In a year full of change, I am encouraged and honored to be associated with Native students, alums and others who have articulated to the University the value of the Native American Cultural Center (NACC)/American Indian, Alaska Native and Native Hawaiian Program (AIANNHP). Expressed views that services provided to students should not be lost serve as strong messages that the Native community stands together under difficult circumstances.

The 2008-09 financial crisis has been more deeply felt by Stanford University than any other in the past. The University has suffered a 30% decrease to the Endowment Fund and although the NACC is not directly funded by endowment, this loss also impacts the operating budget and non-research or academic areas.

The loss to-date greatly exceeds initial projections made in October 2008 requiring University departments and programs to prepare for a 15% reduction over two years. In December 2008, the NACC/AIANNHP proposed its 15% reductions from program, and materials and services monies in order to maintain three full-time employees and continue to both recruit graduate students and retain all students until graduation. (At this same time we were continuing our search for base funding to support a writing tutor and Summer Native Immersion Program, or SNIP, for freshmen. Incredibly, both of these programs have been dependent upon non-President’s Funds, and outside grant and gift monies—SNIP since 1988 and a writing tutor since 1998.)

Most recently, departments and programs were required to prepare for 15% cuts in a single year, the 2009-10 academic year. The financial challenge the NACC/AIANNHP now faces totals approximately 22%—including the reduction of professional employee time to 11-months per year, the reduction of one-half of one staff member or 2.5 employees down from 3, and the loss of more than $20,000 of student staff and program monies. (To provide perspective, the loss to student staff and program monies is 35% of the total NACC/AIANNHP student staff and program monies.)

As our Native student population continues to increase, funding for graduate recruitment and student retention support is being reduced by half. Looking forward to an incoming Native freshman class of 70-90, providing advocacy and direct student services to students and organizations with diminished staff will be a tremendous challenge. The burden of raising outside funding for the student computer cluster (software, technology and printing), NACC Library acquisitions, student positions and educational programming exploring leadership, language, land and water and legal issues significant to Native People—as well as a writing tutor and SNIP—is immense.

Our dilemma is that the proposed reductions would send us back to the mid 1990s when we had no programming monies, no staff focused on graduate recruitment and student retention and very little technological support. However, unlike earlier times we have a beautiful Center and an amazingly talented and caring student community. Though we may have to do with less for a time, as long as we remain supportive of one another we can overcome these difficulties just as we have in the past.

My message to you all is stay strong and let’s work together to begin anew.

Mvto. Winona F. Simms, Ph.D., Associate Dean of Student Affairs and Director, NACC/AIANNHP
On October 29, 2008 ten AISES members flew down to Anaheim, CA for the annual AISES National Conference. After being in Anaheim for only 4 hours, our chapter was awarded the Professional and Chapter Development Award and more importantly, National Chapter of the Year honors during the opening banquet. Also during the banquet we were able to hear an inspiring keynote speech by the second Native American to ever win a gold medal, Billy Mills. Many call his victory, the greatest upset in Olympic history.

During the second day at the conference, all of our members attended the career fair. More than 200 companies had booths there, and more than 1800 people participated. Since then, about half of our attendees have received job or internship offers because of the networking that was done at the fair including two with internships at the NASA Jet Propulsion Lab and one with the US Army Corps of Engineers. The third day of the conference offered our members and conference attendees an interesting seminar series with presentations from many well-known companies such as Intel and major research labs such as the Sandia Institute. I personally attended one seminar on computer animation and one on nanotechnology and future applications. This series was a great addition to the conference and many of our members wished there were more. After the seminar series, the conference came to a close with a final dinner and speech by the first Native American in space, John Herrington.

Overall, the conference was a great success! We had an amazing time at the conference and were even able to go to Disneyland the day after the conference ended.

