

## Letters to the editor

### For Susana

Dear tribal community members,

We are writing this letter on behalf of our mother, Lena Santos, mom to our beloved Apolonia Susana Santos. Our families would like to extend a big thank you to the Warm Springs Confederated Tribes Tribal Council, the Museum at Warm Springs, the museum Board of Regents and directors, sponsors and the tribal community.

Thank you to Carol Leone, museum executive director, including the wonderful staff at the Museum at the Warm Springs, who hosted our beloved sister, Apolonia Susana Santos' art exhibit.

The exhibit opened in conjunction with the Twentieth Anniversary of our tribal museum and annual Pi-Ume-Sha 2013. Susana's art show ran extensively, from June 27 through September 15, and couldn't have been carried off without the museum's huge support. Thank you museum staff, especially Natalie Moody who stayed on top of it all.

Additionally, to Carol we owe a ton of gratitude, for her perseverance and immediate response to all the families' needs and concerns. The end product produced not only these wonderful historic panels of Susana's life, but captured the essence of her passion for the arts. Her dream for a medicine lodge through the healing arts are personally captured on canvas and ceramic sculptures for generations to come to share with our tribal people.

All of Susana's families and friends would personally like to thank the generous support from our tribe and sponsors in putting on not only an honorable, but memorable showing this summer. For those community members who came to honor our sister, we would like to extend a thank you. Thank you to those who came to drum, play the flute, and dance—including Norene Sampson, Miss Warm Springs—in celebration of Apolonia's life and artistic vision.

Much appreciation to KWSO for their continuous support of this artistic venture.

Susana would be so humbly honored to see the traditional meal, including the wonderful salmon bake, prepared by all those involved.

Susana worked unselfishly in promoting art for all Native youth, but dedicated her life to being a born leader and community activist. Additionally, Susana worked for all tribal people, and for those who didn't have a voice.

She was a true visionary and ahead of her time. Susana is, indeed, deeply missed, but her art lives on due to efforts as evidenced through and by our own tribal community support and sponsorships. A big heartfelt thank you. Respectfully,

**Lena Tewee Santos, mother, grandma, great grandma, great great grandma; Juanita and Gary Villa, sister and husband; Cheri Hyde, partner and SantosHyde cofounder; Irene Jiminez and**

**David Felver, sister and partner; Ruben and Paula Santos, brother and wife; Rick Santos and Sue, brother and wife; Albert Santos Jr. and Brenda, brother and wife; Teresa Howe, sister; Apolonia Susana Santos Foundation Board members.**

### To hunters

The Fish and Wildlife Committee is still looking for tribal member men and youth for ceremonial hunting. For information contact Minnie at 541-553-3257.

### JCMS for Veterans

All Veterans and other community members:

You are invited to join Jefferson County Middle School at our Annual Veterans Day Assembly and Parade, to honor those who have served our country.

The assembly and parade will be from 2:30-3:30 p.m. on Tuesday, Nov. 12 at the Jefferson County Middle School (please check in at the office).

Veterans, please join us for refreshments after the parade.

**Butch David**, school liaison.

### Family, friends

To my family and friends,  
Hello! I just wanted everyone to know I'm doing okay, and hope you all are well. I'm in Ontario at Snake River, and miss you all very much. If you would like to write, my sid number is 17702866. I will respond to your letters and hope to hear from any of my friends and family. I'm keeping you all in my thoughts and prayers. I love you all and hope to hear from you soon! James Johnson, 777 Stanton Blvd., Ontario, OR 97914-8335.

### Lil' Brave selling tickets

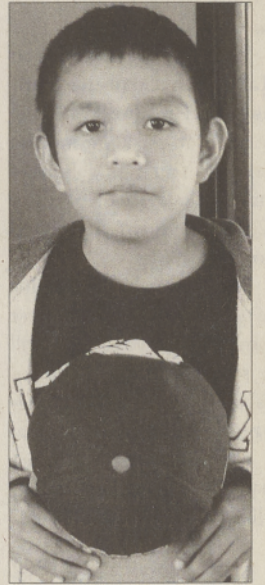
Hello everyone,

My name is Andrew Spotted Eagle. I am 10 years old and a fifth-grader at Warm Spring Elementary.

I am running for the 2013-2014 Lil' Brave for the Mid Columbia River Powwow, being held in Celilo, Oregon, Oct. 25-27.

I am selling raffle tickets for \$1 each or \$10 a book (10 tickets). There are cash prizes, a Kindle Fire, two Blazers tickets, two Seattle Seahawks tickets, Pendleton items, beaded items, gas cards, a Husqvarna chainsaws, and many more...

If you would like to buy tickets, you can contact my grandma "Longhouse Lucy" at Credit, 541-553-2301; or



541-615-0284; or call my Auntie Rosie (in Celilo) at 541-980-9500. Thank you for your time and support.

