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REMARKS BY THE PRESIDENT - ON OPPORTUNITY FOR ALL

SBA Announces National Small Business Week

This Fleeting World

NV State Matching Grants Make College Savings Easier

April Grant Reminders

"Your Land Your Decision" - DOI Probate Process

Governor Sandoval Chastises BLM in Support of Bundy

Black Hawk's War

<http://america.aljazeera.com/watch/shows/the-stream/the-stream-officialblog/2014/4/9/-beyond-140>



indigenousartistgreggdealonredskinsnamecontroversy.html

<http://www.washingtoncitypaper.com/blogs/artsdesk/visual-arts/2014/04/09/in-edgewood-an-american-genocide-mural-takes-aim-at-the-pigskins/>

Wendy L. Helgemo, Counsel

United States Senate Committee on Indian Affairs, (202) 224-2251

THE WHITE HOUSE Office of the Press Secretary April 7, 2014

REMARKS BY THE PRESIDENT - ON OPPORTUNITY FOR ALL

Bladensburg High School Bladensburg, Maryland

THE PRESIDENT: Hello, Mustangs! (Applause.) Fantastic. Well, everybody have a seat. Have a seat. Thank you, Leah, for the great introduction. Give Leah a big round of applause. Yay! (Applause.) Meeting young people like Leah just makes me inspired. It's a good way to start the week. And all of the students here who are discovering and exploring new ideas is one of the reasons I love visiting schools like Bladensburg High. And so I just want to congratulate all of you for the great work that you're doing.

I brought a couple of folks here who are helping to facilitate some of the programs here. My new Deputy Secretary of Labor, Chris Lu, is here. Give him a big round of applause. (Applause.) And some of the biggest champions for education in Prince George's County are here, including your Governor, Martin O'Malley. (Applause.) County Executive Rushern Baker. (Applause.) Mayor Walter James. (Applause.) Superintendent Kevin Maxwell. (Applause.) Your biggest fans in Congress, Donna Edwards and Steny Hoyer. (Applause.) We are proud of all of them, and we're proud of you.

All of you remind me, all these young people here, that young people today are working on cooler stuff than they were when I was in high school. In classrooms across the country, students just like the students here, they're working hard, they're setting their sights high. And we've got to do everything we can to make sure that all of you have a chance to succeed. And that's why your outstanding principal, Aisha Mahoney, is working so hard at this school. (Applause.) That's why Governor O'Malley has been working so hard to repair old schools and build new ones across the state of Maryland. And that's why I'm here today. Because last year, we launched a national competition to redesign America's high schools for the 21st century -- the 21st century economy. And I'm proud to say that your hard work here has paid off, because one of the winners is Prince George's County. (Applause.) Good job. That's right, you guys have done great. (Applause.)

Now, let me tell you why this is so important. Many of the young people here, you've grown up in the midst of one of the worst economic crises of our lifetimes. And it's been hard and it's been painful. There are a lot of families that lost their homes, lost jobs; a lot of families that are still hurting out there. But the work that we've done, the groundwork that we've laid, has created a situation where we're moving in the right direction. Our businesses have created almost 9 million new jobs over the last four years. Our high school graduation rate is the highest on record. Dropout rates are going down; among Latinos, the dropout rate has been cut in half since 2000. (Applause.) More young people are earning college degrees than ever before. We've been bringing troops home from two wars. More than 7 million Americans have now signed up for health coverage through the Affordable Care Act. (Applause.)

So we've been making progress, but we've got more work to do to make sure that every one of these young people, that everybody who is willing to work hard has the chance to get ahead. We've got to make sure that our economy works for everybody, not just a few. We've got to make sure opportunity exists for all people. No matter who you are, no matter where you started out, you've got to have confidence that if you work hard and take responsibility, you can make it.

And that's the chance that this country gave me. It's the chance that this country gave Michelle. And that's why we're working so hard for what we call an opportunity agenda -- one that gives everybody a shot. And there are four simple goals: We want to create new jobs. We want to make sure that people have the skills to fill those jobs. We want to make sure every young person has a world-class education. And we want to make sure that we reward hard work with things like health care you can count on and wages you can live on.