Jacobi Grillo, ’09

Mai ka la hiki a ka la kau, aloha pumehana kakou! A warm aloha to you all. This year has been yet another busy and productive one thus far for Hui. We’ve done a lot since we returned to campus in September. October was filled with the annual visit of the First Nations’ Futures Program, and this year we were fortunate once again to be involved in the program. After welcoming the fellows to campus with an ‘ōlelo, we joined the fellows and the many speakers that came to campus for the program in an evening of good food and good music. This year we were joined once again by Jon Osorio and his family, Neil Hannahs and his daughter, Aunty Pua Kanahele, Kaumakaiwa Kanaka’ole, and many others. Soon after the First Nations’ group left campus, we were in to Indigenous Peoples’ Day activities in which Hui performed a number of ‘ōlelo at the annual candlelight vigil. Heading back to campus after the winter break, Hui jumped right back into action with our weekly ‘Olelo Nights, at which we teach and share the basics of Hawaiian language with all who are interested (no experience necessary). We also held our second annual “It’s Cold, Wet and I Miss Home” BBQ at the NACC. Once again it was a big hit with over forty people showing up to take part in the ‘ono curry stew, teriyaki beef, spam musubi, and li hing mui apples. This quarter we also continued our struggle to get the theme of the “Lu’au” themed fraternity party on campus changed. We are happy to announce that we were successful in doing so, and the fraternity agreed to change the theme of their party and discontinue the use of any disrespectful imagery in their advertisements and decorations. Hui also attended a rally and protest in San Francisco to support the protection of Native Hawaiian land rights. The rally was in correlation with the case being held before the United States Supreme Court, State of Hawai’i v. Office of Hawaiian Affairs, which will dispute the State of Hawai’i’s right to claim title to and sell Native Hawaiian lands.

Spring quarter has been especially big for Hui this year as we implemented our first annual community outreach day, in which we brought Native Hawaiian and Polynesian high school students to campus to learn about applying to college and preparing for the college experience. Nearly twenty students from the bay area and a few from out of state visited campus. We are looking forward to another successful community outreach day in 2010! Hui was also involved with the Hawai’i Club’s annual Lu’au held on May 2nd. We saw a great turnout this year!

Mahalo for all of your support. Until the next time...aloha no.

Leon Peralto, ’10
‘Olelo Hawai’i Class to Return

Thanks to the efforts of many in our community, next fall we will be reinstating the ‘Olelo Hawai’i (Hawaiian Language) class here at Stanford. Since last year, a group of interested students have been meeting with Eva Prionas, head of the Special Languages Department, to discuss the possibility of restarting the Hawaiian Language class, which had been taught here in previous years. Much to our surprise and fortune, Kumu Kapa Oliveira, head of the Hawaiian Language Department at the University of Hawai’i at Manoa, contacted us back in November and offered to teach the class via distance learning technologies. The class is planned to begin in the fall of 2009 as a beginner’s level course. It will be offered for the entire year and will count as a language for fulfilling the foreign language GER. Kumu Oliveira is scheduled to visit campus some time in the Spring quarter during which time we will schedule a meeting for students interested in taking the class to meet with her. If you are seriously interested in taking Beginning Hawaiian Language next fall, please e-mail Leon Peralto (noeau@stanford.edu).

Until then, Hui o Hawai’i will continue to host ‘Olelo Nights for anyone interested in learning the basics of ‘Olelo Hawai’i. All are welcome and encouraged to come out.

Moccasin Making with Mabel

Students show off their moccasins at the “Mabel’s Table” Dinner held in honor of Mabel’s visit and in celebration of her birthday.

This January, the Native American community hosted Tlingit elder and artisan, Mabel Pike, for a two week long workshop in traditional moccasin making. Since 1993, Mabel has been visiting Stanford, sharing her craft with students in the Native community. This year, Mabel’s workshop saw a large turnout of students, many of whom learned how to bead for the first time. At the end of two weeks several students had completed their moccasins featuring their original designs. Mabel asked each student to create a design and explain it’s significance. Victoria Harman (’09) and Matt Anderson (Ph.D) talk about their moccasin making experience:

Victoria: “I did a floral design influenced from an old Cherokee design that I found. The bottom reminds me of the roots/leaves of the forests on the East Coast and the top grows into something that reminds me of a palm tree. I like to look at it as representing my transition to Stanford and how SAIO & Cherokee Club will always be fond memories of my Stanford experience!”

Matt Anderson: “The design was a Cherokee design I’ve seen before and is pretty common. It’s four arrows representing the four directions pointing outwards from each other. Inside the arrows is a circle that represents "where we are right now”. The arrows are black, white, red and blue representing death, peace, victory and humility and the four directions.”
This past summer, I served as Haas Center for Public Service Community Arts Fellows. I interned in the Community Engagement (CE) Department at the leading contemporary art center Yerba Buena Center for the Arts (YBCA) in San Francisco. At YBCA, I discovered how a non-profit arts institution operates, from executing menial details to implementing core values, in order to bring a holistic and innovative art experience to San Francisco. Within the CE department, I conducted research on participant based learning in art, working mainly with the methods of Visual Thinking Strategies (VTS), Kinesthetic Empathy, and Anna Halprin’s Psychokinetic Visualization Process. Moreover, I helped produce CE’s Public Programs, Community Conversations, and Artist Seminars, which aimed to demystify the Art of YBCA by contextualizing it for the greater Bay Area community.

