



Red Rocks Reporter

JULY 2015

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FROM THE GOVERNORS

MEETING COMMUNITY NEEDS

Governor Raymond Loretto, DVM, First Lt. Governor Aaron Cajero, Sr. and Second Lt. Governor Dominic Gachupin have focused on assessing and addressing community needs through the first half of their administration. Their attention will now turn to implementing strategies to further progress on a range of significant projects.

Developing infrastructure at Pueblo Place has begun. Tribal members will see staff and heavy equipment working on preparing the roads for installing utilities delivery systems. The long-awaited baseball fields are now complete and in full operation as well.

Change of Command at Kirtland Air Force Base

Governor Loretto was joined by Santa Ana Lt. Governor Leonard Armijo as the first Native Americans invited to witness the Change of Command Ceremony of the US Air Force 377th Air Base Wing at Kirtland Air Force Base on May 21, 2015. Colonel Tom D. Miller turned over command of the base to Colonel Eric H. Froehlich for the next two-year term.

“This was much like when leadership changes here in the pueblo with the passing of the canes each year,” Gov. Loretto observed. He added that Commander Froehlich is expected to visit Jemez for Feast in August.

“Our presence sets the stage for further discussions with the base,” Gov. Loretto says. “We want to encourage our young tribal members to consider this branch of military service. There is a misconception that the Air Force is only about being a pilot, but there are a number of other areas that could interest some of our youngsters. We also plan to discuss employment options for civilian tribal members at the base.” Two tribal members currently serve in the Air Force.

Congratulations to Our Graduates

The Governors attended graduation ceremonies at Head Start, San Diego Riverside Charter School, Jemez Day School, Walatowa High Charter School and Jemez Valley Public Schools to honor and celebrate the students’ achievements.

“As tribal leaders, we want to encourage and support our students. In the 21st century, education is the vehicle to achieve good health and good jobs. Education is the key to the future, as individuals and as a community,” Governor Loretto says.

Governor and Mrs. Loretto traveled to Palo Alto, CA to attend the graduation of Mrs. Loretto’s niece as well as two Pueblo of Jemez tribal members. The Governor was invited to speak at a special event honoring Native American graduates at Stanford. Steven Mora received his bachelor’s of science degree in human biology; Julia Foster earned her bachelor’s of science degree in biometrics science. *(See photo page 18.)*

Los Alamos National Laboratories

The Governors joined ongoing discussions between Los Alamos National Laboratories (LANL) officials and leaders from tribes that surround and are impacted by the nuclear facility.

Continued on page 2



2015 TRIBAL GOVERNORS

Dr. Raymond Loretto
Governor

Aaron Cajero
First Lt. Governor

Dominic Gachupin
Second Lt. Governor

TRIBAL COUNCIL

Joe Cajero

Paul S. Chinana

Raymond Gachupin

Frank Loretto

J. Leonard Loretto

Raymond Loretto, DVM

José E. Madalena

Joshua Madalena

J. Roger Madalena

José Pecos

David M. Toledo

José Toledo

Michael Toledo, Jr.

Paul Tosa

Vincent A. Toya, Sr.

TRIBAL

ADMINISTRATOR

Vincent A. Toya, Sr.

Red Rocks Reporter July 2015 Edition

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FROM THE GOVERNORS

Meeting Community Needs, *Continued*

"We must ensure that our water, soils, air and vegetation remain safe," Governor Loretto says. He and First Lt. Governor Aaron Cajero, Sr. visited Hanford Nuclear Reservation near Richland, WA, to learn how local tribes are working with the facility to protect their communities' safety. (See related article page 7.)

National Park Service Meeting

Governor Loretto and Second Lt. Governor Dominic Gachupin visited National Park Service Intermountain Regional Director Sue Masica in Denver to discuss the Pueblo of Jemez' role in stewarding the Valles Caldera National Park.

"We have a lot to discuss, a lot to work out," the Governor said. "If you want to work with people, you need to be reasonable and show why your reasoning is correct. Being confrontational doesn't work."

Colorado State University

Governor Loretto continued his Colorado trip with a visit to his alma mater, Colorado State University. He met with university officials to discuss ways to support Jemez students who are interested in studying veterinary medicine, forestry and other university specialties. "We discussed options for student support, such as scholarships or in-state tuition," he explained. Governor and Mrs. Loretto, who is also a CSU alumna, started the school's Native American Student Services.

JHHS Expansion

To meet the growing patient population accessing medical services at the Jemez Health Clinic, the pueblo has retained Erdman Associates to assess options for expanding the existing health center building. Plans will focus on expanding the building on the east side.

"We are attracting more patients who don't want to make the trip to Albuquerque to get quality medical care," Gov. Loretto says. "The current building needs to expand to meet the increased demand for services."

Gaming Compact Approved

The Pueblo of Jemez' gaming compact with the State of New Mexico was formally approved by the US Department of the Interior Bureau of Indian Affairs with publication in the *Federal Register* on Monday, June 22, 2015. This approval is the final step in the process of preparing for possible future gaming ventures for the Pueblo of Jemez as well as Jicarilla Apache, Mescalero Apache, Navajo and Pueblo of Jemez.

Jemez Valles Caldera Claims Revived

On Friday, June 26, 2015, a the 10th US Circuit Court of Appeals ruled that US District Court in Albuquerque should review whether an 1860 land grant extinguished the Jemez Pueblo's rights to Valles Caldera lands. The court also rejected the federal government's motion to dismiss the case. The ruling acknowledged that the Jemez people have depended on the area's natural resources for centuries and that the ancient pilgrimage trails linking Walatowa to sites within the Valles Caldera are still in use today.

At press time, the Governors were not available for further comment.

Doors Are Open

The Governors continue to meet with community members daily to help resolve their issues and concerns. "We try to listen and work it out so tribal members' needs are met," Governor Loretto says. "We will work something out to the best of our abilities."

TRIBAL ADMINISTRATION

Pueblo of Jemez 2014 Annual Report

Submitted by Jeri Loretto, Contracts and Grants

The Pueblo of Jemez 2014 Annual Report is available to community members. Copies can be picked up at the Tribal Administration building during normal business hours.

In October 2013, the Pueblo was designated as a Title IV Self-Governance tribe under the US Department of Interior, Bureau of Indian Affairs (BIA.) Prior to becoming a Title IV tribe, the Pueblo was under fairly strict reporting requirements, which required quarterly reports and end of year reports for all tribal programs receiving funds through the BIA.

Now, as a self-governance tribe, our first and primary priority is to report to the community of Jemez Pueblo. Therefore, the 2014 administration under Governor Joshua Madalena, First Lt. Governor Kevin Shendo, and Second Lt. Governor Isaac Romero, completed an annual report on all of the programs, services, functions and activities managed by the Pueblo using BIA and Indian Health Services funds, State of New Mexico funds, and other public and private funds. The report details accomplishments as well as challenges faced by the tribe's programs. It also lists plans to be implemented.

This report to the community is the administration's means to communicate with its tribal members and to provide transparency, which was a goal for the 2014 administration and continues to be a goal for the 2015 administration.

The Governor's and Lieutenant Governors' doors are open should any tribal members wish to find out more about the programs and services described in the 2014 Annual Report.

Attention Livestock Owners

Livestock permits have been issued this year. Permits had not been issued since the 1990s.

Obtaining permits is **mandatory** for all livestock owners. The permits will remain in effect until 2020. **Permits will not be reviewed or accepted again until 2020.**

Applying for a Permit

To apply for a permit, applicants must:

- Be 18 years old.
- Have a brand registered with the New Mexico Livestock Board.
- Have a truck and trailer suitable to tend and move cattle.
- Own horses to effectively work cattle.
- Be able to pay grazing fees.
- Applicants **MUST** participate in the Valles Caldera Grazing Program and/or seek alternative grazing pastures outside of tribal lands for resource management and grass restoration.)

Tribal members are reminded that Pueblo of Jemez Ordinance prohibits livestock owners from allowing their animals to wander freely through the community. **Animals must be fenced or penned.** Stray animals found in the community will be rounded up and confiscated. Owners must pay up to \$500 in fines before the animal will be released.

TRIBAL COUNCIL REPORT

The Tribal Council Report is published at the direction of the Governors to keep the community well-informed. Governor Raymond Loretto, DVM, First Lt. Governor Aaron Cajero and Second Lt. Governor Dominic Gachupin proposed the following resolutions that Tribal Council approved.

June 8, 2015

Rescinded Tribal Council Resolution 2008-18 regarding lease of tribal lands for a tribal member who is now deceased; the father has released ownership rights and claims. The action will assist another tribal member to take ownership of the property.

Amended the PoJ Housing Department Procurement Policy in compliance with NAHASDA regulations that apply to procurement activities.