And Maryland and Governor O'Malley have been working alongside us on these issues, and I want to give a special shout-out to the Maryland legislature because, because of Governor O'Malley's leadership, you are helping to make sure that we are raising more people's wages with your push to raise your minimum wage right here in Maryland. (Applause.) We're very proud to see that happen. And I hope Governor O'Malley is going to sign it into law soon. Give Maryland a raise. (Applause.) That's good work.

But the main focus here is guaranteeing every young person has access to a world-class education. Every single student. Now, that starts before high school. We've got to start at the youngest ages by making sure we've got high-quality preschool and other early learning programs for every young child in America. (Applause.) It makes a difference.

We've got to make sure that every student has access to the world's information and the world's best technology, and that's why we're moving forward with an initiative we call ConnectED to finally connect 99 percent of America's students to high-speed Internet in the next few years. (Applause.) It means that we've got to rein in college costs -- because I want to make sure that Leah, when she goes to school, she's not burdened with too much debt. (Applause.) And we've got to make it easier to repay student loans -- because none of the young people here should be denied a higher education just because your family has trouble affording it. And a world-class education means preparing every young person with the skills they need for college, for a career, and for a lifetime of citizenship.

So what we did was we launched a new competition, backed by America's Departments of Education and Labor, to start redesigning some of our high schools. We call it Youth CareerConnect. And we're offering \$100 million in new grants to help schools and local partners develop and test new curricula and models for success. We want to invest in your future.

You guys are all coming up in an age where you're not going to be able to compete with people across town for good jobs -- you're going to be competing with the rest of the world. Young people in India and China, they're all interested in trying to figure out how they get a foothold in this world economy. That's who you're competing against. Now, I'm confident you can match or exceed anything they do, but we don't do it by just resting on what we've done before. We've got to out-work and out-innovate and out-hustle everybody else. We've got to think about new ways of doing things.

And part of our concern has been our high schools, a lot of them were designed with curriculums based on the 1940s and '50s and '60s, and haven't been updated. So the idea behind this competition is how do we start making high school, in particular, more interesting, more exciting, more relevant to young people.

Last year, for example, I visited a school called P-TECH --- this is in Brooklyn -- a high school that partnered with IBM and the City University of New York to offer its students not only a high school diploma, but also an associate's degree in computer systems or electromechanical engineering. IBM said that P-TECH graduates would be the first in line for jobs.

Then I visited a high school in Nashville that offers "academies" where students focus on a specific subject area -- but they're also getting hands-on experience running their own credit union, working in their own TV studios, learning 3D printing, tinkering with their own airplane -- which was pretty cool. I never got to do that. I did get my own airplane later in life. (Laughter.) Although I've got to give it back. (Laughter.) I don't get to keep it.

But this is stuff I didn't get to do when I was in high school -- and I wish I had. But it's stuff you have to know how to do today, in today's economy. Things are moving faster, they're more sophisticated.

So we challenged America's high schools to look at what's happening in a place like P-TECH, look at what's happening in cities like Nashville, and then say what can you do to make sure your students learn the skills that businesses are looking for in high-demand fields. And we asked high schools to develop partnerships with colleges and employers, and create classes that focus on real-life applications

for the fields of the future -- fields like science and technology and engineering and math. And part of the reason we have to do this now is because other countries, they've got a little bit of a lead on us on some of these areas.

A country like Germany right now focuses on graduating their high school students with a technical degree equivalent that give them a head start. So we're asking schools to look into what places like Germany are doing.

Now, not every school that enters into this competition for the \$100 million is going to win -- because we don't have enough money for everybody, and we want to force schools to think hard and redesign, and we want to reward the schools that are being most innovative and are actually proving some of the concepts that they're trying out. But the great thing is that through this competition, schools across the country that entered have changed the way they prepare their students, and have already made enormous improvements, even before they get the grant. And, ultimately, we had to choose the top Youth CareerConnect initiatives. Today, I'm proud to say that schools across America are putting up some pretty impressive proposals.

The winners across the board are doing the kinds of stuff that will allow other schools to start duplicating what they're doing. The winners in Indianapolis are expanding their career prep programs to encourage more young women and kids from diverse backgrounds to join our science and technology workforce. New York City likes that Brooklyn high school model, P-TECH, so much that they're using their grant to fund two more just like it, so that students can gain two degrees at once and get the edge they need in today's high-tech, high-speed economy. And as I mentioned earlier, one of our 24 winners is a three-school team including your high school. Mustangs, you guys are part of the team that won! (Applause.) That's good.

