

SAIO CELEBRATES ITS 32ND ANNIVERSARY



Meet the AIANNHP Staff

Anne Medicine Remembered

Charman Akina Inducted in the
Native Alumni Hall of Fame

The New Chairman of the Prairie
Band of the Potawatomi



DEAR NATIVE COMMUNITY MEMBERS AT STANFORD

The AIANNHP staff warmly welcome you back! We welcome 44 members of the Class of 2006, our 2 new transfer students, the Dartmouth exchange students, and all our new and returning graduate and undergraduates to the 2002-2003 school year at Stanford. We would also like to thank the approximately 50 Native staff, our 3 faculty members and the numerous advisors and administrators who so generously dedicate their work to the education enterprise.

Many of you have already visited the Native American Cultural Center and AIANNHP Program Offices. For those of you who have not, please plan on stopping by some time soon. We would love to meet you and would be glad to help you in any way you need.

The Center is a place to study, meet people, get information, connect with some of our 15 Native student groups, and much more. We have a full calendar of events each month, and you and your friends are of course invited to attend any or all of our events.

So far, this summer and during the Orientation, we have had wonderful participation from our incoming frosh class members. During the summer SNIP program, we had 19 participants; furthermore, the summer engineering program had 2 Native participants. And, at the Monday evening welcoming reception, we had over 50 students attend and more than 100 at the barbeque a few days later. It is our

Mvto,

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greatest hope that the friendliness and interest shown by our students so far will continue.

For additional information about all that we do, be sure to check our website: <http://nacc.stanford.edu> You will find our calendar of events, pictures and brief descriptors of what is going on in our community.

The AIANNHP staff consists of: Winona Simms, Denni Woodward, Laurie Kehoe and Greg Graves. Student staff includes Nikki Borchardt, Robert Grumbo, Dyani Jones, Geoff Maddox, Anthony Marquez and Nikki Marquez (not related!), Amy Raymond, Ashley Sarracino and Kevin Tsosie.

One final note: we want to wish the Muwekma staff a good year; the staff consists of Geoff Maddox, resident assistant; Robert Grumbo, house manager; Umi Jensen, kitchen manager; Amanda Burley, financial manager; Nadia Norton, head peer academic counselor; Laura Rice, ethnic theme associate; Jay Villegas, residential computer consultant; Jerry Simmons, peer health educator; Marlon Footracer, social chair; Erica Maland, peer academic advisor. The two academic advisors are Dandre DeSandies and Jarrid Whitney.



COMINGVOICE

A Quarterly Publication of the American Indian, Alaska Native, and Native Hawaiian Program & the Stanford American Indian Organization

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WELCOME TO THE CLASS OF 2006

NEW NATIVE UNDERGRADES, 2002

Mike Anspach (Navajo), Parker, Arizona; **Britten Bailey** (Native Hawaiian), Honolulu, Hawai'i; **Kira Begay** (Navajo), Tuba City, Arizona; **Kristin Bigback** (Northern Cheyenne, Kiowa and Apache), Vancouver, Washington; **Alexis Brash** (Native Hawaiian), Menlo Park, California; **Jackson Brossy** (Navajo), Teecnospos, Arizona; **David Brown** (Cherokee and Seminole), West Palm Beach, Florida; **Alissa Chow** (Navajo), Ontario, California; **Christine Concho** (Acoma Pueblo), Barstow, California; **Jennifer Coolidge** (Mississippi Choctaw), Woodlands, Texas; **Teresa Davis** (Cherokee), Corona, California; **Katie Eichner** (Umatilla), Estacada, Oregon; **Allison Empey** (Confederated Tribe of Grand Ronde), McMinnville, Oregon; **Michelle Erdrich** (Turtle Mountain Chippewa), San Diego, California; **Sarah Espinosa** (Apache, Yaqui and Aztec), Torrance, California; **Matthew Fernandez** (Tingit), Everett, Washington; **Daniel Foley** (Chickasaw and Cherokee), La Mesa, California; **Erin French** (Eastern Cherokee), Dalzell, South Carolina; **Philip Henry** (Choctaw), Pocola, Oklahoma; **Shoney Hixson** (Choctaw and Cherokee), Oklahoma City, Oklahoma; **Jamie Hoffman** (Yupik Eskimo), Bethel, Alaska; **Thomas Hopkins** (Native Hawaiian), Coronado, California; **Stephanie Hubbard** (Navajo), Gallup, New Mexico; **Crystal Ipalook** (Navajo), Mesa, Arizona; **Kirsten Jackson** (Nottoway), Athens, Georgia; **Stuart Jones** (Atsugewi Pit River), Trabuco Canyon, California; **Jessica Kato** (Native Hawaiian), Honolulu, Hawai'i; **Amber Ladera** (Native Hawaiian), Wailuku, Hawai'i; **Kaily Lam** (Native Hawaiian), Honolulu, Hawai'i; **Jessica Laughlin** (Houma), Houma, Louisiana; **Brendan Lehnert** (Sault Ste. Marie Chippewa), Lejeune, North Carolina; **Anthony Marquez** (Navajo), Las Cruces, New Mexico; **John Meier** (Potawatomi), Chickasha, Oklahoma; **Katie Miller** (Quinalt), Aberdeen, Washington; **Liz Mills** (Native Hawaiian), Tacoma, Washington; **Angelica Nava** (Paiute), Monterey, California; **Robert Pronovost** (Confederated Tribe of Siletz), Sacramento, California; **Teena Redhorse** (Navajo), Farmington, New Mexico; **Morgan Russell** (Blackfeet and Pikuni), Ann Arbor, Michigan; **Chelsey Ruth** (Native Hawaiian), Aiea, Hawai'i; **Talia Ruth** (Native Hawaiian), Aiea, Hawai'i; **Nicole Salis** (Native Hawaiian), Kapolei, Hawai'i; **Kristin Sanderson** (Navajo), Stroudsburg, Pennsylvania; **Christopher Scott** (Cherokee), Anchorage, Alaska; **Russell Soon** (Native Hawaiian), Honolulu, Hawai'i; **Carrie Tsosie** (Navajo), Cortez, Colorado; **David Valenzuela** (San Fernando Band Chumash), Temecula, California. Also among the undergrads, new transfer students, **Kathryn Hong** (Native Hawaiian), Aiea, Hawaii; **Scott Milanovich** (Agua Caliente Band Cahuilla), Riverside, California; and through the Dartmouth Exchange program, **Jonathea Tso** (Navajo), Cove, Arizona.