Authorized a grant proposal to the BIA Division of Energy and Mineral Development to utilize Pueblo of Jemez clay, sand and aggregate resources to develop housing materials (compressed earth blocks) and housing infrastructure (roads, utility line edging, drainage management) at Pueblo Place Housing Subdivision. The project will be coordinated

by the Jemez Community Development Corporation and be conducted in collaboration with numerous departments within Pueblo of Jemez tribal administration.

Authorized the submission of a grant proposal to the BIA Tribal Energy Development Capacity to enhance and develop policies, codes and regulations and advance tribal homeownership.

Authorized an Indian Community Development Block Grant (ICDBG) Proposal for a five year grant to plan and implement the Mold Remediation and Prevention Project Component to assist low to moderate income families who occupy previously HUD assisted homes. Tribal Council also authorizes and approves the commitment of tribal resources to be utilized to develop safe, decent and affordable housing for low and moderate income families.

JEMEZ COMMUNITY DEVELOPMENT CORPORATION

Walatowa Timber Industries Hosts Officials

On Friday, June 19, Walatowa Timber Industries Manager Terry Conley hosted national, state and local officials for a tour of the facility. The guests included Mike Connor, Assistant Deputy to the US Secretary of the Interior, Santa Ana Lt. Governor Leonard Armijo, Valles Caldera National Park Director Jorge Silva-Banuelos, VCNP Science Director Bob Parmenter and staff members, Jemez Community Development Corporation (JCDC) CEO Benny Shendo, Jr. and tribal attorney David Yepa as well as Governor Loretto, First Lt. Governor Cajero, Second Lt. Governor Gachupin and tribal staff. Terry celebrates his third year as manager in July.

"We needed to let this enterprise grow before we could reach out for more customers," Governor Loretto observed as he welcomed the visitors. Through a collaboration with the National Forest and Valles Caldera, wood is carefully harvested from selected areas as well as from sites on tribal lands. The facility now manufactures construction grade lumber and provides wood to be remanufactured for high-end paneling and flooring that are shipped to builders and architects across the country as well as vigas and

firewood. The enterprise is now expanding to manufacture Compressed Earth Blocks (CEBs) for home construction.

"This all ties in to community and economic development," Benny Shendo explained. "We are creating a sustainable resource for our own construction needs as well as those of our neighbors. We're also creating good jobs for our tribal members. At the same time, we are protecting our forests and watershed through careful harvesting practices."

"We don't cut the big trees," Terry noted. "We need to save the precious ones and we make sure that our harvest operations protect and improve forest health."

Housing is a critical need in the Walatowa community. "People would like to build using the old adobes, but constructing them is not practical," Benny said. "The CEBs, along with our own construction timber, will enable us to create the materials right here to meet our community's needs."

Lt. Governor Armijo added that his tribe is also greatly interested in sourcing building materials locally.

Calling it "the best kept secret in the Valley," business growth has been delib-

erately slow and careful to ensure long-term sustainability.

"We want to grow slowly to respond to market needs," Terry said. "We want to make sure we have a market for our products, without overcommitting to producing more than the facility can handle at this time."

He added that he appreciated the support from tribal administration and the governors as he nurtured the enterprise over the past three years. "My guys are the greatest. They want to work and they work hard." The enterprise currently employs 11 tribal members.

For more information about Walatowa Timber Industries, call Terry at (575) 834-0204.



Above: Terry Conley describes a new machine that improves accuracy and capacity for timber processing operations.



At left: Lynn Toledo, David Yepa, Benny Shendo, Jr., Second Lt. Governor Dominic Gachupin, First Lt. Governor Aaron Cajero, Sr., Jorge Silva-Banuelos, Jaime Loretto, Mike Coner, Santa Ana Lt. Governor Leonard Armijo, Terry Conley, and John Galvan toured Walatowa Timber Industries.

HOUSING

Housing Department Updates

Submitted by Denny James, Director

The Pueblo of Jemez Housing Department is in the process of rehabilitating 21 homes in the community. Repairs to more than 40 homes severely affected by the rains of September 2013 are also being done under the Federal Emergency Management Authority (FEMA.) External auditors have completed field work for the FEMA projects, and a report will be forthcoming.

Housing is also well underway with its mold remediation grant project that includes 15 homes. Another mold remediation grant proposal was submitted to HUD for this immediate funding year.

Taking Care of Mold

The department performed assessments to discover the cause of indoor mold and moisture issues, providing a foundation to seek grant funding and provide assistance.

Mold can be a health hazard as well as destructive to walls, floors and household furnishings. Early assessments have discovered common areas where mold may occur in community members' homes.

You can avoid or reduce mold issues in your home:

- ▶ Bathroom and kitchen exhaust fans and dryers must be vented outside the home. During showering, bathing, cooking, cleaning and clothes drying, bathrooms, kitchens and utility rooms can be at 100% humidity. Exhaust ventilation removes moisture at the source and limits the spread of moisture to the rest of the home.
- ▶ Proper roof design and construction is necessary so rainwater flows to the edge of the roof and falls on a soil surface or percolates down through the soil. The best way to prevent mold and moisture problems in homes is to make sure that rainwater moves off the roof, across the site and off the property. The soil that is in contact with the foundation

should be the driest soil on the site following a rainstorm. Homes with dry foundations (basements, crawl spaces and slabs) usually have dry indoor environments. Keeping the soil that touches the foundation dry is critical. Damage is worse where greater quantities of water are concentrated (avoid water collectors.)

- ▶ Gutters, swales, rivets, canals and valleys are designed to funnel water to downspouts and areas away from the house. Routine maintenance on these water funnels is required to maximize their efficiency. Pitch the soil surface away from the home (and not into the neighbor's property;) the steeper the pitch, the better the drainage. Determine the best way to ensure that all the water moves to the low edge of the site.

Indoor Air Pollution

Unvented gas appliances release combustion products into the indoor air, including carbon dioxide and carbon monoxide. The concentration of these pollutants in an indoor environment can reach levels that exceed established health-based thresholds. ***Exposure to these elements is dangerous to health.*** Carbon monoxide (CO) is a toxic gas emitted from incomplete combustion of fuels. In the most severe cases, CO poisoning can lead to serious illness and even death.

Proper ventilation and installation of carbon monoxide/smoke detectors are critical. Check indoor air circulation. Improperly balanced duct systems can cause discomfort, reduce building durability, and create indoor air quality problems.

Eligible tribal members whose homes are experiencing mold-related issues are invited to visit the Housing Department to complete an application for assistance. Participants must meet low to moderate income guidelines to be eligible. For more information, contact the Housing Department at (575) 834-0305.



HOME OWNERSHIP CLASS

Thursday, July 23 6 to 8 p.m.
Community Resource Center (CRC)

Materials and refreshments will be provided.



The Housing Department will host a home ownership class for community members who want to learn more about the Section 184 loan program, how to qualify for a loan and new construction. Bring your questions! If you are interested, please call Joetta Cajero at (505) 980-9030 or Denny James at (575) 834-0305 to reserve your place.



www.legacylending.mortgage

NATURAL RESOURCES

Understanding Fire Danger

Submitted by John Galvan, Acting Director



Fire Danger describes the combination of both constant and variable factors that affect the initiation, spread and difficulty to control wildfires. There are many systems and schemes that attempt to provide accurate and reliable predictions of fire danger; analyze the fuel, topography and weather; and integrate their effects into a set of numbers that fire managers can use to meet their needs and plan their responses.

National Fire Danger Rating System

Managers use the National Fire Danger Rating System (NFDRS) to input data and receive information to determine fire danger in their areas. Based on the fire danger, managers may impose restrictions or closures to public lands, plan for or pre-position staff and equipment to fight new fires, and make decisions whether to suppress or allow fires to burn under prescribed conditions.

Since 1974, five rating levels have been used to describe danger levels in public information releases and fire prevention signage:

Low (Green.) Fire starts are unlikely. Weather and fuel conditions will lead to slow fire spread, low intensity and relatively easy control with light mop-up. Controlled burns can usually be executed with reasonable safety.

Moderate (Blue.) Some wildfires may be expected. Expect moderate flame length and rate of spread. Control is usually not difficult, and light to moderate mop-up can be expected. Although controlled burning can be done without creating a hazard, routine caution should be taken.

High (Yellow.) Wildfires are likely. Fires in heavy, continuous fuel areas, such as mature grassland, weed fields and forest litter, will be difficult to control under windy conditions. Control through direct attack may be difficult but possible, and mop-up will be required. Outdoor burning should be restricted to early morning and late evening hours.

Very High (Orange.) Fires start easily from all causes and may spread faster than suppression resources can travel. Flame lengths will be long with high intensity, making control very difficult. Both suppression and mop-up will require an extended and very thorough effort. Outdoor burning is not recommended.

Extreme (Red.) Fires will start and spread rapidly. Every fire start has the potential to become large. Expect extreme, erratic fire behavior. **No outdoor burning should take place in areas with extreme fire danger.**

At the discretion of the Governor and along with Southern Pueblos Agency Fire Management, restrictions may be imposed if weather conditions change, including bans on camping, fireworks, open burning, etc. For more information, contact Jose Tenorio, SPA Prevention, at (505) 563-3659 or John Galvan at the NRD, (575) 834-7696.