Visual Thinking Strategies (VTS) is a participant centered method of facilitation in viewing art. The participant is asked a few open-ended questions to experience the most meaning out of the work of art. The VTS method has been researched extensively as an effective means of Visual Arts Education, but it has not officially been researched in relation to performing arts such as music or dance. Anna Halprin, pioneer in Post-Modern Dance, has developed a somatically based VTS called Psychokinetic Visualization Process (PVP). This participant centered process allows one to realize his or her body, and how it moves—working with principles and theories of embodied knowledge. The participant draws an image of him or herself on a piece of paper, describes it in a few sentences and highlights key words. The participant is then expected to make a dance using this visual and verbal information. After the dance has been repeated a few times, the facilitator helps the participant analyze his or her dance. The Yerba Buena Center for the Arts hopes to use these methods in combination to improve their public education programs and demystify contemporary performance.

Kayla Carpenter
Haas Community Service Work Study Program

Through the Community Service Work Study Program at Stanford’s Haas Center, I was able to work this past summer for a native non-profit near my reservation. The program provides most of student salary for student’s summer work while the non-profit matches a small portion. At MEDIL Institute (Maintaining, Enhancing and Defending Indigenous Living) I researched historical Maple-Bark Skirt making techniques among the Hupa, Yurok and Karuk of Northern California. Due to historical suppression of Native arts and forest resource management practices, many makers have had to teach themselves gathering and construction techniques without mentors or skirt examples.

My job was to interview skirt makers, anthropologists, dendrologists and museum specialists to produce an informational cultural resource video. Topics included gathering seasons and methods so as to not kill trees, bark processing to not be wasteful, the science behind bark growth and re-growth, and historical maple tree management practices. Along with the MEDIL director, I was also contracted to work with Resighini Rancheria to teach a skirt making class, helping them to make a skirt for the Yurok Deerskin Dance.
Waddie Crazyhorse  
Chappell Lougee Scholarship

This past summer, through the Chappell Lougee Scholarship, I had the opportunity to go back home to my small village, the Pueblo de Cochiti Indian Reservation in central New Mexico, to do research. I stayed at home with my parents so I could practice and document the traditional techniques used in creating Pueblo-style silver jewelry. I documented my work through photographs, capturing the transformation of metal worked with homemade tools, such as cold chisels, hammers, files, and acetylene torches. I think it is amazing to see the creation of authentic art in the back of someone’s house. This self-employment, or independence, is how Native people have sustained themselves and their families for generations. I did this research to help people realize that this is no easy art-form to life off of, and also to prompt people to support the real artists who deserve their patronage.

For my final piece, I thought I would pay homage to Stanford, which ultimately allowed me to conduct this research. I wanted to blend influences from the two worlds that I, and most college-bound Natives, struggle to balance in my life: my life back at home on the reservation, and my life as a Stanford student. I used the symbol of the Stanford tree and juxtaposed it with old-timer techniques so that the “soul” of the belt is strictly 1800s-inspired, while the outside has a contemporary appearance.

I was proud to have been able to represent myself and my people through the continuation of the design and craft of traditional Pueblo artwork. I took up this cultural project not only because it was an opportunity to document and record living history, but it was a chance to share something culturally authentic with the intellectual community at Stanford. I feel that it is very important to remember and acknowledge our past, our roots, in order to move on culturally.