NEW NATIVE GRADUATE STUDENTS, 2002

Heather Brien (Business); **Mark Keener** (Business); **Brandee LaPointe** (Education); **Matthew Pittman** (Law); **Britnee Reamy** (Law); **Troy Smothers** (Business); **Shawn Stoval** (Business); **Liz Sumida**; **Jasmine Waipa** (Medicine); **Chad Wright** (Business); **Sean Young** (Psychology)

STUDENT GROUP SPOTLIGHT: AISES

The Stanford Chapter of the American Indian Science and Engineering Society (AISES) aids in the advancement of successful college careers and transition to future professions of its members. All members of the Native American Community are invited to participate in AISES. One of the main goals of AISES is to increase the number of opportunities available to its members. Weekly meetings will be filled with a variety of information that includes speaker series and workshops. But there is always time for fun social events to help relax.

During the Fall quarter AISES delegates from Stanford attended the National AISES conference in Tulsa, OK. Other events like School of Engineering Job Fair day and CLUE-IN Day (College Life and Undergraduate Education for Interested Natives) are also planned for the upcoming quarters. AISES officers are Felicia Frizzell (President), Kat Callaghan (Vice President), Molly Fuentes (Secretary), and Sandy Kjono (Treasurer). AISES meetings have been held at 12:00 on Fridays in the NACC. For more information or other questions contact <http://www.stanford.edu/group/aises/>.



Birthplace San Francisco, California

Occupation Assistant Director American Indian, Alaska Native and Native Hawaiian Program/ Native American Cultural Center

Tribe(s) Mescalero Apache

What college did you attend? San Jose State University

Major? Art History

What is your favorite movie? "It's a Wonderful Life" or "Tombstone"

Favorite color? Green

Favorite food? Seafood

Pets? Pigs are my favorite animal, but I have two cats, Genghis and Pearl, as pets.

An Interesting Fact If (when) I win the Lottery, I will run away and race Monster Trucks for a living! My truck will be a Wild Boar, to incorporate my long-time hobby of collecting pigs!



ACTIVITY SPOTLIGHT: SNIP

BY ANTHONY MARQUEZ

During the week of August 24 through August 31, 19 Native freshmen arrived on Stanford University campus hoping to get their first glimpse of what college life had to offer for them. I was one among those 19 Native freshman, and as I was picked up from the airport by a SNIP staff member I had no idea of what to expect for the next week. When I first arrived on campus, I was greeted right away by the very kind staff of SNIP which was made up of several Native Stanford students. Our first chance to begin meeting our Native peers was at the Kick Off BBQ which was then followed by a SNIP trip to the movies. The next day we were able to get our first taste of Bay Area life when we took a trip to the city of San Francisco. This gave us some exposure to a new kind of culture that we would be surrounded by for the next 4 years of our lives. The next three mornings were filled with guest speakers who would be very beneficial to our future here at Stanford. The list of people who were kind enough to offer us their insightful information were Donovan Yisrael from Vaden Health center, Duane Voight from the Undergraduate Advising Center, David Boyer from the Registers office, Julie Lithcott-Haims who is the Dean of Freshman/ Transfer Students, Gene Awakuni who is Vice Provost for Student Affairs, Jarrid Whitney from the Admissions Office, and a panel of current native students. This was not only a great chance to hear the speakers talk but to be able to meet them on a personal level before most other Freshman. During the afternoons and evenings we were given the chance to explore more of the resources Stanford had to offer for us. We were shown the cozy Native American Community Center and introduced to the staff which included Laurie Kehoe who is the writing tutor. Laurie gave us an assignment to write a short research paper on something relating to our tribe so we could share it with our fellow native peers later on in the week. For an added resource on our research paper we were given a tour of Green Library and shown the wealth of information they had to offer. Although we had just received our first unofficial assignment of the year, we still had time to have fun with an ongoing game of "Assassins". With our written papers in hand, our water guns in the other, and the rest of the week ahead of us we headed out to Ohlone Wilderness for the annual SNIP camping trip. We spent the first evening setting up camp and at night we sat around the campfire and presented our short research papers. The next day several students went on a morning hike which was then followed by an after lunch presentation by a park ranger. Around dinner time we were blessed and honored when members of the Muwekma tribe stopped by to provide us with a better understanding of their tribal woes, a home-cooked meal, and a gift. After we said our thanks and goodbyes to the tribal members of Muwekma we began where we left off the night before and finished our campfire research paper presentations. Learning about everyone else's tribes and their emotional memories that they incorporated into their paper, only brought me closer to truly understanding my fellow Native peers. On the final day of SNIP we headed back from the campgrounds to Stanford campus and were offered to participate in a sweat lodge ceremony headed by Willie Underbaggage. Not every SNIPer choose to participate but I was glad that I did. It showed that although I was going to be far away from home I still would be able to take my traditions with me. SNIP ended the same way it started when all the staff and participants ate a final dinner together. All in all, SNIP wasn't only just a program where we were able to get a jump start on things but also was a chance to see all the wonderful experiences that we had to look forward to during our academic career at Stanford. And after this whole experience of a week away from home, I knew right away that I was grateful for the people like Winona Simms, Denni Woodward, Greg Graves, and the whole SNIP staff who made this trip possible.