Mosquito Fogging To Begin

Since 2005, the NRD staff has performed mosquito fogging operations at different times of the peak mosquito season, normally after the monsoon rains. In order to reduce the mosquito populations in agricultural fields, the NRD began another season of mosquito fogging on June 29. Mosquito control helps prevent human and animal cases of West Nile Virus and other diseases spread by mosquitos. The pesticide being utilized is considered safe and the least toxic for mosquito control in the United States.

Mosquito Fogging Schedule Monday, Wednesday and Friday 8 to 11 p.m.

Please be aware that the schedule is subject to change depending on cultural events, traffic and wind conditions (no winds to breezy.)

If you see our NRD staff fogging, please roll up your vehicle windows just as a precaution. The fogger will make a ticking noise and produce a huge white cloud, so do not be alarmed.

If you have any questions, contact the NRD at 834-7696.

NATURAL RESOURCES

How Nuclear Facilities Affect Nearby Tribes

Submitted by Clarice Madalena, Los Alamos Pueblo Project Manager

In May, Governor Raymond Loretto, DVM, First Lt. Governor Aaron Cajero, Sr., and Los Alamos Pueblo Project (LAPP) Manager Clarice Madalena attended the State and Tribal Government Working Group (STGWG) spring meeting held in Pasco, WA. This meeting is important because the Pueblo of Jemez receives funding from the Department of Energy (DOE.)

The meeting started with a session for tribal representatives to discuss key issues with Mark Whitney, Acting Assistant Secretary of Environmental Management. Mr. Whitney, along with other DOE and Los Alamos National Laboratory (LANL) representatives, visited the Pueblo of Jemez in April. During their visit, Mr. Whitney heard concerns from the Pueblo's perspective based on the Pueblo's proximity to LANL.

On the second day, participants toured the Hanford Site, which played a major role in the Manhattan Project. Although the Hanford Site is no longer an operational nuclear facility, its effects are prevalent especially for the Nez Perce Tribe, Confederated Tribes of the Umatilla Indian, Wanapum Tribe, and Yakima Nation. The tour of the Hanford Site demonstrated the magnitude of how Hanford contributed to the World War II effort. However, these activities pale in comparison to what the surrounding tribes have lost. The loss of these tribes' sacred sites greatly exceeds what Hanford contributed to the war effort. It is important to understand that other tribes deal with nuclear facilities on a daily basis. Unfortunately, these tribes near the Hanford Site continue to fight for clean air, water and land.

If you have any questions, please contact Clarice Madalena at NRD at (575) 834-7696.

VOTING RIGHTS

Please register to vote if you are 18 years and older. Voting counts: Support your children, elders, schools and community!

If you have changed your address or name, please update your voter registration information.

Home visits will continue for voter registration and registration updates. For more information, contact the Native American Voting Rights Office at (505) 934-8826.

Error: In the June 2015 issue of the *Red Rocks Reporter*, drummer Arnold Pino from Cochiti Pueblo was incorrectly identified. We apologize for the error.

EMERGENCY SERVICES

Improving Care for Heart Attack Victims

Submitted by Dave Ryan, Director

Jemez Pueblo Emergency Medical Services (EMS) has been working with the Heart Hospital of New Mexico, New Mexico Heart Group, Presbyterian Hospital and PHI Helicopter Service to provide better care for patients experiencing heart attacks. Through Mission Lifeline, the American Heart Association provides guidelines to improve timely access to appropriate medical treatment, ultimately saving lives.

In the ideal system for emergency medical services and emergency departments, standardized point of entry protocols establish which patients are transported to hospitals that can treat certain heart attacks. This decision is based in part on the acquisition, interpretation and transmission of a pre-hospital 12-lead EKG (electrocardiogram.) Jemez Pueblo EMS has recently purchased equipment that will allow our providers transmit EKG's to Hospitals.

The catheterization laboratory team is activated by EMS personnel in the field or by emergency room physicians after receiving the transmitted EKGs. Patients will remain with the Jemez Pueblo EMS crew and be transported directly to the catheterization laboratory on arriving at hospitals, decreasing time and saving precious heart muscle, thus reducing the effects of certain types of heart attacks.

The ability to transmit EKGs and work with accepting emergency room physicians and cardiologists decreases the amount of time that the patient suffers from a heart attack. The goal for any patient is to reach a catheterization laboratory is less than 90 minutes from the time EMS gets the first EKG. In the EMS world, **time = heart muscle**. The faster the patient arrives in the catheterization lab the better!

**PLEASE REMEMBER! IN AN EMERGENCY
ALWAYS DIAL 911.**

Happy Trails Cynthia!

Cynthia Gachupin retired from Tribal Court after 33 years of service to her community.

"I've seen a lot of changes since I first started in 1982," Cynthia recalls. "We are a lot busier now, seeing civil and criminal cases. We see a lot of traffic violations as Law Enforcement increases citations." Cynthia plans to enjoy her retirement and may accept her aunt Martha Chosa's offer to teach her to weave.

"We are all grateful for Cynthia's years of dedication and service," says Governor Loretto. "Thank you!"

PUBLIC HEALTH

Staying Cool and Hydrated on Hot Summer Days

Submitted by Sheila Toya, Community Health Representative

During summer, we need to think about about preventing dehydration and heat-related illness. More than 300 Americans die every year of heat-related illnesses, according to the Centers for Disease Control (CDC.) The sad fact is that most of these deaths are preventable if the victims understood the realities of dehydration and heat-related illness more clearly.

The good news is that staying healthy is as easy as becoming educated about your body's need for fluids, and the signs and symptoms of dehydration that can lead to heat-related illnesses such as heat stroke and heat exhaustion, and in severe cases, even death.

Regular exercise, often done outdoors, is just as important during summer as it is during the cooler seasons. Unfortunately, outdoor activities often place people at serious risk of dehydration. The risk is significantly increased for some groups:

Children: During summer vacation, children spend a lot of time outdoors. Because children have a larger surface area in relation to body mass, they often gain heat faster than adults.

Athletes and exercisers: People who spend hours training and competing in the hot summer sun often do not intake enough fluids to make up for the fluid loss caused by their activities.

Outdoor workers: Workers like landscapers, construction crews, police officers, postal employees, and others who spend most of their days in the heat often have little time for bathroom breaks or for drinking fluids. As a result, these workers may not consume enough fluids during their workdays.

Is Your Body "Acclimatized" to Heat?

Many may think, "I'm used to the heat; it doesn't affect me." Although it may seem to be common sense, this belief is **not** true when it comes to heat-related illness and dehydration.

The president of the American Medical Athletic Association says "Being 'used to' the heat or 'acclimatized' is necessary for the body to perform in hot, humid conditions without overheating. But acclimatization increases your need for fluid to match the increase in sweat rate, which puts you at higher risk for dehydration and heat illness."

How does one acclimatize to heat? It takes about 10 to 14 days of working or exercising in the heat for the body to adjust. You should cut down on the intensity of your exercise or activity during these first days. Once your body is heat acclimatized, the amount of sweat you produce and other total body fluid losses **increase** because you sweat sooner and more than before you became acclimatized.

Drinking Fluids for Hydration

The best time to consume fluids is before you are thirsty. By the time you are thirsty, your body is already dehydrated. It's best to drink on a schedule when it is hot outside. Avoid drinks containing caffeine or alcohol while in the sun or heat. These types of drinks stimulate the production of urine, thereby

promoting dehydration. The best drinks are zero calorie, flavored water.

How Much Water Do I Need?

The human body requires water to stay healthy. If you don't drink enough water or other non-caffeinated fluids, you risk dehydration or other heat related illness.

Adults need 17 to 20 ounces of fluid before beginning activity, as well as an additional 7 to 10 ounces every 10 to 20 minutes during activity.

Your fluid needs don't stop when your activity is over. You should consume 24 ounces of fluid within the first two hours after outdoor activity.

Children need four to eight ounces of fluid before beginning outdoor activities and five to nine ounces every 20 minutes while they are outside. Once kids return from outside play or activities, they also need to consume 24 ounces of fluids within the first two hours after they stopped their activities.

Did you know? One adult-size gulp of fluid equals one ounce of fluid, and one child-size gulp of fluid equals one-half ounce of fluid.

Signs and Symptoms of Dehydration

- * Dry lips and tongue.
- * Headache.
- * Weakness, dizziness, or extreme fatigue.
- * Concentrated urine that appears darker than normal.
- * Nausea.
- * Muscle cramps.

More Hot Weather Tips

- * While pouring water over your head might feel good, it does not have any affect on your core body temperature. Make sure you put plenty of water and other fluids **into** your body.
- * Always wear light-colored and loose-fitting clothing.
- * Whenever you get a chance, take a break in the shade.