### Indian Business Talk

## Kids to College savings plans holds promise

**By Bruce Engle**  
Loan officer  
W.S. Credit Enterprise

There are a number of college savings plans around the country.

Some have a matching component where parents and other family members can make deposits, and other "private" monies are used to sweeten the deal and build the account.

Studies are being quoted by the *Kids to College* program in San Francisco that show children with college savings accounts in their names are seven times more likely to graduate college than those who don't have a college savings account. Those studies concentrated on minority communities.

Eight percent was the figure for college graduates prior to the studies that are being quoted.

The goal is to provide financing for education after high school graduation. That could be for trade school or college enrollment.

A key factor is that the children know from the beginning, and throughout their schooling, that the money is for their education and is being deposited by family and "friends."

The "knowing" may even be more important than the money.

Knowing that college is in the future can be motivation for doing well in school—every day and every year. Parents can use it as a reminder, a carrot, a shove, a push, a nudge, whatever.

The idea is to encourage dreams, to reinforce dreams, and to make dreams attainable.

### How it works

San Francisco's plan is interesting. It starts with a \$50 deposit when every child starts kindergarten. That is

every child in San Francisco as they enter Kindergarten.

The first \$100 that is deposited by the family is matched with another \$100. Six consecutive \$10 monthly deposits are matched with another \$100 deposit. And the beat goes on.

Family and "private" monies accumulate.

The deposits are in the child's name but also in a trust account. San Francisco is the trustee. Therefore, the monies are not taxed and they are not held against the child or the family when calculating welfare or scholarship assistance.

Financial literacy coursework is designed into the program and taught at every grade level.

The expected outcomes are:

- 1) Post high school education and training, and
- 2) Upward employment and income mobility. Increased financial management skills can also become an outcome.

There are rules. The money can only be withdrawn for education after high school graduation. Education and graduation are the key words.

If the family moves away from the San Francisco area, they may take what they deposited and the interest it earned. They must leave behind the "matching" deposits and the interest they earned.

### Would something like this work for Warm Springs?

Existing Trust Fund IIM accounts might be a beginning source of funds for some children and students nearing graduation.

I am told that parents and other family members are not allowed to make deposits to the IIM accounts at this time.

Maybe that could be changed. Asking might make it so. If not, a local alterna-

tive might be developed.

Parents can sell the dream and the idea to the children. Forgetting is easy. Reinforcing the dream would be an ongoing task.

The benefits are there for all parties to the deal—parents, other family, and the children—and someday, their children.

The sanctity of the savings accounts would still have to be insured—no withdrawals for any reason other than for after-graduation schooling.

A financial literacy component might be added for K through 8 in the new Warm Springs Elementary School.

Matching monies from outside sources might not be available. Define matching. Identify sources.

A robust economy always helps.

Community involvement would be a key factor in building such a program and sustaining it. The benefits would need to be identified, understood, and accepted.

The community would have to believe the goals are worthwhile. Any changes needed to make attaining the goals would have to be acceptable. Long term goals would have to be set.

Setting up the accounts is a simple banking function. Monitoring the accounts and children's progress would be a continuing process.

Yearly progress reports to the community would be a source of pride of accomplishment and a reinforcing mechanism for all parties. As new programs grow, other programs become possible. Examples could be: Elementary School Banking, Financial Literacy Training, and a School Store.

### From the last issue

I got some positive feedback from the little fun-math segment. Here is another one: Multiplying by eleven. When multiplying most

two-digit number by eleven, say 11 x 15, all the numbers in your answer will come from the number that is getting multiplied.

The first, middle, and last numbers of your answer will all come from the 15. The first number will be the one (1), the middle number will be the sum of 1 and 5 (6) and the last number will be the five (5). The answer is 165.

Try it with eleven times eleven (121) and then do it with 12, 13, 14, 16, 17 and 18.

Think "left to right." Calculate from left to right. It's quicker than working from right to left and down. You can do it in your head. The last answer should be 198 (First number is 1; second number is sum of 1 and 8; last is 8.)

Okay, What happens if the sum of the first and last numbers equals 10 or more? How about 11 x 87?

The first number will be 8. Adding the 8 and 7 makes 15—that's too much for the middle number! The "middle" number can only be one digit. What to do?

"Carry" the 1. Add it onto the original first number—the 8. Then the five takes its proper place in the middle.

Picture it this way: The 8\_7 potential answer can't become 8\_\_7. It becomes 9\_7 and the middle number is the five.

Any takers for an answer of 957?

For a little more fun, answer me this: 11 x (what) gives us the first possible 4-digit answer?

Hint—Sometimes it's easiest to tackle a problem from the back end.

I'll buy the ice cream cone for the first kid—high school or under—who can tell me the answer and how they figured it. Call me at 541-553-3201.

### Spooky Nite Out



Warm Springs Recreation hosted the Spooky Indian Nite Out on Monday.

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