2001 - 2002 YEAR IN REVIEW

Everything went by so fast last year we only published one issue of ComingVoice. Since you haven't heard from us since fall 2001, take time now to revisit some of the many milestones from last year! The World Trade Center was destroyed by terrorists in New York City on September 11. • **Stanford's Summer Native Immersion Program, scheduled for September 12-18, 2001, continued but with fewer new freshmen than hoped.** • Fifty-seven new Native American undergraduate and graduate students arrived at Stanford last fall. The Native American Orientation Committee, led by Willow Miller-Young and Christina Stansell, provided a warm welcome for all! • **The AIANNHP/NACC website was substantially improved-and included ComingVoice, on-line!** • **Our very own Nikki Borchardt became the first ever Native American Dollie!** • Michael Wilcox, hired by Cultural and Social Anthropology, became the 3rd Native American faculty member at Stanford! • The Dartmouth Exchange Program brought Jimmy Valadez to Stanford in Fall Quarter. He stayed through the winter! • **Our Native student community included President's and Chapell-Lougee Scholars and other grant recipients: Moroni Benally, Eric Crossen, Jennifer Erdrich, Tashina Etter, Molly Fuentes, Lisa Gillette, Sena Hare, Brent Harris, Brendan Lehnert, John Lincoln, Willow Miller-Young, Spencer Smith, Brooke Swaney and Summer Waggoner.** • Robert Ryan served as the first Native Post-Doctoral Fellow at CAPS. • **SAIO commemorated Indigenous People's Day instead of Columbus Day. • October 21, 2001 marked SAIO's 31st Anniversary.** • Richard West, founding director of the National Museum of the American Indian, was inducted into the Alumni Hall of Fame during Reunion Homecoming. • The Native American Theme House celebrated its 13th Anniversary in Muwekma-Tah-Ruk. • **Two new community organizations formed for the first time: the Native American Parents' and Cherokee Student Groups!** • Monthly Native American Community Potluck Dinners and a Thanksgiving Day Feast were held at the Native American Cultural Center. • **Quarterly Native American Awareness programming was presented during the 2001-02 academic year in November, February and, of course, May.** • The American Indian Staff Forum hosted the Quarterly Hanitchak Lecture Series-and the Annual "Pamcake" Breakfast for students, the Big Lunch of Color for staff-and made Hospitality Baskets for Powwow Headstaff • **Stanford folks attended the AFN, NIEA, AISES and NCAI Conferences.** • The Fall Visitation (or "Fly In") Program brought many prospective freshman of color to campus-impacting the appearance of a record number of Native Americans among Stanford's early admits. • **The Native American Speaker Series brought Richard Grounds, John Gritts, Jason Attakai, Leonard Crow Dog, Delphine Tsinhnajinnie and William Underbaggage to Stanford.** • **Gene Awakuni, a native of Hawaii, was named as the new Vice Provost for Student Affairs.** • **A Native men's group was formed.** • The University administration formed the Alumni Task Force and Diversity Action Council to assess the quality of life for students, faculty/staff and alumni of color at Stanford. • **Special "Class Identity" Dinners were held at Muwekma-Tah-Ruk to strengthen communities of Native American freshmen, sophomore, junior, senior and graduate students.** • The family and friends of the late Anne Ninham Medicine gathered to celebrate her life and accomplishments. • **The largest CLUE-IN College Motivation Day ever was hosted by the Stanford AISES chapter, bringing 45 local Native American students and 20 counselors to Stanford!** • The campus sweat lodge was revitalized. • **The Annual Student-Mentor Dinner brought many faculty and other advisors to "The Center" for an informative and social evening-and for some, their first taste of frybread!** • Amanda Cross, Mishuana Goeman, Jessie Minier and Nadia Norton were selected at the 2002 John Milton Oskison Writing Competition Winners. • **AISF awarded the 2002 Anne Ninham Medicine Mentorship Award to Jarrid Whitney, Undergraduate Admission.** • Alternative Spring Break trips to Hawaii, Mescalero and Navajo were organized through our Native American community. • **Aldona Jonaitis taught classes on Northwest Coast Native Art class and organized the Symposium: Native Women and Art: Survival and Sovereignty.** • The Community hosted activities for Parent's Weekend, Stanford Admit Weekend and Graduate Diversity Admit Weekend 2002. • **The Haas Center for Public Services brought Arizona State Representative to campus as their Spring Quarter Visiting Mentor.** • "Uncommon Legacies", an exhibit of Native American Art from the Peabody Essex Museum, premiered at Stanford beginning its national tour. • **A salmon feed, co-sponsored by the San Francisco Native American Cultural Center, SAIO and the Stanford NACC, celebrated the dedication of a Haida pole on the lawn of the Stanford Law School. Artist Don Yeomans and donors Marcia and Fred Rehmus were present.** • **SAIO hosted the 31st Annual Stanford Powwow!** • The Stanford Alumni Association hosted a reception for our Native alumni and featured John Gonzales, '80 Governor of San Ildefonso Pueblo. • **The first Native American ever-Rick West, '71- was appointed to the Stanford Board of Trustees!** • The Native American Graduation Dinner (prepared by the indigenous Muwekma Ohlone Tribe) and Awards Presentations celebrated the accomplishments of 38 undergraduate and graduate students. • The Summer Native Immersion Program 2002 reverted to an August schedule and included 19 of our incoming 47 Native frosh.

ANNE NINHAM MEDICINE (6/1/1934 - 2/14/2002)

Anne Ninham Medicine, a retired Stanford employee who was the first Assistant Dean hired to recruit Native American graduate students, died of complications from diabetes on Feb. 14. She was 68.

Medicine, (Seneca, Oneida and Mohawk heritage) was a pioneer at Stanford, said Winona Simms, Assistant Dean of students and advisor to the Native American Cultural Center. The recruitment of Native Americans is a fairly recent development at Stanford and Medicine "made a real difference," Simms said. "She had an influence way beyond Stanford's campus."

Medicine was born in Buffalo, N.Y., on June 1, 1934, and graduated from the Haskell Institute, a government boarding school for Native Americans in Lawrence, Kan. While working as a lab technician in Chicago, Medicine became deeply involved in Native American and community issues, said her daughter, Tara Wiley, who lives in Palo Alto.

In Chicago, Medicine founded a half-day school for Native American children and worked with Jesse Jackson at Operation Breadbasket, an organization dedicated to improving economic opportunities for the black community, Wiley said.

