-time and part-time academic scholarships will be funded for each of the three (3) scholarship programs listed below:

Health Professions Preparatory Scholarship awards are made to American Indian or Alaskan Natives (1) who have successfully completed high school education or high school equivalency and (2) who have been accepted for enrollment in a compensatory, pre-professional general education courses or curriculum. Support is limited to 2 years for full-time students and the part-time equivalent of 2 years not to exceed 4 years for part-time students. Eligible academic programs being considered are:

- Pre-Dietetics
- Pre-Engineering
- Pre-Medical Technology
- Pre-Nursing
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Social Work (Jr. and Sr. undergraduate years)

Health Professions Prerequisite Scholarships awards are made to American Indian or Alaskan Natives (1) who have successfully completed high school education or high school equivalency and (2) who have been accepted for enrollment or are enrolled in an accredited pregraduate program leading to a baccalaureate degree in:

- Pre-Medicine
 - Pre-Dentistry
- Support is limited to 4 years for full-time students and the part-time equivalent of 4 years not to ex-

ceed 8 years for part-time students.

Health Professions Scholarships are awarded only to individuals who are members of a Federally recognized tribe and (2) must be enrolled in an appropriately accredited school and pursuing a course of study in one of the health professional programs as follows:

- Associate Degree Nursing
- Chemical Dependency Counseling
- Civil Engineering, B.S. Degree
- Clinical Psychology, Ph.D. Program Only
- Coding Specialist, Certificate Program
- Dentistry
- Dietician, B.S. Degree
- Environmental Engineering, B.S. Degree
- Health Education, Masters Degree Program Only
- Health Records, R.H.I.T. and R.H.I.A.
- Injury Prevention Specialist
- Medical Social Work, Master Degree Program Only
- Medical Technology, B.S. Degree
- Medicine, Allopathic and Osteopathic Programs
 - Nursing, B.S. Degree
 - Nursing, M.S. Degree
 - Nursing, R.N.A.
 - Optometry
 - Para-Optometric
 - Pharmacy, B.S. Degree, Pharm D.
 - Physician Assistant
 - Physical Therapy
 - Podiatry, D.P.M.
 - Public Health, M.P.H. Pro-

gram
y. Public Health Nutrition, Masters Degree Program Only
z. Radiologic Technology, Certificate, Associate Degree, B.S. Degree

aa. Respiratory Therapy, Associate Degree
bb. X-Ray/Ultrasonography

Support is limited to 4 years for full-time students and part-time equivalent of 4 years not to exceed 8 years for part-time students. The Health Professions Scholarship requires a payback obligation that equals each year of support given, with a minimum of 2 years.

Benefits
\$1,018.00 Monthly living stipend
Direct "full" tuition payment to recipient's school
Payment of reasonable educational expenses (as determined by the school)
Available \$400.00 for tutorial expenses (annually)
Scholarship renewed if recipient maintains good academic status

The Deadline for applications is Monday, April 2, 2001. Applications for the 2001-2002 Indian Health Service Scholarship cycle can be requested from:

Division of Personnel Management
Portland Area Indian Health Service
1220 SW Third Ave., Room 440
Portland, OR 97204
(503) 326-2015/6499

Summer internship available

Discover Radio from the Inside Launch your career in broadcasting with a paid summer internship at National Public Radio (NPR) in Washington, DC. Special travel scholarships are available to Native American students accepted into the summer 2001 program.

Every summer NPR offers college students a chance to experience many facets of public radio broadcasting - from working alongside reporters and producers on our more than 35 national programs, to assisting in the coast-to-coast marketing, promotion, and funding of our programs and learning about supporting areas of NPR.

Travel Scholarships for Native American Interns

Six-week Bereavement Recovery Seminar to begin

Mountain View Hospice is sponsoring a six-week Bereavement Recovery Seminar series for adults and children who have lost someone through death. This Bereavement Recovery series is at no cost and will begin Tuesday, February 6 and run weekly through Tuesday, March 13 at Mountain View Hospital District in Madras. The sessions will begin at 6:00 p.m. and will be held in the new Community Education Room located downstairs from the Physical Therapy Department. For more information and to pre-register by February 2, call the Mountain View Hospice office at 475-3882 extension 2310.

Diversity is a keystone of public radio and a very real part of daily life at NPR. To encourage more applicants from Native American communities, NPR has been funded to offer several intern travel scholarships to Native American applicants selected for summer 2001 internships.

The scholarship includes a round-trip airline ticket, housing at a local university (double air-conditioned room) for the length of the internship, and a \$100 subway ticket. NPR summer interns are paid a \$1,500 stipend for working full-time during a ten-week period.

To apply To apply for an internship, complete an application form and submit it with your resume, cover let-

ter, and a writing sample. Application forms may be downloaded from the NPR Web site, at www.npr.org/inside/jobs. You may also obtain an application by sending a written request to the address or fax number on this brochure.

Native American Travel Scholarship Application

To apply, fill out a general internship application as described above and attach written answers to the following two questions. 1) What special qualities would you bring to an internship at NPR? 2) How would an internship at NPR assist you to further your career goals?

NPR Internship Eligibility To be eligible for an internship, applicants must be an undergraduate student, a graduate student, or have graduated within six months of beginning the internship. More information about internship opportunities at NPR is available at www.npr.org/inside/jobs.

For More Information For further information about the travel scholarship and/or NPR's internship program, please contact Claudene Robinson or Debbie Howe in NPR's Staffing Office. Claudene may be reached by e-mail at cbrobinson@npr.org or by phone at (202) 513-2908. Debbie may be reached by e-mail at dhowe@npr.org or by phone at (202) 513-2910. Our toll-free number is 1-800-235-1212 x2908 or x2910.

National Public Radio Human Resources Staffing Office 635 Massachusetts Ave. NW Washington, DC 20001-3753 http://www.npr.org Facsimile: 202.513.3047 NPR is an Equal Opportunity Employer.