Now, in part, the reason you won is because you guys were ahead of the curve. You were already winning. For a couple years now, your career academies have been integrating classroom learning with ready-to-work skills, and you're preparing students to move directly into the in-demand jobs of the future -- jobs in IT and biosciences and hospitality. And now you're stepping it up. You're taking it to another level. So in the classroom I just visited, you had 10th graders -- although there was also a freshman -- who are studying epidemiology -- the study of disease patterns and outbreaks. And they're getting potentially college-level credit for it, which is good because they may be the young people who discover a cure for some disease down the line that we don't even know about yet.

I know our brilliant scientists at the National Institutes of Health and the Centers for Disease Control, they'd be proud of you. They like looking at bacteria. (Laughter.) And I got a little worried when I went into the classroom -- everybody was wearing goggles and vests, and I didn't have my goggles. (Laughter.) But they assured me it was safe. But some of you Mustangs are pushing yourselves to get industry-recognized certifications in nursing, while other students on this winning team are studying cutting-edge technology and getting hands-on internship experience at local businesses. And we know these are skills that will be in demand. Companies will come looking to hire you because of the experiences you've gotten here.

If you're focused, if you're working hard, you now have a platform so that by the time you get out of high school you're already ahead of the game; you're already in a position where you've got some skills that make you employable. And then you can just take it further, whether it's a two-year college or a four-year college, or graduate school. Or there are a couple of young ladies in there who said they want to be neurosurgeons, psychiatrists. So you can build on these careers, but the point is you have a baseline

where you know if you're focused here at this school, doing your work, you're going to be able to find a job.

And the grants that you've won in this Youth CareerConnect competition mean that the programs you've started are going to expand, and you're going to get more college and career counseling to help get you a jump on your post-high school plans. So a little over four years from now, Bladensburg and your partner schools will graduate hundreds more students with the knowledge and skills that you'll need to succeed.

And that's what we want for all the young people here. We want an education that engages you; we want an education that equips you with the rigorous and relevant skills for college and for a career.

And I'm confident -- meeting these young people, they were incredible. And a couple of them giggled a little bit when I walked in, but after they kind of settled down -- (laughter) -- they were -- they knew their stuff, and they were enjoying it. And that's part of the message I've got for all the young people here today, is your potential for success is so high as long as you stay focused. As long as you're clear about your goals, you're going to succeed.

And my message to the older people here -- like me -- is we've got a collective responsibility to make sure that you're getting those opportunities. And there are resources out there that we've got to pull into the school setting. Businesses, foundations around the country, they want to fund more Career Connect programs -- because it's in their interest. They want good employees. They're looking for folks with skills.

When you can say, hey, the math that I'm doing here could change the way the business operates; or, I see how this biology experiment could help develop a drug that cures a disease -- that's a door opening in your imagination. It's also good for our economy. It's good for our businesses. That's a new career path you're thinking about that allows you to pursue higher education in that field, or the very training you need to get a good job, or create a new business that changes the world. That's good for our economy, it's good for business, it's good for you, it's good for America.

As a country, we've got to do everything we can to make sure that every single young person here can have that "aha" moment, that light bulb goes off and suddenly you're not just studying because your parents tell you to or your teacher tells you to, you're studying because you know you've got something to offer.

And I want to make sure every student in America has a chance to get that moment -- that realization that your education can not just unlock your future and take you places you never imagined, but you're also going to be leading this country. That's the chance that this country gave to me and Michelle. And that's the chance I want for every single one of you. From preschool for every four-year-old in America, to higher education for everybody who wants to go, every young person deserves a fair shot. And I'm going to keep on doing everything I can to make sure you get that shot and to keep America a place where you can make it if you try.

I'm proud of your principal. I'm proud of your superintendent. I'm proud of everybody who got involved in making sure that you guys were already doing the right thing before you won this new grant -- and I know it's going to be well-spent. Most of all, I'm proud of the students.

Thank you very much, everybody. God bless you. (Applause.) Go, Mustangs! All right. (Applause.)

SBA Announces National Small Business Week

Week-long, cross-country events to feature entrepreneurship forums on business start-up and growth; Naming of National Small Business Person of the Year; Event registration now open

WASHINGTON – Aspiring entrepreneurs, small business owners and others are invited to attend the U.S. Small Business Administration’s National Small Business Week events held May 12-16, 2014.