After earning a master's degree in education and a certificate of advanced study from Harvard, Medicine and her husband operated a boarding school for Native American youths in South Dakota and a ranch for Native American youths in North Dakota. After the couple divorced, Medicine worked in a Native American health program in South Dakota.

Medicine came to Stanford in 1981 as the first Assistant Dean of graduate studies to recruit and advocate for Native American graduate students. At the time, nobody knew how to recruit Native American students, said Denni Woodward, Assistant Director of the American Indian, Alaska Native and

Native Hawaiian Program. As a member of an Eastern tribe who had lived in the Midwest, Medicine "was very well connected," Woodward said.

During her 16 years at Stanford, Medicine also worked as co-director of the Native American Cultural Center and as an Assistant Dean at the Medical School. Medicine played a role in the 1989 repatriation of human skeletal remains from Stanford's anthropological collections to the Muwekma Ohlone tribe for reburial, Woodward said. Medicine also supported the Stanford Powwow and helped bring Kiowa artist Linda Poolaw to campus to work with students on an ethnography project and exhibit.

Both to honor Anne's legacy of mentoring and encourage others to strive for the depth of her commitment, the American Indian Staff Forum has established the Anne Ninham Medicine Mentorship Award.

This award is an on-going reminder of Anne and her contributions to Stanford and the campus Native American community. A perpetual plaque in the (Native American Cultural) Center will record the history of this honor and each year's winner will receive a certificate and cash prize." Past winners have included: Jim Larimore, 1999; Denni Woodward, 2000; Matthew Snipp, 2001; and Jarrid Whitney, 2002.

"Webster's New Collegiate Dictionary describes "mentor" as "a trusted counselor or guide, tutor, or coach," but it's hard to imagine anyone defining mentor better than Anne Medicine. This role constituted a significant portion of her Stanford career as Assistant Dean for Student Resources in the Division of Graduate Studies and Research; after the decentralization of Graduate Studies, Anne served as Director of Native American Graduate Student Recruitment and Retention, reporting directly to the Vice Provost of Student Affairs.

CSRE: THE NAS MAJOR AND MINOR

The purpose of the Native American Studies major and minor is to introduce students to a broad range of approaches to the academic study of Native American people, history, and culture. Students who major in Native American Studies have the opportunity of doing advanced work in a number of related fields, including literature, sociology, education, and law. In addition to specialized course work about Native American issues, students also are expected to concentrate in a traditional discipline such as History, Anthropology, or Psychology, to ensure they have a well rounded educational experience. All courses in the program in some way promote the ongoing discussion of how academic knowledge about Native Americans relates to the historical and contemporary experiences of Native American people and communities.

DID YOU KNOW?

Matt Snipp, chair of the Native American Studies department and Sociology Professor, recently had a baby! Charlie was born August 19, 2002. Congratulations!

In Loving Memory
Anne Ninham Medicine



Self Concept

by Anne Ninham Medicine

For many children
school is the focal point
by which the development of self-esteem
allows one to:
Take the responsibility for one's life
To live by one's own standard
To be honest about one's feelings
To give love
To receive love
To live productively—give all you've got—give 100 percent
To take risks
To make commitments
TO LIVE HEROICALLY

June 1, 1934 - February 14, 2002



Birthplace Castro Valley, California (just across the bay from Stanford)

Occupation Graduate recruiter and retention coordinator

Tribe(s) Delaware of Western Oklahoma

What college did you attend? Western Oregon State, Willamette University & Stanford

Major? Sociology

Other degrees? MBA from University of California, Berkeley

What is your favorite movie? Seven Beauties

Favorite color? Red

Favorite food? Grilled steak

Pets? I have two cats

An Interesting Story As a graduation present to myself, I went bungee jumping out of a hot air balloon.

ETHNIC THEME HOUSES

For more than 30 years, students of color have been enrolling at Stanford University in increasing numbers. Since that time, and probably before with the handful of Asian, Black, Chicano/Latino and Native Americans on campus, students have been asking this institution to consider their various cultures. Students have continued to ask for organizational meeting space, culturally relevant curriculum, diverse faculty and staff as advocates—and residences to call home.

Although the first ethnic “theme house” on this campus was established in the early 1900s because Asian students were ousted from a residence, the desire to gather with people who share similar backgrounds is human nature. Ethnic theme houses today maintain an approximate 50:50 ratio—half of the students come from that particular culture and half from other cultures. The common thread is that 100% of residents in those houses have stated interests in learning more about those specific cultures. These residences are places of learning and open to all people.

In any event, Stanford students in theme houses, ethnic centers or anywhere are exercising their Constitutional right to assemble—period. Why is it no one ever prints articles questioning the rights of White students who choose to live in a particular residence—or sit together at mealtime in a dining hall? What is the difference?

On Sept. 9, the New York Civil Rights Coalition, NYCRC, published a highly controversial report that proclaimed many of America’s institutions of higher learning to be “paternalistic” and “segregationist.” The authors of the report attempted to highlight “the color-conscious policies of the colleges and universities that permit or encourage, and, oftentimes, fund a balkanized campus environment. (Stanford Daily, 11/19/02)” Stanford’s ethnic theme programs were specifically mentioned. University students, faculty and administrators have largely expressed continued support for the dorms, which by now have assumed unquestioned roles in the promotion of cultural awareness on campus. For the full article on the defense of ethnic theme houses by the University, visit:

http://daily.stanford.edu/tempo?page=content&id=9578&repository=0001_article



DID YOU KNOW?

Muwekma-Tah-Ruk has existed at its current location since 1977.