Holly Miowak Stebing  
CSRE Community Research Summer Internship

From the time of the Alaska Gold Rush to the passage of the Anti-Discrimination Bill of 1945 Alaska Natives were subjected to racial segregation within the State of Alaska. My goal is to spread the word about segregation from a Native voice and perspective. This past summer as a CSRI intern through the Center for Comparative Studies in Race and Ethnicity (CSRE) I had the opportunity to work alongside the First Alaskans Institute (FAI). FAI placed me with the Alaska Native Policy Center, which is an Alaska Native think tank, and I began my research on the history of racial segregation in Alaska. Since racial segregation is not taught within the Anchorage School district and other Alaskan school districts, I wanted to make sure that information would be collected and taught from a Native perspective. I conducted 29 interviews with Alaska Native Elders on their experiences with racial segregation up until the passage of the Anti-Discrimination Bill of 1945. I held interviews in Anchorage and traveled to Nome, Kodiak, Juneau, Metlakatla Indian Reservation and Unalakleet. I enjoyed meeting all the Elders, although hearing their stories on discrimination in the past and present was deeply upsetting. This past fall I presented at the Alaska Federation of Natives Elders and Youth Conference on my summer research. After presenting my findings on segregation in restaurants, transportation, theaters, barber shops and BIA schools, and the use of discriminatory signs excluding Natives, the community present at the Elders and Youth Conference expressed their grief with discrimination from the past and present. I am currently working on my senior honors thesis to compile all this information. Conducting this research and listening to the voices of Elders and the community has been one of the best things I have ever done.
It has been a cold winter here, in the land where the sun sets by 5pm. It has actually been one of the coldest winters in the past 15 years, so the natives here, the Berliners, tell me. Food is plentiful and delicious, if you are willing to shell out the cash. This is the land where the wild Döner runs freely until it is cooked rotisserie style, served with yogurt sauce and wrapped in a handy to-go aluminum wrapper, all for a student-friendly price of € 2.50. I am lucky enough to be settled in an area with a scrumptious Döner stand, and I frequently see the natives, the Berliners, eat there. I realize that this common bond indicates that I am slowly getting accustomed to their ways of eating, and living. The amazing U-Bahn subway system runs me to and fro wherever it is I need to be. Truly an amazing thing it is, the sharp yellow metal wagon that delivers the whole city to work, school, and nightclubs.

I am indeed studying in the great city of Berlin, where the days are shorter and the air colder than what I’m used to. But hey, I’m not complaining too much. The weather alone has added so much to my experiences in and outside of Germany. Namely, the times I almost froze to death exploring unknown city streets in Riga, Vilnius, and Warsaw. Those types of experiences, exploring with a few friends through a -20° wind chill, are what make going abroad memorable. In addition to that, I’ve realized that with each country I travel to and check off the list, the world doesn’t get smaller. It actually gets bigger. I traveled a full week through Eastern Europe before settling down in Berlin. I hit up Riga Latvia; Vilnius, Lithuania; and Warsaw, Poland. During the quarter I plan to travel to Prague, Czechoslovakia; Rome, Italy; Amsterdam, Netherlands, Paris, France; and hopefully Belgium too. Stanford provided a Will Trip to Istanbul, Turkey, which was quite an experience. I plan to meander my way through a bunch of other countries in Southern Europe, as I journey towards my final destination, Athens, Greece.

I’m taking a whopping 12 units of intensive German (8 units) and a film studies class (4 units). My favorite parts of the experience have been taking lots of pictures of the lovely scenery and crazy friends, and just living in a large, busy city. It's really a change. A good one.
Coming back to Stanford after spending a quarter in Italy has taken a little getting used to. I’m not living with a host family, greeting everyone with a friendly "ciao!" or taking trains to different European cities. Spending fall quarter of my junior year in Florence is an experience that I will never forget. Before arriving in Italy, Roni and I did some traveling around. We spent almost two weeks sightseeing in London, Dublin and Paris and saw a lot of cool things. After this traveling around, we took a train down to Florence and began our life in Italy. After a few days of orientation, we began our first week of classes: Modernist Italian Cinema, The Woman in Florentine Art and The Duomo and Palazzo della Signoria: Symbols of a Civilization. All of these classes gave us an insight into the life of Italians, both present-day and in the past. For the two art history classes, we spent the majority of our time in churches and museums studying the art in person. We saw amazing palaces, sculptures and paintings almost everyday and were constantly surrounded by amazing art.

During the quarter, we traveled around a little and got to see Tuscany: the Leaning Tower of Pisa, Siena, the old medieval town of Sam Gimignano and Fiesole, the little town above Florence. For our Bing Trip, we took the train for a few hours to Rome and took a walking tour of Rome and got to meet the American Ambassador to Italy. We spent the weekend in Rome, seeing amazing things like the Spanish Steps, the Vatican, the Trevi Fountain, the Colosseum and even a free John Legend concert! With the Florence program we got to do a lot of cool things, including going to an opera, going to a nice restaurant that overlooks the city, going on little outings for brunch and gelato and so much more. There were so many things about the experience that I miss, but I guess what I miss the most is living in a foreign country. Studying in Italy is one of the coolest things I have done in my life and I am glad to be home where I speak the language and have hot water, but I definitely miss the wonderful Italian food: gelato, margarita pizza and gnocchi.