Every year since 1963, the U.S. Small Business Administration takes the opportunity to highlight the impact of outstanding entrepreneurs, small business owners, and others from across the nation through National Small Business Week. This year, events will take place across the country to engage the small business community and highlight their importance as innovators and job creators who strengthen the nation’s economy.

Activities will include forums and panels discussing trends in small business, business innovation, financing, growth, matchmaking events, as well as networking opportunities and award ceremonies. National Small Business Week will culminate in Washington, D.C., where the 2014 National Small Business Person of the Year will be named. Candidates from all 50 states, the District of Columbia, Guam and Puerto Rico will be competing for the award. Small business owners and their employees who attend will interact with federal government officials, local elected leaders, representatives from national businesses and other small business experts.

The cities and dates for National Small Business Week are as follows:

- San Francisco – May 12
- Kansas City – May 13
- Boston and Washington, D.C. – May 15
- Washington, D.C. – May 16

Throughout the week there will also be webinars and other live events. Interested individuals can register online at www.sba.gov/smallbusinessweek where additional information on National Small Business Week events will be made available. There will be a separate registration site for the San Francisco event; additional details will be provided at a later date. Events will also be live-streamed on SBA’s website at www.sba.gov.

Something about a teepee on a travois.....

[YahiniHomes: Tiny, mobile homes](#)

Danny Yahini's tiny house company, YahiniHomes, offers the best of both worlds in the small house industry. tinyhouseblog.com

Delanceyplace.com: Today's selection -- from **This Fleeting World** by David Christian.

We have always grasped to define what characteristic it is, if anything, that distinguishes humans so markedly from other species. Attempted answers to this question have included our use of tools, our brain size, our bipedalism, but as our study of other species has become more sophisticated, those answers have proven inadequate. Our current answer is our use of symbolic language. The first evidence of this characteristic is from 200,000 to 300,000 years ago -- which may be the point at which the species of humans as we know them began to emerge:

"At the moment, the most powerful marker, the feature that distinguishes our species most decisively from closely related species, appears to be symbolic language. Many animals can communicate with each other and share information in rudimentary ways.

But humans are the only creatures who can communicate using symbolic language: a system of arbitrary symbols that can be linked by formal grammars to create a nearly limitless variety of precise utterances. Symbolic language greatly enhanced the precision of human communication and the range of ideas that humans can exchange.

Symbolic language allowed people for the first time to talk about entities that were not immediately present (including experiences and events in the past and future) as well as entities whose existence was not certain (such as souls, demons, and dreams).

"The result of this sudden increase in the precision, efficiency, and range of human communication systems was that people could share much more of what they learned with others; thus, knowledge began to accumulate more rapidly than it was lost.

Instead of dying with each person or generation, the insights of individuals could be preserved for future generations.

"As a result, each generation inherited the accumulated knowledge of previous generations, and, as this store of knowledge grew, later generations could use it to adapt to their environment in new ways. Unlike all other living species on Earth, whose behaviors change in significant ways only when the genetic makeup of the entire species changes, humans can change their behaviors significantly without waiting for their genes to change. This cumulative process of 'collective learning' explains the exceptional ability of humans to adapt to changing environments and changing circumstances. It also explains the unique dynamism of human history. In human history culture has overtaken natural selection as the primary motor of change.

The 'Florisbad Skull' classified as *Homo helmei*

"These conclusions suggest that we should seek the beginnings of human history not only in the anatomical details of early human remains, but also in any evidence that hints at the presence of symbolic language and the accumulation of technical skills. [Archeological] findings ... link the earliest evidence of symbolic activity (including hints of the grinding of pigments for use in body painting) and of significant changes in stone tool technologies with the appearance of a new species known as 'Homo helmei.' The remains of this species are so close to those of modern women and men that we may eventually have to classify them with our own species, *Homo sapiens*. The earliest anatomical, technological, and cultural evidence for these changes appears in Africa between 200,000 and 300,000 years ago."

This Fleeting World: A Short History of Humanity Author: David Christian
Publisher: Berkshire Publishing Group Pages: 8-9
Date: Copyright 2008 by Berkshire Publishing Company

NV State Matching Grants Make College Savings Easier

Troy Wilde, Public News Service-NV

(04/09/14) CARSON CITY, Nev. - Nevada parents or grandparents who want to put some money away for a child's college education may be interested in a state program that offers matching funds.