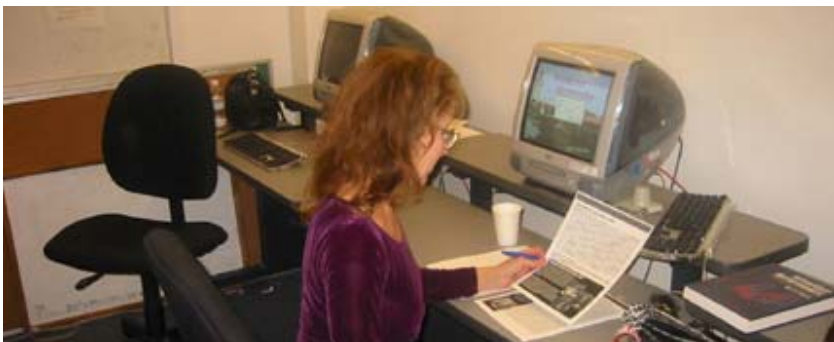
NACC ACADEMIC COUNSELOR

Hello to all Coming Voice readers! I am Laurie Kehoe, one of the Native American Center staff. My work is mainly with our students, My title (if I have one!) is 'academic counselor', which means I help with any academic problems: how many units to take; classes - which ones feel right, given your major and your interests/background; time management; merits or disadvantages of certain classes, personal problems stemming from all of the above (or anything else!), and most of all - papers! My work is to help students organize papers (laying out how to START and CONTINUE it), come up with ideas, look at what students are trying to say, and (very important!) find a main tenet, a thesis around which the paper revolves and is based. Also, my work with papers is to inspire students (so that the paper doesn't seem so formidable!). Lastly, I do lots of work helping students get papers in on time! Professors here often grade down on lateness, alas!

I also have reorganized our Native library during this last summer, with a lot of help from Denni and Kevin. We have added many new books, especially in the History, Native American Studies, Health, Anthropology, and Navajo sections. My goal was to add books to our library that were written in the last few years, specifically 1999-2002, which has indeed been done!

I am at the Center every day; please feel free to come by and talk with me - about the library, to set up times to work on papers, or to just chat. You can also email me at: llmaya@stanford.edu.

I wish you all a fun and successful Fall Quarter and look forward to talking with you.



Birthplace Los Angeles, CA

Occupation Academic Counselor/Native American Center

What college did you attend? Stanford University

Major? History (which I hated)/ minor in Art History (which I liked)

Other degrees? Masters from Goddard College (in conjunction with Stanford) - Dance/Dance Therapy/Music

What is your favorite movie? Matrix

Favorite color? Ice/grey/iridescent blue

Favorite food? Rice Dream bars/cookies (sweet!)

Pets? A black/gold/white, longhaired cat, with green eyes

Interesting Facts I don't know how many people at the Center know that I am psychic - not about myself (rarely are people psychic about themselves, though they would sure like to be!) - but about people I am bonded/close to. I also play the piano and dance (since I was a child)- ballet.



LAURIE KEHOE

STANFORD GRADUATE BECOMES TRIBAL LEADER

BY J.R. MENDOZA (CAPITAL-JOURNAL), 10/28/02

"The desire to be a role model for Indian youths and the opportunity to help his people fueled Zach Pahmahmie's decision to run for chairman of the Prairie Band of the Potawatomi this summer.

Never mind the fact that at 28 years old, he wasn't the typical candidate. The average age of his four opponents and that of past chairs is about 40, Pahmahmie said. But he had an impressive resume and youthful persona on his side.

In July, tribal members elected Pahmahmie to be their new chairman, the youngest person in his tribe's history to ever hold the position. Among those he defeated was incumbent Badger Wahwassuck.

"I think our tribe is proving that it's a model for other tribes around the country by electing a young person to head the tribe," he said.

Pahmahmie, now 29, was born in Topeka but lives in Powhattan. After his parents' separation when he was 7, he went to live with his mother on the Kickapoo reservation. Pahmahmie graduated from Horton High School, in Brown County, in 1992 and then attended Stanford University in California. After graduating, he worked for a casino for a time before entering The University of Kansas School of Law, where he earned his law degree in May 2001.

For five months, Pahmahmie worked as an intern at a law firm in Washington, D.C., specializing in representation of Indian tribes. He then returned home and worked briefly for another tribe but decided to run for political office.

Pahmahmie said he registered as a candidate the final day of the filing deadline in early June. Pahmahmie said voting was done by absentee ballots that were sent to tribal members throughout the country. Votes were counted July 24, and Pahmahmie was formally sworn into office July 31.

"The whole process began with suggestions of other people who expressed their opinion to me that I would probably be chairperson someday based on my accomplishments," he said. "I felt that tribes are existing in a very different political atmosphere these days. Given their interests, in order for us to continue culturally and politically, we need to increase the involvement of our membership, and that includes involving the younger generation. I took that into consideration and felt that now is probably just as good a time as any."

Pahmahmie said he recognized that he wasn't the typical candidate for chairman but thought tribal members would

see his qualifications and take that into consideration when voting.

Given the amount of economic interest and growth the tribe has experienced in such a short time, it needs to look for candidates who can do more than win a popular vote, which he said had been the trend for a long time.

"We also need to take into consideration their ability to handle those issues that confront the nation," he said.



The chairman's term is four years, but there are no term limits. Candidates also must be at least 25 years old, according to the tribal constitution. Pahmahmie's job duties include conducting meetings for the tribal and general council and meeting with state and local government committees.

"You could describe my position as a goodwill ambassador for the tribe," he said.

Pahmahmie said his age wasn't a major factor in his decision to run—he ran because he wanted to help his people and to be a role model. Plus, he said, he thought people took notice of him because it is "not typical" of someone his age to have his level of education.

"And people, I think, are beginning to re-examine the way they elect leaders and how they base their decisions on who they select," he said. "(My age) wasn't necessarily a factor in my declaring, but it did pose a little concern as far as achieving the position."

Pahmahmie said he believes his accomplishments, in combination with his age, drew positive attention.

Pahmahmie said his primary influence growing up was his identity as Indian. He said his experiences — such as his internship in Washington — helped him see life beyond the reservation and allowed him to meet other Indians his age.

"As I grew older, I realized what a unique background that was, and through educational experiences that was further strengthened," Pahmahmie said. "But really what was important was forming a sense of where I come from and who I am as an Indian person. And just relating to other people throughout the country, you find you share common experiences with them.