Hoku Ching

My experience in Florence was a challenging but rewarding one. At first I was so overwhelmed by the different language and customs, I couldn’t figure out how the light switches worked or string two intelligent words together. But gradually, to my surprise, each day got easier, and each day I learned more about myself and the world around me. In class we learned about the art, architecture, traditions and basic lives of people of antiquity. In my head it seemed as if little pieces in the puzzle of life were falling into place. For example, on our Bing trip to Rome, we began our tour at the Pantheon. I had heard about this place as a kid and had studied it in my Freshman IHUM Ancient Empires class, but nothing compared to actually standing under that perfectly spherical domed ceiling. As I thought about the scientific knowledge needed to create it, its symbolic nature, why it was made, how it was made, what it meant for those of antiquity and what it means for those of today, I could not help but stand in awe of humanity.

Through what I learned in classes and my encounters with parts of history, I found myself making the connections that create understanding and change, not only among solitary events, but across continents, cultures and time. As a result of my overseas experience I have grown to appreciate so much of the freedoms and privileges I enjoy at home, the knowledge of our ancestors and the potential for our own futures to make a mark on history. For me, my quarter in Florence was an opportunity for growth and I encourage others to take full advantage of it!
Update from Admissions

Osiyo nigada! Winter quarter brings the busiest time of year for The Office of Undergraduate Admission; we are currently in the process of reading and reviewing over 30,000 applications for Freshman Admission, the highest number Stanford has ever received. Native recruitment remains a strong goal of our office, and this past year has been especially successful. Last spring we rolled out the first-ever Joint Native recruitment travel, traveling for 8 days through Montana and South Dakota with colleagues from Columbia, Cornell, and Penn. We held informational sessions on the Flathead, Blackfeet, Ft. Belknap, Ft. Peck, Northern Cheyenne, Crow, and Pine Ridge reservations, as well as a presentation in Rapid City. This fall we held our second trip, traveling through upstate New York, making a presentation in Buffalo, as well as on the Allegany Seneca, Onondaga, and Akwesasne Mohawk reservations. Our third trip will be held this spring in the Southwest. In addition to Joint Travel, Stanford also attended some great conferences and programs, including College Horizons, AISES, NIEA, University of Colorado Boulder Upward Bound, The Lakota Invitational Basketball tournament in Rapid City, and others. I also did some extensive travel into the Navajo Nation this fall, driving from Flagstaff, up through Farmington, and all the way to Albuquerque, making presentations at high schools along the way.

In addition to all our American Indian Recruitment, my colleague, Solomon Enos, did extensive travel this fall through Hawai‘i, attending college fairs and visiting high schools, including Kamehameha campuses. We both helped our colleagues at UC Berkeley this fall with their Pacific Islander Conference “Mua O”, where we presented to nearly 300 Pacific Islander youth from the Bay Area.

Finally, our Diversity Recruitment Intern, Holly Miowak Stebing, has been instrumental in getting the word out about Stanford to Alaska Native communities, helping to organize a mailing campaign to rural villages and representing Stanford and presenting her research at the Alaska Federation of Natives Youth Conference.

In the coming weeks, as our fantastic NEW class of Natives begins to receive their acceptance letters, we’ll need your (students, staff, alumni) help! Look out for information on phone-a-thons, admit buddies, and Admit Weekend! Please feel free to contact me if you have any questions, comments, or concerns regarding Native Recruitment and Outreach, suggestions are always welcome.

Wado,
Adrienne Keene (Cherokee) ’07
(Admission Counselor, Undergraduate Native Recruiter)

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Spring Quarter Fun

Upcoming Events
Hawai‘i Club Luau, May 2
38th Annual Stanford Powwow, May 8-10
SAIO Beach Trip, May 23
Muwekma-Tah-Ruk (Stanford’s Native American Theme House) 20th Anniversary, May 30
Native Graduation Dinner and Awards Presentation, June 13

The 38th Annual Stanford Powwow
May 8-10, 2009
Eucalyptus Grove
Stanford University

For more information go to Powwow.stanford.edu
Students, if you are interested in getting involved, contact Joe Cartwright (jjjcart@stanford.edu) or Stefanie Tsosie (sktosie@stanford.edu) for more information.
Alumni Updates

Recently, **Anthony Kahn** finished PF Chang’s Rock’n Roll Marathon running through the streets of Phoenix, Scottsdale and Tempe. Anthony commented: “Just finishing a marathon is still an accomplishment!” He ran his best time on this course, finishing in 3:55:46. This race was special because his mom and sisters got to see him stream by and yell their support. Overall he placed 1698 out of 6429. His overall pace was 9:00 minutes per mile. Congratulations, Anthony!