Open enrollment for the "Silver State Matching Grant" program is under way and concludes on July 31, said Deputy State Treasurer Linda English. The program matches college savings account contributions up to \$300 per year, she said, to a lifetime maximum of \$1,500.

"Every dollar you can save now is one you don't have to borrow and then pay back with interest later," she said. "Obviously, the earlier that you get started, the more time your money has to work for you and to grow."

English said the Silver State Matching Grant is a partnership between the state and Upromise Investments, which both funds and operates the program, so it's done at no cost to taxpayers.

English said the grants funded 236 accounts last year, and they hope to reach 300 this year. Saving for college also increases the likelihood that the child will pursue secondary education, she said.

"Studies have shown that children who have college savings plans in their own name are seven times more likely to actually attend college," she said. "So, these programs do a lot to get that conversation going in the family."

English said the program is for families with an annual household income under \$7,500. Also, the beneficiary must be age 13 or younger when the first matching grant account is established.

More information is online at NevadaTreasurer.gov.

April Grant Reminders:

Elementary and Secondary School Counseling Program

Current Closing Date for Applications: April 28, 2014 Expected Number of Awards: 42

Estimated Total Program Funding: \$14,779,769

CFDA Number: 84.215 – Fund for the Improvement of Education

For more info, go to: <http://www.grants.gov/web/grants/view-opportunity.html?oppId=252433>

2014 Healthy Communities Grant Program

Current Closing Date for Applications: April 24, 2014 Expected Number of Awards: 10

Estimated Total Program Funding: \$250,000 CFDA Number: 66.110 – Healthy Communities Grant Program

For more information, go to: <http://www.grants.gov/web/grants/view-opportunity.html?oppId=252553>

Drug-Free Communities Mentoring Program

Current Closing Date for Applications: April 23, 2014 Expected Number of Awards: 8

Estimated Total Program Funding: \$600,000

CFDA Number: 93.276 – Drug-Free Communities Support Program Grants

For more information, go to: <http://www.grants.gov/web/grants/view-opportunity.html?oppId=252295>

Mental Health Transformation Grant Program: Transforming Lives through Supported Employment

Current Closing Date for Applications: April 21, 2014

Expected Number of Awards: 6 Estimated Total Program Funding: \$4,800,000

CFDA Number: 93.243 – Substance Abuse and Mental Health Services – Projects of Regional and National Significance <http://www.grants.gov/web/grants/view-opportunity.html?oppId=252307>

FY 14 Smart Prosecution Initiative

Current Closing Date for Applications: April 22, 2014

CFDA Number: 16.825 – Smart Prosecution Initiative

For more information, go to: <http://www.grants.gov/web/grants/view-opportunity.html?oppId=252950>

Please share. The following link provides an excellent resource entitled "**Your Land Your Decision**", A Guide to help American Indians and Alaska Natives understand the Department of the Interior's (DOI) Probate Process.

<http://www.bia.gov/yourland/>

Athena R. Brown, Superintendent, Western NV Agency

311 East Washington Street Carson City, NV 89701 (775) 887-3501

Governor Sandoval Chastises BLM in Support of Bundy

(Where does he stand on Dann Sisters and Raymond Yowell?.....ask!)

Temporary holding at Nevada BLM wild horse roundup. Observers could not approach the foal pen. Somehow a journalists camera is scarier than BLM contractors and staff.

Wild horse advocates have had to take issues of First Amendment Rights into federal court. For the last three and a half years Laura Leigh of Wild Horse Education has been up and down the court system fighting to simply observe and report on government handling of wild horses. The case was signed on through Amicus by fifteen nationally recognized news organizations. The case has won a favorable published opinion in the Ninth Circuit Court. Leigh is a credentialed journalist that has broken no law nor made a single threat of violence against the Bureau of Land Management (BLM).

Cliven Bundy is a trespass rancher that has been breaking federal laws for over two decades. Bundy has lost two federal lawsuits and is now having his trespass cattle removed off of your public land. Bundy owes the federal government about \$1.1 million dollars. After BLM began closing federal land to remove his livestock Bundy and his supporters threatened violence to the point of saying "I am ready to die" if BLM removes this livestock.