Remember: any time a person who has been exposed to heat becomes disoriented or unconscious, seek immediate medical attention!

Source: The American Medical Athletic Association

GLOW FITT FUN RUN/WALK

3 MILE AND 1 MILE FITT FUN RUN/WALK

Wednesday, July 15

Jemez Senior Center

Registration starts at 8 p.m.

Fun Run starts at 8:30 p.m.

BEHAVIORAL HEALTH

Tribal Youth Program School Reconnection Program

Submitted by Sandra Sando, Tribal Youth Program Facilitator and Tribal Court Juvenile Probation Officer

Throughout Indian country, youth are faced with multiple issues, truancy and social, personal and family problems that contribute to poor school performance or not completing school. Bad school experiences or poor academic performance often make it harder for youth to pursue higher education. They also contribute to lifelong struggles that include inability to get good-paying jobs and build successful careers.

The Pueblo of Jemez is no different. That's why our community needed a program that promotes school success. The Tribal Youth Program (TYP)/School Reconnection Program (SRP) was created to encourage and support our youth in their educational endeavors. The target group includes sixth through 11th grade students who are at risk of academic school failure. SRP components include:

- Early identification of at-risk youth.
- Use of culture and gender-specific curriculum aimed at increasing self-esteem and confidence.
- Parental involvement.
- Community involvement through structured cultural activities delivered in collaboration with tribal officials and other cultural based leaders and community leaders.
- Referral and connection to needed services.
- Data management and analysis.
- Partnership with program and community resources.

The interventions to be offered will include:

- School support.
- Culture immersion.
- Life skills curriculum.

- Service learning.

Program Goals

The SRP program and interventions are aimed at:

- Increasing the use of discipline and corrective actions found in the Jemez culture, beliefs, values, methods and approaches.
- Increasing cultural literacy and competence by employing strategies to redirect wrongful behavior through culture-based restoration, reclamation and beautification projects.
- Increasing the number of youth completing a school year and being promoted to the next grade or graduating.

Enrollment Criteria

- Poor academic performance, such as low grades.
- Multiple unexcused absences (five or more.)
- 10 or more unexcused tardinesses.

Students not eligible for the SRP may be referred to other local programs to obtain needed services.

Tracking Student Progress

When a youth is enrolled in the program, an intake questionnaire assesses school performance, needs, and home and social factors. The assessment helps determine if the student is making progress in the program.

For more information about the Tribal Youth Program, contact Sandra Sando through the Behavioral Health Program at (575) 834-7258.

PUBLIC HEALTH

FREE COOKING CLASS

with Leah Pokrasso, Certified Nutritionist and natural chef at Leafy Greens

Wednesday, July 22 6 – 8 p.m.

Jemez Clinic Public Health Program Kitchen
Sponsored by MoGro

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SOCIAL SERVICES



**TUESDAY, JULY
21 6 P.M.**

Walatowa Youth Center

FREE popcorn and drinks while supplies last.

All-Age Event.

Adult supervision required for children.

For more information, contact Joline Cruz-Madalena, Prevention Coordinator, at (575) 834-7117.

VOCATIONAL REHABILITATION

Santa Ana Conference

Submitted by Yolanda Toledo

Jemez Vocational Rehabilitation (JVR) Program hosted a Disability and Social Awareness Conference in collaboration with the Santa Ana Social Services Program on May 18, 2015. The conference focused on substance abuse and its effects on the community. Presentations were given by both the JVR and the Santa Ana Social Services Programs about their services and supports. Then the Behavioral Health Program from Five Sandoval Indian Pueblos shared information about their program and the services they provide to individuals and families who are dealing with issues related to addictions. Finally, a panel of JVR consumers spoke about their personal experiences with disabilities.

"The speakers' panel has always been a favorite for participants. The panel consists of individuals who have worked with the JVR program. They speak about their life experiences with disabilities and how the program has helped guide and support their employment outcomes," says VR Coordinator Joyce Tsosie. The conference also had informational booths from several agencies as well self-employed vendors selling their crafts.

The conference was very well received by the participants, and feedback from the event evaluations indicate that people found the information both useful and interesting. The JVR program appreciates the support of the local communities for these events, and is already at work making plans for next year.

The final disabilities awareness conference of the year was held at Zia Pueblo on Monday, June 22.

Farewell Sarah!

After 11 years with the Jemez Vocational Rehabilitation Program, Program Manager Sarah Michaud is moving on to a new position as Deputy Director of New Vistas in Santa Fe. New Vistas serves nine counties in northern New Mexico

helping people with disabilities live independently in their homes and communities. The organization offers peer support and advocacy to children and adults.

"I came to Jemez for an internship for my master's degree and have been here ever since," Sarah said. "I'm not leaving the disabilities community. I'm just expanding what I can do. I am so grateful to the community for making this a place where I could learn and grow with the program. I will truly miss everyone here."

Good luck Sarah!



SENIOR CENTER

SENIOR CENTER NEWS

Submitted by Kathleen Sando, M.Ed., Program Manager

Senior Center activities and events are going well and have been well attended. Elders enjoyed a variety of outings, such as Isotopes baseball games, fishing, picnics, bowling and Father's Day and Mother's Day outings. The center continues to provide nutritious, healthy meals and conduct activities and presentations.

Most important, evening dinners focus on grandparents and grandchildren, including a well attended she-la-bay-la dinner and a pizza and salad dinner. In July, the grandparent/grandchildren dinner will make banana split desserts.

Upcoming special events include an elder's date night on Wednesday, July 15, with a steak dinner. An open house is planned for Monday, July 27, featuring a Hawaiian luau and a performance. Daily activities, such as exercise, line dancing, chair volleyball, shuffleboard and wellness walks, continue. Monthly calendars are available at the center so the community will know about these activities and events.

Lifestyle and Exercise

Another important component to the Senior Center is the healthy lifestyle/exercise program. This year more than ever, fitness and exercise were placed as high priorities. The majority of the elders are very fit and healthy and implementing an exercise program was a step up for the program.

This year, the exercise program was specific to those who qualified to participate in the National Senior Olympics in Minneapolis, MN in July. All the Olympians successfully completed their fitness plans.

Jemez Senior Olympians

The Senior Center staff join the community in being very proud of our Olympians! John Tabor, certified fitness trainer with the Community Wellness Program, was instrumental in making the program a success. He dedicated his time and positive energy to the elders in exercise sessions, guiding them in the proper use of equipment and weight lifting techniques, introducing muscle activation techniques prior to exercise and using appropriate breathing patterns. The program will continue to work in partnership with John and the Community Wellness staff to continue providing fitness programs.

Many thanks to tribal administration and Jemez Health & Human Services for the support and encouragement that made it possible to fund the trip to the National Senior Olympics.

Congratulations and good luck to our National Senior Olympians: Mabel Fragua, shuffleboard; Marina Fragua, shuffleboard; Clara Gachupin, shuffleboard; Christina Loretto, bowling; Felipita Loretto, road race, 10K, 5K, track & field; Joseph Loretto, road race, 10K, 5K, track & field; Leonora Lucero, shuffleboard; Miguelita Pecos, race walk, 5K; Tony Romero, track & field; Robert Shendo, swimming; Albert Sando, shuffleboard; Roberta Toledo, road race, 10K, 5K, track & field; Alvin Toya, bowling; Marie Toya, bowling; Virginia Toya, road race, 10K, 5K; Michael Vigil, bowling; David Yepa, Sr., road race, 10K, 5K, track & field.

SENIOR CENTER

SOCIAL SERVICES

DEMENTIA AND ELDER ABUSE

Jemez Social Services and the Senior Citizens Center co-hosted a conference on Thursday, June 25 at the Walatowa Youth Center focused on recognizing, addressing and preventing elder abuse in the community. First Lt. Governor Aaron Cajero Sr. opened the program with an invocation.

"This issue is about not respecting our elders, taking advantage of them, not respecting the strong moral values taught by our grandparents," Gov. Cajero observed. "Elder abuse occurs here just like every where. Sometimes people are not aware that they are being abusive. As Tribal Judges, we see what happens when people need restraining orders. We must find solutions before it gets that far."

Understanding Dementia

As we age, our bodies change. We slow down, and may develop problems with joints or balance. Hearing or vision may decrease. Cardiac and pulmonary systems may weaken. But when brains age, deficits in memory, problem solving, decision-making and judgment create difficult challenges for patients, families and caregivers.

"The chances of developing some form of dementia double every five years after age 65," said Sterling Brown, LMSW, a clinical social worker with the Senior Behavioral Health Program at University of New Mexico Southwest Regional Medical Center. "People live longer, so the disease is more prevalent."

"This is a very serious disease. This is not just 'old age.' It's more than just memory loss, more than not remembering where you put your keys. Brain deterioration affects all areas of functioning, even the ability to swallow," he said.