"That whole process of stepping outside your ordinary surroundings was very formative in giving me a sense of who I am and how Indian communities interact with the world around them and what their place is overall."

Some of the projects on which Pahmahmie is working are improving infrastructure and supplying adequate water and electricity to satisfy any needs that the tribe had in terms of growth in housing. Pahmahmie said he hoped his people could diversify economically to develop more business enterprises.

Pahmahmie wants to provide adequate health care for his membership, not only on the reservation but throughout the United States. He also wants to preserve and promote his culture. He said he hopes to develop plans to construct a cultural center to include archives, a language program and exhibits of the tribe's material culture.

Gary Mitchell, tribal vice chairman, said he had known Pahmahmie since he was a boy. Mitchell said he and the tribe were impressed with Pahmahmie's accomplishments.

"He's an asset to tribal government because of his education and background," he said. "He brought a new perspective, and people wanted that."

Although unsure if he would run again, Pahmahmie said he hoped to show other Indian youths that it is possible to achieve goals and overcome obstacles.

"I was very motivated and very determined to do what I had to do to achieve whatever goal I had in mind," he said. "I hope that we can somehow make some certain aspects of growing up on a reservation easier for other youth that may not have that sort of drive, but in order to see that they live as full a life as possible to hopefully break down some of those barriers.

"I guess that is one of my overall goals as chairperson — being as young as I am, I hope to serve as a role model for these children."

DID YOU KNOW?

SAIO celebrated its 32nd anniversary on October 21, 2002. Congratulations!

Birthplace Binghamton, NY

Occupation Assistant Dean of Admission (Undergraduate)

Tribe(s) Six Nations Cayuga, Wolf Clan

What college did you attend? Cornell University, 1994

Major? BS w/concentration in Communication, Education & American Indian Studies

What is your favorite movie? Jaws

Favorite color? Red

Favorite food? Hamburgers

Pets? Dog...His name is Nee-Ska and he's an Alaskan Malamute

Some Interesting Facts I love all modes of transportation! I have a student pilot's license, I motorcycle to work as often as possible, and I recently restored my British '66 TR4A convertible. AND I just got engaged Oct 4 to Shelley Arakawa (Dartmouth '96 who once coordinated Native rec't at Dartmouth) and will be married to her in July '03!





Birthplace Albuquerque, New Mexico

Occupation Education Administration/Counselor

Tribe(s) Yuchi and Muscogee

What college did you attend? Oklahoma State and Oklahoma University

Major? Applied Behavioral Studies, PhD

Other degrees? Masters in Counseling (MA); English (BA)

What is your favorite movie? Lord of the Rings

Favorite color? Blue and Rose

Favorite food? Lobster

Pets? Dog, collie

An Interesting Story I was invited to sing on a USO tour and ended up going to Greenland for a few weeks.

CHARMAN J. K. AKINA (1933-)

Charman Akina graduated from Stanford University with an AB in Biological Sciences in 1954 and his MD in 1958. After medical school, he returned to his home in Hawai'i to work with the Honolulu Medical Group where he practiced for thirty years. He retired in 1993 and joined the Waimanolo Health Center-a non-profit facility which he helped build-to treat impoverished Native Hawaiians of rural Oahu.

Practicing a more holistic type of medicine that considers social problems encountered every day, Dr. Akina is a firm believer in reaching into the community rather than waiting for its people to come to him. Working for many years without pay, Dr. Akina sees patients every morning-and then spends his afternoons going street to street to provide screening for diabetes and cardiovascular disease to the entire community.

Soft spoken and kind, at the age when most people retire, Charman Akina chose to help his own Native Hawaiian people. Regarding his volunteer work as a retirement gift-both to himself and a largely Native Hawaiian community of about 800 families-Charman Akina is still making a profound difference in the medical world.



Alohanani Jamias (BA '00) and Alumni Hall of Fame Inductee Dr. Charman Akina (AB '54, MD '58) at Student-Alumni Reunion Homecoming Dinner at Muwekma-Tah-Ruk October 18, 2002

THE NEXT COMING VOICE

You can expect to see YOUR submissions in the next issue of the ComingVoice, along with:

- Learn Your Language
- NDN Recipez
- Student Spotlight
- More *Did You Know?*s
- More Current Stanford Native Events
- Mucho Powwow Stuff!
- And Much, Much More!

If you'd like to contribute to the next issue, contact Nikki Borchardt <annetteb@stanford.edu> or Geoff Maddox <gmaddox@stanford.edu>

FIGHTING WHITIES MASCOT

BY JOE GARNER, NEWS STAFF WRITER
(ASSOCIATED PRESS)

GREELEY — A leader of the protest against Eaton High School's Indian mascot said Monday that he isn't retaliating against the school, although his wife resigned her teaching job there out of anger. Solomon Little Owl, director of Native American Student Services at the University of Northern Colorado, is a member of an intramural basketball team that has adopted the name "The Fighting Whities." Team members say they want to raise awareness of the issue of painful cultural stereotypes.

The team, made up of American Indian, Anglo and Hispanic players, is protesting nearby Eaton's use of the team name "Fightin' Reds" and an Indian caricature as a mascot — both identified with the school for generations. Little Owl's wife, Kacy Little Owl, taught special education at the high school seven miles north of Greeley for two years before leaving at the end of last school year, said Principal Doug Chamberlain. Chamberlain said he couldn't discuss her resignation because it was a personnel issue, but added that there was no cloud over her leaving. Little Owl said his wife, who is Anglo, felt that the small rural school was more interested in athletics than academics and did not support her professionally. He said she is employed elsewhere as a teacher.

He said the couple, as parents of a half-Anglo, half-American Indian son, felt uncomfortable mingling with townspeople at school events, especially at ballgames where the large-nosed Indian caricature was the prominent team symbol. "It was offensive in it's own way," said Little Owl, 29. He said the small town of Eaton was a convenient first target to raise the issue of how sports mascots used by teams ranging from Colorado high schools to professionals offend Indians. "They are close, and there needs to be a starting place," he said.