BLM set up "Free Speech" areas for Bundy supporters to stage their protests. Under armed watch, much like are present at BLM wild horse roundups, Bundy supports are held.

Nevada Governor Brian Sandoval has just released a statement chastising BLM for infringing on the First Amendment rights of Cliven Bundy supporters.

Article from the Las Vegas Review: By LAURA MYERS

Gov. Brian Sandoval on Tuesday accused the Bureau of Land Management of violating Nevadans' constitutional rights to protest a BLM roundup of cattle on federal land and slammed the agency for creating an "atmosphere of intimidation."

Sandoval called on the BLM to dismantle a so-called “First Amendment Area” the agency designated to allow demonstrators to protest the gathering of rancher Cliven Bundy’s 500 head of cattle. The federal government is rounding up the cattle around Bunkerville because Bundy has refused for 20 years to pay grazing fees.

“Due to the roundup by the BLM, my office has received numerous complaints of BLM conduct, road closures and other disturbances,” Sandoval said in a statement. “I have recently met with state legislators, county officials and concerned citizens to listen to their concerns.”

“I have expressed those concerns directly to the BLM,” he added. “Most disturbing to me is the BLM’s establishment of a ‘First Amendment Area’ that tramples upon Nevadans’ fundamental rights under the U.S. Constitution.”

A former federal judge, Sandoval said he told the agency “that such conduct is offensive to me and countless others and that the ‘First Amendment Area’ should be dismantled immediately.”

Read the rest here: <http://www.reviewjournal.com/news/sandoval-chastises-blm-its-atmosphere-intimidation>

“I would hardly expect Sandoval to make any such statement if wild horse advocates were threatening violence against the BLM,” said Wild Horse Education President Laura Leigh, “BLM restricts every move by law abiding wild horse advocates in the interest of ‘public safety.’ I have been legally addressing this issue in the courts for almost four years. I realize this is an election year but I expected more comprehension of the volatile nature of the situation from our Governor. This is not a handful of people simply observing. The people supporting Bundy, and Bundy himself, have encouraged threats of violence. More and more we are really seeing just how much control a livestock producer has over Nevada politics.”

On This Day (4/9/1865): In 1865 the Black Hawk War, or **Black Hawk's War** began in Utah and surrounding areas. Lasting from 1865 to 1872 and covering more than 150 military engagements between Mormon settlers and members of the Ute, Paiute, Apache and Navajo tribes, led by a

local Ute chief, Antonga Black Hawk (Nuch in Ute). 1865 was a drought year, and many Ute groups were starving on the newly formed Uintah Reservation in Utah. Black Hawk and Jake Arapeen and a group of Utes



rode to Manti, Utah to attend a meeting between local Utes and US government representatives and to make amends for butchering fifteen cattle to feed starving Ute families outside Manti, Utah. John Lowry, the government interpreter, was drunk during the meeting, and began to shout and disrespect the Ute chiefs. The following day, militia attempted to attack the Utes in Salina Canyon, but lost and had to retreat. Over the course of the next seven years, small engagements took place throughout the area until 1872 when Mormon settlers arrived in larger and larger numbers and the Utes were eventually forced to settle on the Uintah Reservation. Between 1865 and 1872 an estimated 10,000 Natives died from starvation, disease, and battles. Black Hawk died in 1870 from a gunshot wound, and later in 1919 members of the Mormon Church dug up his bones and put them on display in downtown Salt Lake City until 1996 when the Ute finally were able to rebury him and honor his spirit.

Child, I know that you face many troubles in this land. Creator Yahweh told us this would happen for as long as we walk in the world. But he also promised that he would give us strength to break through to the other side. He walks with us on this path and he has gone before. He knows every step of the way.

If you lack wisdom on this, if you don't understand why he has allowed these troubles to touch your life, then ask Creator Yahweh for wisdom. But when you ask, you must believe and not doubt that he will give you this gift in his perfect time, otherwise you will doubt and be like a wave of the sea, blown and tossed by the wind.

Asking for wisdom does not mean that you will get the answer to all of your questions. But it does mean that you will receive a peace that passes your mind's understanding. This peace will help you to persevere under trial and lead you into the path of pure joy.

Eagle People
Today's
reading is
James
1:1-12. Pleya
"Go with
Blessings
(Photo of
Casey
Church at
Wiconi
Family
Camp, 2008)



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gi