Alzheimer's disease is a very specific diagnosis, but dementia can also be caused by other conditions. *Vascular dementia* is a decline in thinking skills caused by blocked or reduced blood flow to the brain, as in strokes. Brain cells are deprived of vital oxygen and nutrients and the cells die. Patients with *Parkinson's disease* may also develop dementia. Other forms of dementia are less common. A medical evaluation is necessary for a correct diagnosis. There is no cure, but symptoms and progression of the disease can be managed. "People with dementia have the right to be content and comfortable," Sterling advised.

Early Signs and Symptoms

1. *Memory loss* that disrupts daily life, such as not remembering a child's name.
2. *Difficulty planning or problem solving.*
3. *Difficulty completing familiar tasks* at home, work or at leisure, such as paying bills or making correct change.
4. *Confusion* about time and space; disorientation; not know where they are or how to get home.
5. *Trouble understanding visual images and spatial relationships.* For instance, they may reach for a cup but be unable to judge where it is or what to do with it.
6. *Unable to retrace steps* when an item is "lost."
7. *New problems finding words* when speaking or writing.
8. *Decrease in or noticeably poor judgment*, like leaving the house without clothes.

9. *Withdrawal* from work, family or social activities. People who are aware that they are losing their ability to function often become depressed, ashamed, anxious or hostile.
10. *Changes in mood or personality.* This symptom can be most distressing for families and caregivers when the individual becomes agitated, short-tempered, demanding or aggressive. Or the patient may act out, hallucinate, cry uncontrollably, be sexually inappropriate, yell, even physically attack.

"Often abuse happens when caregivers are confused, frustrated or frightened by the changes in their family members. It's easy to lose patience and become angry," Sterling said.

He added that it's important to distinguish dementia symptoms from signs of stress and anxiety, or an unusual reaction to medication.

"It's critical to get a complete medical examination by a professional who understands geriatric patients," Sterling said. "You must know what you're dealing with so it can be addressed properly. Some medications and dosages that are acceptable for most adults can be dangerous for the elderly."

Dementia and Abuse

The challenges of living with and caring for a patient with dementia can leave family members angry, frustrated and frightened, Sterling reiterated. Feeling helpless and angry easily leads to abuse. The abuse can take many forms:

Neglect. If the patient becomes too difficult to deal with, caregivers may avoid contact and fail to provide for personal or medical needs.

Physical abuse can happen when caregivers become overly frustrated and stressed, or when a patient physically acts out and the caregiver responds physically.

Psychological abuse includes scolding, threatening or arguing with the patient. "The patient may not remember why you are angry, but they will remember the feeling of being frightened, sad, hurt, hopeless or ashamed," Sterling said.

Financial abuse happens when family members use the patient's money without permission.

"Caregivers need endless patience," Sterling noted. "It's hard. It's very hard. Caregivers need family and community support."

"It's wonderful to see so many people at this event," Sterling concluded. "When the community is aware and supportive, people with dementia can remain safe and content."

If you are concerned about someone who is showing signs of memory loss, or if you are concerned about your own symptoms, please contact the Jemez Health Clinic to see a provider who can guide you to get help.

SENIORS' TALKING CIRCLE

Senior Citizens Center

Every third Wednesday of the month during lunch.

If you have questions, contact Tanya Shendo, Social Services Victim Services Coordinator, at (575) 834-7117.



Graduation Rate Soars at WHCS

Reprinted with permission from an article in The Santa Fe New Mexican, written by Robert Nott

As Native American students across the country continue to lag behind their non-Native peers in educational achievement, Walatowa High Charter School has found remarkable success in making sure its students graduate.

The graduation rate for Native Americans nationally is about 50 percent, compared to just over 80 percent for all US students. But at WHCS, the graduation rate is 91 percent, outranking the state average for Native American graduates (64 percent) and most other charter schools in New Mexico. All but five of the school's 68 students are Native American.

Principal Arrow Wilkinson believes that the key to the school's success is "positive relationships between faculty and students. And the belief that every student can achieve. They won't fail because we won't let them."

Students credit the school's small, welcoming community that stresses teaching Native values, culture and the traditional Towa language.

Maintaining the Towa language remains a concern for the school as well as the community. "We don't have the advantage of teaching our children with books," said Kaylanah Shendo, Class of 2015 valedictorian. She credits the school with encouraging her to go to college, where she wants to study linguistics so she can return to the pueblo and help keep the language alive. Her senior presentation covered the pueblo's concerns about potential language loss.

Everyone involved in the school expresses satisfaction at incorporating Pueblo traditions into the classroom. "Here the kids are able to practice their culture," a student observed.

Building a Dream

The school started as a dream envisioned by tribal leaders in 1999. "We wanted to have more say in the curriculum we develop and keep in mind our language and where we came from," said Gov. Raymond Loretto, DVM.

The local school board initially denied the pueblo's application for a district charter. So Gov. Loretto and others went to the state to approve its charter instead. WHCS opened in 2003 in the Civic Center with 18 students.

A 2014 lawsuit filed by several school districts and individuals against the state asked the court to force legislators to put more money into education. The suit notes that some schools serving Native students can't teach their Native languages because of the resources devoted to testing mandates.

Wilkinson said that's not quite the case at Walatowa. "[Testing] hasn't curbed efforts," he said. "We just have to be more purposeful. It has curbed the overall general classroom instruction time. But that has not directly affected our efforts to promote Native traditions and language. We adjust our

school calendar and testing windows to accommodate cultural activities. We pull from other time slots, and the instructors infuse community values within daily lesson plans."

The teachers know their students and work with Wilkinson and others to quickly address problems like truancy, bullying and poor academic achievement. Still, the school faces challenges. The school does not have a permanent facility. The school has set up a nonpermanent capital fund through the New Mexico Community Foundation to raise money, but it will be a challenge. The school also wants to hire reading and math tutors to help raise student test scores, as well as a certified Jemez language instructor. And because Jemez is not a gaming pueblo, it has limited financial resources to offer college scholarships, as some other pueblos do.

Wilkinson's office doubles as the school radio station, testing center and — when necessary — the sports teams' locker room. He keeps a bucket of stucco under his desk in case he has to make some quick repairs to the walls after students horse around in that locker room.

Success Stories

When Marley Perea entered WHCS in the ninth grade, she was reading below grade level. Now, she will enter her senior year reading on par with a college student.

"School is not my favorite thing," Marley said. "I'm not a big fan of writing or English. But the teachers really push me and help me. Everyone at Walatowa is really close. You could say they're like a second family." She plans to graduate next year and go to college. She does not know what she will study but wants to bring whatever she learns back to the school as a gift for what it has given her — confidence in herself.

Even non-Native students have found an environment where they can thrive. Dominique Chavez, who graduated in May, said Walatowa is the reason she earned her high school diploma, as well as 32 extra college credits. School hadn't been working for her when she attended classes in both the Jemez Valley and Bernalillo school districts. At one point during those years, she was suspended for more than 100 days. "I was never at school. I was at home," she said. Thanks to the efforts of Walatowa's leaders and educators, she said, she is heading to The University of New Mexico to study nursing this August.

"Walatowa gave me the opportunity to get better, to show that I could do it," she said.

In conclusion, Education Department Director Kevin Shendo says "I want to thank you, Arrow, for your dedication and commitment to the students of Walatowa. Without you, this story is not possible. Thank you, Arrow!"

EDUCATION

Early Start Date at WHCS

Reprinted with permission from The Jemez Daily Post

The Walatowa High Charter School 2015-2016 school year will begin with an early start date Monday, July 20 and end on May 6, 2016.

During the Community School Model Training held in May, representatives from Jemez and Zia Departments of Education, JHHS Behavioral Health and Social Services Programs joined community partners from Jemez Springs, principals, parents, WHCS faculty and staff to identify WHCS students' academic and social needs. The needs and solutions were compiled by Dr. Jaime Tamez, Founder/Senior Consultant, New Mexico Education Consulting Services (NMECS), and recommendations were presented to the WHCS Administration.

"The conversation between the school and community is so valuable. We are able to combine efforts and implement practical strategies in the best interest of the students. These initiatives will improve our students' academic performance because the mental health, social and traditional aspects of their lives are being considered and everyone is contributing," explains Principal Arrow Wilkinson.

Recommendations included language and culture promotion, experiential learning participation, attendance, and involvement by JHHS and tribal programs. But the overriding conclusion was to start school early.

"Mr. Wilkinson met with every class and explained the rationale about a possible early start date. 100% of my classmates agreed," says WHCS senior Tyrell Gachupin. "If that's what it takes to be better prepared and be able to compete for acceptance in a college or job after graduation, we are up for the challenge." There are three key reasons for the early start date.

1. The desire to better align and maximize student preparation for national ACT and SAT assessments and NMPED state required assessments (NWEA, PARCC, SBA, and Accuplacer).
2. The desire to better prepare and guide seniors to complete their first semester of college or career programs in the spring, which will improve college and career persistence.
3. The need to improve student retention rate, which in turn will improve academic and career opportunities.

