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Land rising from the water: The Pyramid and Domes, a line of dome-shaped tufa rocks in Pyramid Lake, Nevada



photographed in 1867. Taken as part of Clarence King's Geological Exploration of the Fortieth Parallel, O'Sullivan's mesmerising pictures of the other-worldly rock formations at Pyramid Lake committed the sacred native American Indian site to camera for the first time

Read more: <http://www.dailymail.co.uk/news/article-2149899/The-American-West-youve-seen-Amazing-19th-century-pictures-landscape-chartered-time.html#ixzz3p42zPQ7Y>

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<http://www.jokelibrary.net/nationalities/Indian.html#ten>

Lac Courte Oreilles Ojibwa Community College

Established 1982

Type [Public Community College](#)

President Dr. Danielle M. Hornett **Students** 250

Location 13466 W. Trepania Road [Hayward, Wisconsin, USA](#) 54843

Campus [Rural](#)

Website [Official website](#)

Lac Courte Oreilles Ojibwa Community College (LCOOCC) is a technical and community college for the [Hayward, Wisconsin](#) area. The college is one of two tribal colleges in the state of Wisconsin (Wisconsin Tribal Colleges). The enrollment averages 550 students. The LCOOCC has a main campus in Hayward. More than one-third of students are enrolled at the four outreach sites at Odanah, Bayfield, Hertel, and Lac du Flambeau. [\[1\]](#)

History

The college was founded by the [Lac Courte Oreilles Band of Lake Superior Chippewa Indians](#) in 1982 to serve the tribe and the local Hayward community. The college is one of the two [tribal colleges](#) in Wisconsin, which are owned and operated by American Indian tribes. [\[2\]](#)

Mission & Vision

The LCOOCC provides career, cultural and liberal arts education. More than 70 percent of students are American Indian. The college maintains an open door policy with both traditional and non-traditional students attending. The average age of an LCOOCC student is 34. Smaller class sizes lead to more individualized attention and support; the student-to-faculty ratio is consistently ten-to-one. [\[3\]](#)

Programs

The LCOOCC offers 17 associate degree, technical diploma programs, certifications and adult continuing education programs.

Partnerships

LCOOCC is regionally accredited by the Higher Learning Commission and offers certificates and associate's degree programs, adult basic or remedial instruction, and high school equivalency diplomas. Formal articulation and transfer agreements are in place between LCOOCC and University of Wisconsin, University of Minnesota, and other public colleges. LCOOCC is a member of the [American Indian Higher Education Consortium](#) (AIHEC), which is a community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. LCOOCC was created in response to the higher education needs of American Indians. LCOOCC generally serves geographically isolated populations that have no other means accessing education beyond the high school level. [\[4\]](#)

Programs

Associate of Arts

1. Early Childhood Education
2. Human Services
3. Liberal Arts
4. Medical Office Mid-Management
5. Native American Studies
6. Substance Abuse Counseling

Associate of Applied Science

1. Agriculture & Nat. Resources Management
2. Casino Operations

Lac Courte Oreilles Ojibwa Community College (LCOOCC) is a non-profit Ojibwe tribal community college. Our focus is to help Native students advance themselves in the world, while studying their own history and language. We are an open-door institution which welcomes anyone who would like to work toward a better tomorrow. LCOOCC does not discriminate based upon race and will not deny admission to any Native student regardless of tribal enrollment or affiliation.

The Lac Courte Oreilles Ojibwa Community College mission is to provide Anishinaabe communities with post-secondary and continuing education while advancing the language, culture, and history of the Ojibwa.

Whether you would like to study Ojibwemowin or gain experience starting your own business -- or both! -- LCOOCC is here for you. If you'd like to become a student at LCOOCC, please fill out the [Application for Admission](#) and get started today!

Please look around, and get in touch. Miigwech! (Thanks!) <http://www.lco.edu/>

Tohono O'odham Community College is a regionally accredited, publicly supported [tribal college](#) in [Sells, Arizona](#). TOCC's student body is 88 percent American Indian/Alaskan Native. Tohono O'odham Community College serves approximately 216 students (61 percent female; 39 percent male). The college's faculty/staff is 57 percent American Indian, half of whom are O'odham.[\[1\]](#)

History

TOCC was founded in 1998 when the Tohono O'odham Nation chartered TOCC in Sells, Arizona. The tribe's career center formerly provided associate's degrees and a variety of certificates. TOCC and accepted its first class of students two years later with classes accredited through an intergovernmental agreement with Pima County Community College District in Tucson, AZ. TOCC was fully accredited by the North Central Association of Colleges and Schools in February 2003.[\[1\]](#)

Programs

TOCC offers students the opportunity to earn associate's degrees in liberal arts, business administration, and science and numerous certificates.