**Dr. Karletta Chief**, Navajo from Black Mesa, AZ, was nominated to the Stanford Alumni Association Board of Directors in September 2008. She will be serving a 5 year term and attends board meetings 4 times per year. The board of directors serves in an advisory role to SAA. Dr. Chief welcomes questions and comments related to Stanford University and you can reach her at kchief@stanfordalumni.org.

This fall **Angelique Eaglewoman** joined the law faculty at the University of Idaho College of Law as the James E. Rogers Fellow in American Indian Law. Over the course of this academic year, she has assisted in starting the first Idaho Native American Law Student Association (NALS) Chapter and laying the groundwork for an emphasis in Native American Law to begin the fall of 2009. Her family is enjoying living in the Inland Pacific Northwest between the Coeur D’Alene and Nez Perce Tribes.

**UW Madison Assistant Professor of Art History and American Indian Studies, Nancy Marie Mithlo**, will host Sacramento State University Associate Professor in Ethnic Studies and American Indian Studies, Brian Baker, in sponsoring the exhibit “The Americana Indian” for the UW Madison community at the Theater Gallery, Memorial Union September 25 to November 10, 2009. The exhibit’s aim is to demonstrate the proliferation of conventional representations in American popular culture and commerce, while questioning how the images work to convey a limited set of messages about Native peoples. *The Americana Indian* was first exhibited in the Anthropology Museum at Sacramento State in 2007, followed by an installation in Tresidder Memorial Union, Stanford University, in 2008.

**Nicole Wellman Donester** received her M.D. from UCSF last Spring and was accepted into the dermatology residency program at UCSF. Congratulations, Nicole!

**Shauna Cruz** was recently awarded the Presidential Early Career Award for Scientists and Engineers on Friday, December 19th in a ceremony at the National Science Foundation and at the White House. This award is in recognition for his outstanding research on methods for the separation of species in gas and liquid systems using oscillating flows; and for his educational activities including demonstrations and presentations at local K-12 schools, where he encourages students, especially Native American students, to enter the sciences. He is currently an Associate Professor of Chemical Engineering at the University of Idaho in Moscow, ID with his wife, Susan, and three children: Yesenia(12), Dakota(9), and Novik(5).

**Dr. Aaron Thomas** was recently awarded the Presidential Early Career Award for Scientists and Engineers on Friday, December 19th in a ceremony at the National Science Foundation and at the White House. This award is in recognition for his outstanding research on methods for the separation of species in gas and liquid systems using oscillating flows; and for his educational activities including demonstrations and presentations at local K-12 schools, where he encourages students, especially Native American students, to enter the sciences. He is currently an Associate Professor of Chemical Engineering at the University of Idaho in Moscow, ID with his wife, Susan, and three children: Yesenia(12), Dakota(9), and Novik(5).

In 2008, after 15 years in corporate America, **Kassandra Vitacca** has taken a new path in her career and has recently formalized a contract to serve as the Director of Business Development for a full-service wealth management firm in Texas. She introduces clients and recruits career associates to the firm which allows her to invest energy in other endeavors.

**Notah Begay** has returned to golfing and recently participated at the PGA Tour’s qualifying tournament. After his most recent back injury, Begay moved his family from New Mexico to Dallas. With these new changes in his life, Begay found his golf game improved and began winning tournaments. During his February visit, students in the Stanford Native community had the opportunity to talk with Notah about his career.
Our family...

Fighting for our community  AISES Fun  Natives reppin'

Anne Medicine Award Winners  Hangin' with Mabel  Designing moccasins

Notah Begay is here  Moccasins!  Moccasins!

AIANNHP Staff: Winona Simms, Denni Woodward, Greg Graves
NACC Student Staff: Matt Anderson, Kayla Carpenter, Yve Chavez, Victoria Harman, Veronica Lane, Leon Peralto, Cuahemoc Peranda, Wayva Waterman, Kevin Wong

Coming Voice
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