As schools are asked to increase standards and opportunities for students, the need for students to earn college credits or participate in career programs will continue to increase. Last year, all WHCS juniors had the opportunity to earn 12 college credits in the dual credit enrollment program, with schools including the Institute of American Indian Art, Central New Mexico Community College (CNM) and Eastern New Mexico University. For example, one 2015 graduate, completed 24 college credit hours and received her NM State Nursing Assistant License.

"We have to try something different. We have to give students every opportunity to be successful. If that means we have to come back early to give teachers additional instructional time to better prepare our students, than that's what we will do," adds Frances Strain, WHCS Federal Programs Coordinator.

The Hemish of Walatowa Family Circle Project

Submitted by Janice Tosa

The Hemish of Walatowa Family Circle Project (FCP) is a collaboration between the Department of Education and the University of New Mexico Center for Participatory Research. The FCP is a unique intergenerational prevention program for fourth and fifth graders and their families. It seeks to build on family strengths and reinforce the use of the Towa language, cultural values and way of life. The program's goal is to prevent alcohol and substance abuse and support healthier children and families. The research-based prevention program is designed to test effectiveness among Jemez families.

The FCP is currently recruiting families with children in fourth or fifth grade. Sessions will begin in October 2015. Families that want to participate must complete pre- and post-test surveys; they will receive gift cards for completion.

The program consists of 12 weekly sessions. Each session covers a different topic such as Hemish history, communication, problem solving, recognizing types of anger and anger management, and building social support. Families will learn important life skills together to help strengthen family ties and create stronger, healthier families.

The first pilot done in 2007 found that children who participated in the program wanted become fluent Towa speakers and learn more about the Jemez way of life. This was a significant finding, as we continue to see a decrease in fluent Towa speakers among our Jemez youth. The sessions are taught in Towa by facilitators who are fluent in the language. This style of teaching is vital to maintaining the language. Students and parents are strongly encouraged to speak only Towa while at these sessions, reinforcing the importance of maintaining the language in a fun and friendly environment.

A traditional Jemez meal is served at the beginning of each session so families eat and learn together. This is an important aspect of the program, as fewer families today take time to eat dinner together. Elders stress the importance of holding dinners; it is said that family dinner is a family gathering based on principles that represent the cycle of life. Family members come together to share information, give encouragement, make plans, solve problems and interact in a positive way. FCP strives to instill the same traditional values in today's families.

Families learn from their elders about Hemish history and cultural values. Families can take a field trip to an ancestral site where they learn about the history of our Hemish people and see the places once occupied by our ancestors. Families also choose a community action project (CAP) with the children taking ownership of the project. CAPs allow children to express community concerns and create possible solutions. Through this experience, children gain better perspectives and learn to serve more proactive roles in our community.

To sign up or for more information, please contact the Education Department at (575) 834-9102.

EDUCATION

LIFE IN THE PUEBLO: THEN AND NOW

The Walatowa junior class created the attached oral history from interviews gathered this year with tribal elders Margaret Loretto, 66; Arlene Sando 66; Anthony Pino, Zia, 65; Robert Shendo, 72; Jose de la Cruz Toya, 65; Nancy Toledo, age unknown; Napoleon Loretto, 90.

Back in the Day

Margaret: I grew up in Jemez Pueblo and it was like an old, ancient place when I think about it now.

Nancy: The land is sacred to me because we have taken care of our land since we were raised by our grandparents.

Arlene: It's my ancestral land. I must be the caretaker of the land that the Great Spirit provided.

Jose: Growing up hunting, it was good. We had all kinds of game, plenty of it.

Napoleon: It used to rain and snow a lot. There were deer, bears.

Jose: And the wild plants out there growing, some that are medicines that grow up there in the mountains that we collect and bring home, dry them and use them as medicines.

Anthony: The land I grew up in means a lot to me. It's my culture, my land; it's for my planting, it's for my spiritual use.

Growing Up in the Thirties, Forties & Fifties

Margaret: My grandparents taught me to be strong in mind, do good in school. The kids that went to school, at home were more disciplined by their parents than they are today.

Arlene: I started grade school in 1954. I was very fortunate to have two grandparents as I grew up, my grandfather on my dad's side and my grandfather with braids on my mother's side. And they taught us to respect, love, have compassion, humility, and to be humble. And they also taught us to respect our elders, plus we were disciplined when we were naughty and also respect our traditional ways and that's how we built a sense of pride.

Robert: I believe there was no alcohol in those days when I was growing up, the only smoke that we did were during our Indian cultural ceremonies. We didn't have any alcohol available to us at the time.

Anthony: The house I grew up here in the village is not like what I'm living in right now. It was built out of adobe and stone, was built by my grandfather and I was raised there by my grandparents.

Robert: I grew up in a one-room house here on the pueblo. With three brothers and three sisters, that's six. We didn't have electricity, we didn't have the modern stuff we have today.

Nancy: The house I grew up in was a small house. We were crowded, we only had one room, a kitchen and that was it. There were 10 of us kids in there.

Margaret: Childbirth, I think, was very hard for the women

because they did not get prenatal care, they did not deliver in hospitals. They delivered at home. My great-grandmother was a midwife who delivered most of the kids in Jemez.

Robert: Back then, we didn't even have a clinic to where we could go for our disease.

Napoleon: We always farmed, whether if it was a big area of land or not, we still farmed. We used our horses because there were no tractors back then.

Nancy: When we were growing up, we mostly ate tortillas, potatoes, cabbage and carrots that grew on our farm lands. And if we didn't have a good crop at that time, we would just eat whatever our parents made.

Anthony: My grandfather and great uncle's field taught me what to do about farming. There was very little machinery that we used for farming, like tractors. During those days, we had to put up money for somebody to plow your field, level your field. And of course, when it was done, we all did the planting.

Arlene: I remember there weren't many people that were obese when I was younger, and I think that's because of eating the right foods at that time. People ate what we grew in the garden when I was growing up, which were beans, squash, corn, potatoes and tacos, which is my favorite and still is in our household.

Language & Culture

Jose: As I was growing up my dad told me about sacred sites and showed me some of them and the names of the sites and Indian names.

Nancy: As I was growing up, we spoke nothing but Towa. Everybody spoke Towa.

Napoleon: All the time. We didn't understand English.

Nancy: There was very little English spoken.

Arlene: It was spoken every day, from morning 'til going to bed. The only time we didn't speak our Indian language was at school.

Nancy: The traditional doings when we were growing up were more small and cultural-like.

Margaret: We respected them more, they were sacred to us.

Arlene: Traditional doings when I was growing up, the men in our community were the only ones that really knew what was happening in our kiva and not even our mothers or us children knew what was going on, because we were never

EDUCATION

Life in the Pueblo: Then and Now, Continued

told until we got older.

Jose: We still have great respect for the sites that are way back in the mountains. There's a lot of laws that have changed and everything now is just paperwork—we have to do everything with paperwork. It's not like way back in the old days where you can go anywhere you want. Nowadays we need a permit to hunt different species like elk, that's more money for the license for the deer and antelope and all that.

In the 21st Century

Arlene: To me, I think the land has changed. I feel that the land is being abused and not taken care of in the traditional manner. There's not a lot of people that are planting nowadays to make use of the land. I wish that more of the younger generation would use the land more efficiently.

Napoleon: It's too dry. Now everybody uses tractors. No more tamed horses or wagons or nothing.

Arlene: When the Department of Housing came in 1969 and built houses, it destroyed the community relationship with family. A lot of the younger generations had to move out of the pueblo and no longer were spending quality time with each other, because the houses were built outside of the pueblo.

Nowadays it's like, fast food restaurants, McDonalds; when you ask kids what they want to eat, that's the first thing they say is McDonalds, Tasty Freeze, Sonic.

Nancy: Modification has been added on to our culture.

Arlene: A lot of the kids nowadays don't even want to participate in their traditional culture. If something is going on, if they're dancing, some kids are at home watching TV when they should be involved in their culture.

Margaret: Today's children really don't respect our religion and our culture.

Arlene: Today I feel, it really hurts me to see my pueblo, when I go visit and see that a lot of the children and even some of the grownups that know the language hardly speak it, and all I hear now when I go home is people talking in English, it really hurts me.

Anthony: I'll say 80 to 95 percent of my household now speaks in English.

Jose: We see people drinking and using drugs, that's been here a long time, and it's going to be here a long time. Right now it's even worse than it was back then.

Napoleon: A lot has changed. And now, no one knows what will happen or what else will change.

Robert: Today we have our own vehicles, we have our own

houses, two to three bedroom houses today compared to the one room I was raised in. We have now modern stuff, telephones, electricity, running water, as before we didn't have those.

Margaret: Putting up the clinic, getting the new Civic Center was a good thing, because the tribe is running our own program now.

Robert: Today we have our own clinic with our own doctors, professional people who serve us through the health program, with dental, health, x-rays. Whatever ails us, they're there to help us.