The intramural team originally took the name "Native Pride,"

but a group combating stereotypes provided them white T-shirts with a cartoon mascot of a white male with slicked-back hair wearing a tie and dark coat. The T-shirts are imprinted with "Every thang's going to be all white!" on the front and "The Fighting Whites" on the back. But the nickname has evolved to the more-barbed "The Fighting Whities." "When I put the team together, I didn't plan to make a political statement," said student Charles Cuny, a 27-year-old Indian on the team, which will play again March 27 in the intramural tournament. "I just wanted to play basketball on Tuesdays." Cuny said he, and most other young Indians, are more interested in larger issues, such as health care, tribal treaties with the federal government and mineral rights to their land, but offensive mascots are a starting point to deal with the weightier issues.



Cuny said the Indians on the team don't expect their T-shirts to cause Eaton to change its mascot. "Going to the school board is like going to Congress and asking for our land back," Cuny said. "It's not going to happen." Mario Rosas, the 18-year-old Eaton student president, said the "whole community looks at the 'Fightin' Reds' as its mascot. It's part of us. We're so proud of it." A Hispanic in a 416 enrollment high school that is about 80 percent Anglo, Rosas said other Hispanics hadn't raised questions

about the Indian mascot, although, as a minority in Eaton, they are sensitive to discrimination. Little Owl said, "The Fighting Whities" issue is "to make people understand what it's like to be on the other side of the fence. If people get offended by it, then they know how I feel, and we've made our point."

DID YOU HEAR?

About the baby? Go to page 6.

DID YOU KNOW?

Seniors Felicia Frizzell and Linda Orrie received Udall scholarships in 2002! Quite an honor!

ALUMNI NEWS

Dean Chavers (Ph.D. '76), a member of the Board of Directors for the nonprofit organization Catching the Dream, announced his organization will be holding their exemplary institute before the Gathering of Nations Powwow from April 24-26, 2002 in Albuquerque, NM. This year's institute theme "Preparing the Native Child—the Total Path" will feature three keynote speakers, as well as an awards banquet, talent show and prize drawing. A total of 40 workshops will be given during the 3 three-day institute. For more information, contact www.catchingthedream.org, or e-mail at Nscholarsh@aol.com.



Lucia Mele ('78) recently submitted news regarding her classmate **John F. Gonzales ('77)**. John was elected governor of his pueblo, San Idelfonso, on January 3, 2002.

Sandra Begay-Campbell (M.S. '91), the former Executive Director of American Indian Science Engineering Society (AISES) has been highlighted by the national quarterly magazine "Sandia Technology" for her work on Navajo Nation energy issues. She has been with Sandia National Laboratories for the past 10 years. Working with the Department of Energy through a Memorandum of Understanding (MOU) Sandia signed with the Navajo Nation, Sandra is developing culturally relevant renewable energy resources for Native peoples. From Sandia Technology: "Begay-Campbell draws from her cultural heritage to explain options to her people and other Native Americans and to serve as a cultural interpreter to Sandia. The goal is not to push particular technology on the Navajo Nation, but rather to listen to needs and offer choices." If you'd like to receive a copy of the feature in "Sandia Technology," or discuss renewable energy with Sandra, please contact her at skbegay@sandia.gov.

Colin Hampson and his wife **Alma Medina ('92, JD '95)** moved from Washington D.C to San Diego in 1999. Their fourth son, Ramiro Maxeexhoga was born on November 30, 1999. He joins Woeha, who is six years old, Asuncion, who is four, and Faustino who is three. Colin opened an office in San Diego for his law firm Sonosky, Chambers, Sachse, Endreson & Perry, an Indian rights firm based in Washington, D.C. that represents Indian tribes and native organizations across the country. This year he became a partner in the firm. Congratulations!

Nicole Stern ('92), reminds all alumni of the Stanford American Indian Alumni Reunion to be held in Albuquerque, NM on Saturday, April 27th, during the Gathering of Nations Weekend. The time and location of the event will be determined soon. Please contact **Tiffany Lee ('99)**, at tslee@unm.edu for more information about this event. Also, send congratulations to Tiffany who just had a second baby boy who "looks a lot like his older brother Aaron."

Nancy Mithlo (Ph D. '93) received a tenure track position in the Anthropology Department at Smith College. Professor Mithlo received her bachelor's degree at Appalachian State University. While at Stanford she researched the Zuni Pueblo, and traditional quiltmaking in North Carolina, as well as working in a suicide prevention program. Professor Mithlo previously taught anthropology at the Institute of American Indian Arts, and has been recognized as a Mendenhall Scholar at Smith. You can view Smith's press release on her Tribal Relations Project at www.smith.edu/newsoffice/Releases/01-057.html, in addition to Smith's "Meet the Professors" site at www.smith.edu/newssmith/nswint02/home.html. Congratulate her at nmithlo@email.smith.edu.

Trisha Moquino is living in New York and teaching at a Montessori school. She received her master's degree in Bilingual and Elementary Education from the University of New Mexico in 2000. She hopes to implement the Montessori method to Native children, rather than the traditional American curriculum. She will also begin teaching step classes at CRUNCH!

Charles Pierce is in his last year of law school at the University of Iowa.