Anthony: Now, as I tell my sons and my grandsons, I always tell them that 'the sky's the limit.' You could do whatever you want to do right now with all the technology right now.

Pueblo Honors Stanford Graduates



Steven Mora received a Certificate of Academic Achievement from Governor Raymond Loretto, DVM, on behalf of the Pueblo of Jemez leadership at the Stanford University Native Student Graduation Banquet held on Saturday, June 13. Steven, along with Julia Foster, were the two Jemez graduates who received their bachelor's degrees from Stanford University. Photo by Kaitlyn Yepa.

EDUCATION

The History and Origins of Pueblo Baseball

Mylo Romero, Senior Thesis, English IV, Walatowa High Charter School

Abstract: Pueblo baseball embodies good Jemez values. It is a tradition born of American history that we've made uniquely our own.

When our people were sent to what is now Jemez, they were told to look for the place of the great eagle, and it would be there that we would live and thrive as a people. One day, after preparing a pitchers' mound before a game, my coach and I were driving north. I looked up at Wavema and thought that it also resembled a pitchers mound in the center of a baseball diamond. Redondo Peak from above is in the center of the caldera like a pitcher's mound. Jemez could be thought of as the outfield, and even though we're not at the center, we can still see where the center of our homeland is. There may never be an exact reason why Jemez loves the game of baseball so much, but that is what I believe.

Jemez has played the game of baseball for at least 100 years. Some people say we are so culturally connected to the game that we might consider it a religious game more than anything. Today Jemez has the most teams in the Southern Pueblo Baseball League, and always has at least one or more people playing in different leagues showing Jemez talent. But we have some who don't like baseball in our community. They say that we young men should be out in the fields, in the kiva or doing other chores in our homes.

The History of Baseball

Baseball is considered by people to be America's "national pastime." The history of baseball can be traced to the 18th century, when amateurs played a baseball-like game based on the English game of rounders. Rounders became popular in the United States in the early 19th century, where the game was called "townball," "base" or "baseball." Most people consider Alexander Cartwright the pioneer of the modern game. He and his New York Knickerbocker Base Ball Club devised the first rules and regulations that were accepted for the modern game. Others made their own versions at the time; but the Knickerbockers style of the game became the most popular. In 1871, the first professional baseball league was founded, and only major cities on the east coast had teams.

Most people believe Pueblo baseball began in Isleta in 1900. Others say that it began in Laguna. All that we know is that it was played on some field in one of the 19 Pueblos, and maybe we still play games on that same field.

Baseball was brought to the Pueblos by railroad workers, miners, soldiers and maybe even Alexander Cartwright. He, along with many other Americans, traveled west on the Santa Fe Trail on their way to California.

Navajos being held captive in Fort Sumner in 1863-1866, learned the game from the soldiers and often played against each other. The Navajos later taught it to the Pueblos after being released from Fort Sumner. Each pueblo took to the game very easily as it was similar to "shinny," a game that is played with handmade sticks and a ball made of animal hides.

Boarding School Baseball

Another way that baseball came to Indian country in the late 19th century was through the US government's policy of placing Native students in boarding schools. Indian children were sent to be assimilated into mainstream culture by the government that thought that if they were taken from their homes and families, they would be modeled into productive members of society. They learned the game and brought it back to Indian country.

Baseball drastically changed the lives of children who attended boarding schools in the late 19th and early 20th centuries. They took to baseball because they grew up outdoors, and had similar stick-and-ball games where they came from. It also helped them keep a part of their cultures.

In 1889 the Carlisle Indian School was better known for their impressive football team, on which the most famous Native American athlete, Jim Thorpe, played. But they also had a baseball team. That is where most Native Americans say Native American baseball originated.

The Pipestone Indian Training School baseball team was formed in 1893. The children took to the game like they had been playing it for years. From 1911 to 1916 the Pipestone team was coached by two Native Americans, James Irving, a Dakota from the Rosebud Reservation, and former student and player Vincent Sears from Pine Ridge.

The Native children at St. Johns Industrial School near St. Cloud, MN, used whatever cracks in the system to continue to endure as a people; baseball became one of those tools. They created a baseball team, which was not offered by the school. The children often ran the teams and used their language when playing. The game allowed the Ojibwe to retain part of their culture, and were also equivalent to modern coaching signs.

The Albuquerque Indian School, established in 1881, brought in children from the 19 Pueblos, Zuni, Hopi, and Navajo. Their first known team was in 1900. But the first known games were in 1911. The school played teams from around the state as well as workers from the Santa Fe Rail, Topeka, and Atchison Railroad and varsity teams from the University of New Mexico, Santa Fe's St. Michael's College and Menaul School.

Baseball allowed the children to keep their Native languages, which they were not allowed to speak in the class rooms. In a way the game took them back to their roots. It showed that Natives can adapt to their surrounding and continue to endure as a people.

Bias Against Our Ball Players

Native Americans soon became a bigger part of baseball. They moved onto the big stage, where bias against Natives confronted them wherever they played. When people think of minority ballplayers, they think about what Jackie Robinson, the first African American professional baseball player, went through in his first year in the majors. But not many know of what

EDUCATION

The History and Origins of Pueblo Baseball, *Continued*

Native Americans endured while they played professionally, 50 years before Jackie Robinson stepped on a professional diamond.

Louis Sockalexis. Fifty Native Americans have played professional baseball. The first and most famous was Louis Sockalexis, who Native Americans consider the pioneer of the game in Indian country. Sockalexis was born on the Penobscot reservation in Maine in 1871. As a youth, he was athletic and his talents were very noticeable. After high school, he attended the College of the Holy Cross where he played baseball, football and track. He later transferred to the University of Norte Dame. At Norte Dame, he dealt with taunts, racism and insulting chants during games. His career at Norte Dame didn't last long, because he was expelled due to his problem with alcohol.

Sockalexis signed a major league contract with the Cleveland Spiders on March 9, 1897. A month later he made his major league debut. The racism towards him continued, and alcoholism caught up with him again. He played only two more seasons after his debut in 1897 and finished his career in the minor league. He later returned to coach juvenile teams in 1901. His career in baseball ended for good in 1903. Louis Sockalexis died on Christmas Eve in 1913. In recognition of his accomplishments Sockalexis was elected to the American Indian Hall of Fame.

After Sockalexis played his last game with the Cleveland Spiders, the city wanted to honor him for being the first Native American to play professional baseball, according to *NBC Sports*. Cleveland's press surveyed the fans for a name and the Cleveland Spiders renamed themselves the Cleveland Indians. After that, the name, "Indians" stuck with the team. It's ironic that the controversially racist mascot Chief Wahoo originated as an attempt to honor the first great Native ballplayer.

Jim Thorpe. Another great Native athlete who experienced the racism in sports was Jim Thorpe. He was born on the Sac and Fox Indian reservation in 1887, and was the grandson of famed Chippewa warrior Black Hawk. As a child, Thorpe was very athletic, but he developed a disciplinary problem after his twin brother, Charles, died at the age of nine. After his father could no longer deal with his truancy, he was sent to Carlisle.

At Carlisle, Thorpe became a star athlete, participating in football, track, lacrosse, even ballroom dancing, and baseball. He withdrew from the institution several times, and finally left in 1909 and played baseball for the Carolina League for 60 dollars per month.

Thorpe returned to Carlisle in 1911 and his coach persuaded him to compete in the 1912 Olympics. Thorpe was a hero of the Olympics, but was later stripped of his medals because he had violated his amateurism playing minor league baseball. The rule was unevenly enforced and, in Thorpe's case, smacked of racism. Thorpe became a symbol of injustice towards Native Americans, according to the Smithsonian Institution.

After being stripped of his medals, Thorpe signed a three-year contract for the sum of \$8,000 per season. That was most ever paid to a major league rookie in that time. He played for the New York Giants, who beat five other clubs to sign him.

In his first season, Thorpe got off to a rocky start by showing up late to an exhibition game. He played only 19 games with a .143 ERA. In subsequent seasons, he didn't get much playing time and was moved from league to league. In 1917, he had an official big league season playing in over 100 games. He played two more seasons of major league ball after that.

After the Olympics, Thorpe received a letter of congratulations from President Taft honoring him for setting a "high standard of physical development," and embodying "those qualities which characterize the best type of American citizen." It is ironic how President Taft called him an American citizen when at the time Native Americans were not citizens and were technically wards of the state. They were not granted citizenship until 1917.

In 1999, Congress passed a declaration naming Jim Thorpe the greatest athlete of the century for his performance in the Olympics and for his performances in professional baseball and football. Yet in *Sports Illustrated's* "Gathering of Greats" feature on the greatest athletes of the 20th century, Thorpe was nowhere to be found.

Despite Sockalexis and Thorpe's successes, many people remained biased against Native American players. From 1897-1945, natives Louis Leroy, Charles Albert Bender, Frank Jude, Mike Balenti, Charles Roy, George Johnson, John Tortes-Meyers, Zack Wheat, George Howard Johnson, Moses J. Yellow Horse, Leonard Roosevelt Martin, Rudy York, Bob Johnson, Allie Reynolds, and Bobby Brown all played professional baseball. Every one of them experienced racism. They were not appreciated much. They were all called Chiefs, when they really weren't Chiefs of their own tribes.

Jemez Baseball History

Few people know the exact history of Jemez baseball: when we were first introduced to the game, who initially started

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Albuquerque Indian School photo, 1911.

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The History and Origins of Pueblo Baseball, *Continued*

making the teams and who played who in the first game. With not many elders left from that time period, it is difficult to know the exact history of our most beloved past time.

Jemez baseball started when children and men returned home from boarding schools, working on the railroad and from WWII. They began teaching people around the pueblo. It was then that Jemez fell in love with the game and took it on, almost like a traditional medicine.

Jemez played the game until men from all over the community had their own teams facing each other every weekend. Most teams consisted mainly of family members and a few friends. This is how the teams in Jemez still are. According to longtime player Second Lt. Governor Dominic Gachupin, the Jemez Eagles and Jemez Hawks are the oldest teams in Jemez. The Eagles have two teams that are comprised mainly of family members and the same with the Hawks. Some recent great players are Jon, Gorman and Jaren Romero who all played college baseball. They now help coach high school or travel teams.

Even though we don't know where the exact history of the game, we will always play the game with the same enthusiasm and dedication as our grandparents once did. And even when we are too old to play we will skip big events for ourselves just to go watch our grandchildren play.

Tribal Amateur Baseball in New Mexico

By the 1940s, baseball in New Mexico was in full swing. Rivalries between the 19 pueblos, dating back thousands of years, were now played on a baseball diamond. Baseball for the Pueblos was woven into the fabric of their culture. It wasn't just a game anymore, it was a tradition. Unlike other tribes in the US, the pueblos had turned the game into a community ritual. It brought the local community and other tribes together, the same as feast days bring people from all over the state together. Elders say the remoteness of their villages from mainstream culture and communal emphasis is responsible for the growth and longevity of the game.

The Southern Pueblo Baseball League Today

Today the league has 22 teams. Most Pueblos field multiple teams, the majority family teams. Jemez has the most teams in the league, fielding eight and sometimes nine teams. This shows that of the 19 Pueblos in the state, Jemez has the biggest connection to game. No one knows why Jemez is so fond of the game.

Conclusion

Today three Native Americans play professional baseball: Joba Chamberlin, Jacoby Ellsbury and Kyle Lohse. These men have all played in a World Series game. Each has earned the respect of the fans and teammates for being Native Americans. They serve as idols for children of any race, but mostly for Native children. They prove that you can achieve anything you work hard for and put your mind to.

When asked about baseball, traditional Jemez elders either

get excited about being able to talk baseball or they think that baseball takes us away from tradition. Some believe that baseball shouldn't be played by members of the community who are supposed to be out in the fields working, tending to ditches and livestock.

Most men in our community play baseball, but are also very involved in traditional activities that take place in the summer. They have full-time jobs which they are at all week, yet when they come home they tend to the fields, the ditches and the livestock. Most men are also fathers who teach their children how to plow a field, irrigate it and tend to the crops.

Everyone needs a pastime and baseball is a healthy one, far healthier than parking yourself on a sofa with a six-pack and playing fantasy football or video games. Baseball is also a way to bring fathers and sons closer. The children learn the game from their fathers and thrive in the community and out on the baseball field.

The Pueblo of Jemez has a lot of values that everyone in the community upholds throughout their lives, on and off the pueblo. Baseball also has values that we ballplayers uphold throughout game time and during practice. These values are important. They make us the sportsmen we are and the game that we play, honorable.

One traditional value that we uphold on the Pueblo is respect. We respect the people who are in charge, we respect our elders, and we respect our tradition. Another is hard work. We work hard to be the people that we are and we work hard in the fields and maintaining the ditches. A third is team work. We work as a team, meaning the societies work together in order to have everything

Baseball players also uphold the values of hard work, respect and teamwork. As players we work hard to be starting players and to be at level of so-called greatness. We respect our coaches the umpires. And most of all we respect the game and we don't take it for granted. Teamwork has to be the biggest value that baseball has to offer to people who play. Without teamwork, teams wouldn't be able to win, and they wouldn't have championship titles like many do. We are always told there is no "I" in team; one person can't be doing all the work for the team. There has to be a connection within the team that makes them seem to be unstoppable. Teammates do get into conflicts with one another, yet when it comes to playing on the same field, those arguments have gone away. It's that connection that all teams do have to have in order to be able to work together, that's how teams win games.

Because pueblo culture and baseball share the important values of hard work, respect and teamwork, I say that participating in baseball just makes us stronger in being true Jemez. Baseball will always have a place in the heart of Pueblo people old, and young.

Editor's Note: This essay has been edited for space considerations. An extensive bibliography was also omitted. The original document is available through the office at Walatowa High Charter School.



Teen-Talk gives teens access to easy-to-read articles covering a variety of topics written specifically with teens in mind. The information will provide awareness and prevention education on issues and pressures teens may encounter. "Teen-Talk" is facilitated by Social Services Outreach and Prevention.

YOUTH CONFERENCE

**Empowering Native Youth for a Healthy Future
7th grade to 12 grade students (12 to 18 years old)**

Tuesday July 21 8:30 a.m. to 4:00 p.m.

Walatowa Youth Center

Presentations on Youth Issues

Lunch provided Door Prizes Promotional Item

Chance to win a Grand Door Prize

Receive entry to Youth Dance

YOUTH DANCE

7th grade to 12 grade students (12 to 18 Years old)

Friday July 24 7 to 10 p.m.

Walatowa Youth Center

Free Event (Attend Youth Conference to receive entry to Youth Dance.)

Refreshments No "In & Out" Privileges

Alcohol & Drug Free Event

Sponsored by Jemez Social Services, (575) 834-7117.

Food for Thought: One small positive thought in the morning can change your whole day...

COMMUNITY NEWS

Request for Volunteers

By Samuel Adams

Stray animals roaming the pueblo are a known issue, and, as a community, we all should be worried about the pet population. When I first discovered Jemez Valley Amigos, a small local animal rescue group in Jemez Springs, I became interested in volunteering there. Although they may be small, it is honestly a wonderful and impressive non-profit organization.

As I thought more about it, I realized we need something like this in our community and decided to share this with Jemez Pueblo. With Governor Raymond Loretto's influence and my experience working with him at his veterinary clinic as well as volunteering at numerous animal shelters and clinics, I decided to make similar efforts here in Walatowa.

To introduce different techniques to help improve the situation in our community, I collaborated with Chief Amil A. Radosevich at the Jemez Pueblo Police Department along with Tribal Administration and we have their support for this effort.

To improve our community, I am recruiting a volunteer group to help stray and lost animals. If you are interested in volunteering, or know someone who would be, and want more information, contact Samuel at (505) 328-2312.



Samuel bathes the first animal in the rescue effort after removing ticks and vaccinating it. The pup is now ready to adopt.

Thank you!

The family members of Dulcinea (Delsey) Toya would like to thank everyone who gave their support, thoughts and prayers for the family throughout their loss of our mother. It is greatly appreciated that the community came to the aide of this family, especially after completing the initiation process.

Your thoughtfulness, generosity and moral support guided us in the right direction to continue on with our journey in getting our mother to her new home. May the Heavenly Father and our Creator bless each and every one of you for this endeavor.

Thank you again,

*James "Jimmie" Gachupin and family
Elizabeth Fragua and family*

*Mary and Darren Toya; Christine, Denell and Byron Toya;
Charlene, Garrett, Mark and Kyla Magdalena; Delbert Toya,*





PUEBLO of JEMEZ

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Jemez Historic Site Presents
12TH ANNUAL
PUEBLO INDEPENDENCE DAY CELEBRATION
In commemoration of the 1680 Pueblo Revolt
SUNDAY, AUGUST 9 **7 A.M.- 4 P.M.**

On August 10 and 11, 1680, the Pueblo People of New Mexico — aided by some Apache and Navajo allies — launched a successful rebellion against Spanish colonization.

The commemoration will begin with a pilgrimage run from Jemez Pueblo plaza to Jemez Historic Site. Participating in this run is a way to pay tribute to the Ancestors and show appreciation for the sacrifices they made. Their brave resistance helped preserve the Pueblo way of life: our culture, our languages and our right to one day reclaim our aboriginal lands.

7 a.m.: Run begins at Jemez Pueblo plaza. The general public is welcome to participate. Water stations will be available.

10 a.m.: Invocation and Welcome

10: 30 a.m.-4 p.m.: Enjoy traditional Native dances, authentic Native food and arts & crafts.

FREE Vendor booths available.

Call Jemez Historic Site for details at (575) 829-3530.
Free Admission for all NM residents.