GRADUATES FROM THE CLASS OF 2002

Betsy Abarr (Hupa and Yurok), Hoopa, California, B.A., Economics; **Christina Anagick** (Tlingit and Inupiat), Anchorage, Alaska, B.A., Biological Sciences; **Chelsea Cannon** (Kiowa and Oglala Lakota), Eugene, Oregon, B.A., History; **Adrian Casias** (Navajo), Albuquerque, New Mexico, M.S., Chemical Engineering; **Sarah Cedar Face** (Oglala Sioux), Ashland, Oregon, B.A., Psychology; **Amanda Day** (Native American), Vacaville, California, M.A., Education; **April Day** (Cherokee and Tuscarora), Fall Church, Virginia, B.A., Native American Studies with Honors and B.A., Japanese; **Heather Fleming** (Navajo), Vanderwagen, New Mexico, B.S., Mechanical Engineering; **Cuauhtemoc Aztlan Gonzalez** (Miwok), Camino, California, B.A., Anthropological Sciences; **Megan Green** (Turtle Mountain Chippewa), West Linn, Oregon, M.A., Communication; **Wendy Greyeyes**, (Navajo), Kayenta, Arizona, B.A., Native American Studies with a Minor in Cultural and Social Anthropology; **Sena Hare** "Wicanpe Tawa Win", (Ihanktonwan Nakota and Sicangu Lakota), Minneapolis, Minnesota, B.A., Native American Studies with Honors; **Travis Helms** (Seldovia Village Tribe), Kodiak, Alaska, B.A., Native American Studies; **Eunice Raquel Hill** (Mescalero Apache), Clovis, California, B.A., Psychology; **Nizhoni S. Hodge** (Navajo and Cherokee), Tahlequah, Oklahoma, B.A., Human Biology; **John Hunter** (Winnebago and White Earth Chippewa), Saint Paul, Minnesota, B.S., Earth Systems; **Leslie Ikemoto** (Native Hawaiian), Honolulu, Hawai'i, B.S., Computer Science; **Wendy Ikemoto** (Native Hawaiian), Honolulu, Hawai'i, B.A., Art; **Juliette Jeanne** (Hopi), Reno, Nevada, B.S., Earth Systems; **Beth Jervay** (Lakota and Cherokee), Philadelphia, Pennsylvania, J.D., Law; **John Kari** (Native Hawaiian), Bellvue, Washington, B.S., Computer Science; **Steven Lopez** (Honorary Community Member), Exeter, California, B.A., Urban Studies; **Walter McKinnon** (Hupa), McKinleyville, California, B.S., Industrial Engineering; **Maya McMillin** (Lumbee), Castro Valley, California, M.B.A., Business; **Tatuye Means** (Sisseton-Wahpeton and Oglala Lakota), Rapid City, South Dakota, B.S. Environmental Engineering; **Jessie Minier** (Native Hawaiian), Honolulu, Hawai'i, J.D., Law; **Heather Nason** (Comanche), Seattle, Washington, J.D., Law; **Jason C. Nelson** (Titskanwatitch), Houston, Texas, M.A., Sociology and M.A., Business Research; **Molly Pietsch** (Native Hawaiian), Honolulu, Hawai'i, B.A., International Relations; **Carolyn Royce** (Lakota and Cherokee), Rapid City, South Dakota, J.D., Law; **Brynnen Sandoval** (Navajo), Albuquerque, New Mexico B.A., Psychology and B.S. Biological Sciences; **Valerie Siow** (Laguna Pueblo), Pueblo of Laguna, New Mexico, B.A., American Studies; **Emily Sloan-Pace** (Native American), Salt Lake City, Utah, M.A., Humanities; **Verna St. Denis** (Cree), Saskatoon, Saskatchewan, Ph.D., Education; **Daniel Stewart** (Spokane), Otis Orchards, Washington, Ph.D., Business Administration; **Ginger Sykes** (Navajo), Mesa, Arizona, B.S., Earth Systems; **Summer Lynn Waggoner** (Yurok), Redding, California, B.A., Comparative Studies in Race and Ethnicity and M.A., Education; and **Katherine Walker** (Native American) Oklahoma City, Oklahoma, M.B.A., Business.



DID YOU KNOW?

This newly-revamped **ComingVoice** has been inspired by *Cosmopolitan* and *CPU* magazines (ironically, these are the same magazines read by the editors).

The American Indian, Alaska Native and Native Hawaiian Program/
Native American Cultural Center at Stanford
present the

8th Annual

John Milton Oskison Writing Competition

for outstanding papers by American Indian, Alaska Native and Native Hawaiian
undergraduate and graduate students of Stanford University.

Research topics may vary across academic disciplines though papers must contain
a substantial emphasis on an issue or subject impacting the Native American Community.

(Papers do not need to be written especially for this competition;
papers previously submitted as coursework, etc. are acceptable!)

The maximum length of undergraduate papers is 15 pages—and graduate papers is 25 pages.

There will be four monetary awards of \$250—two undergraduate and two graduate.
The deadline for submission is 5:00PM, Friday, January 31, 2003.

A Cherokee from Vinita, Indian Territory, John Milton Oskison (1874-1947) was the first Native American to graduate from Stanford. Having studied English at Willie Halsell College, John was one of two American Indians matriculating at Stanford in 1894 (George Hughes, Cherokee, from Talequah, I. T., was the second). After serving as the President of the campus Literary Society, Oskison received his A. B. in law from Stanford in 1898 and went on to attend Harvard University. He later worked as an editor at Collier's magazine in New York, was a member of the Society of American Indians (the first Indian-run national reform organization) and wrote on American Indian issues.

RISING SPIRIT

The Rising Spirit creative journal is a collaboration of artistic expression from the Stanford Native American Community. We'd love to include your thoughts, photography, poems, stories, or any other types of art that you'd like to share. The journal will be printed at the end of Winter Quarter (mid-March).

Rising Spirit submissions are due Friday, February 14, 2003.

If you have any questions, contact Nikki Borchardt (annetteb@Stanford.edu) or Denni Woodward (denni@Stanford.edu).

ANNE NINHAM MEDICINE MENTORSHIP AWARD

It's time to open the nomination process for the Fourth Annual Anne Ninham Medicine Mentorship Award sponsored by the American Indian Staff Forum. All nominations should be sent to Jamie Willmes (jaws@stanford.edu), Chair for Stanford's American Indian Staff Forum, by the end of the day on Friday, February 14, 2003.

Both to honor Anne's legacy of mentoring and encourage others to strive for the depth of her commitment, the American Indian Staff Forum established the Anne Ninham Medicine Mentorship Award. This award is an on-going reminder of Anne and her contributions to Stanford and the campus Native American community.

Please let Jamie Willmes know how your nominee best fits into the category of a "good" mentor (involvement, caring, advising, etc.). Please give specific examples. This award is open to "current" faculty, staff and students only.