Mission

The TOCC mission is:

- to serve the residents of the Tohono O'odham Nation and nearby communities,
- to prepare students to contribute to the social, political, and economic needs of the Tohono O'odham Nation and the world
- **to preserve the O'odham Himdag (cultural way of life).**[\[1\]](#)

Although as a public institution the college is open to students of all backgrounds, the school maintains a deep connection to the Tohono O'Odham culture. As part of their curriculum, all students will be exposed to the Himdag, which encompasses a wide array of traditional beliefs and practices of this native group.[\[2\]](#)

Partnerships

TOCC is a member of the American Indian Higher Education Consortium (AIHEC), which is a community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. TOCC was created in response to the higher education needs of American Indians. TOCC generally serves geographically isolated populations that have no other means accessing education beyond the high school level.[\[1\]](#)

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Northwest Indian College

Established 1973 Type [Tribal College](#)

Location 2522 Kwina Road [Bellingham, Washington, Washington State, United States](#) 98226

Campus [urban/suburban](#) Lummi Nation [reserve](#) Website www.nwic.edu

Northwest Indian College, operated by the [Lummi](#) tribe of [Native Americans](#) as a tribally controlled institution of higher education, is located in [Bellingham, Washington](#). Although the NWIC campus is located within the Lummi Nation in [Washington State](#), the College is the only accredited Tribal College or University serving reservation communities of Washington, Oregon, and Idaho.[\[1\]](#)

Mission

The NWIC mission is:

- to promote Tribal self-determination through higher education and Indigenous knowledge.
- to serve the postsecondary educational needs of Indian people living in the Pacific Northwest.[\[1\]](#)

History

The NWIC began in 1973 as the Lummi Indian School of [Aquaculture](#), which was established to provide local technicians for employment in Indian owned and operated fish and shellfish hatcheries in the United States and Canada. In 1983 the Lummi Nation chartered the Lummi Community College to fulfill the need for a more comprehensive post-secondary education for tribal members.[\[2\]](#) The Lummi Community College campaigned for accreditation by the Northwest Commission on Colleges and Universities in 1988. The Commission affirmed accreditation in 1993, and Lummi Community College became Northwest Indian College.[\[3\]](#)

Years of expansion and dedication resulted in the college gaining accreditation as a four-year, baccalaureate degree-granting institution effective September 2008 by the Northwest Commission of Colleges and Universities.[4]

Campus

Northwest Indian College is located on the Lummi Indian Reservation in Washington State, 20 miles from the Canadian border. NWIC has sites at numerous tribal locations throughout the state of Washington and at the Nez Perce reservation in Idaho.[5]

Partnerships

NWIC is a member of the American Indian Higher Education Consortium (AIHEC), which is a community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. NWIC was created in response to the higher education needs of American Indians. NWIC generally serves geographically isolated populations that have no other means accessing education beyond the high school level.[1]

Programs

The purpose of Northwest Indian College "is fulfilled by providing on-reservation educational opportunities, including academic, vocational, adult, continuing, cultural, recreational, and in-service education leading to appropriate certificates and degrees (undergraduate, graduate, and post-graduate degrees when such degree programs are accredited) in accordance with the needs of individual tribal communities." [6]

Beliefs

The College maintains four core Lummi Beliefs:[6]

Selalexw

Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

Schtengexwen

We are responsible to protect our territory. This means we take care of our land and the water and everything that is on it and in it.

Xwlemichosen

Our culture is our language. We should strengthen and maintain our language.

Lengesot

We take care of ourselves, watch out for ourselves, and love and take care of each other.

Scholarships are available through the [American Indian College Fund](#) (AICF) and the NWIC Foundation.[7]

<http://www.nwic.edu/>

Paddling Together in Shared Waters: Northwest Indian College and Western Washington University Collaborate on New 5-Year \$1.65 Million Grant

Northwest Indian College (NWIC) and Western Washington University have been awarded a five-year, \$1.65 million, grant from the National Science Foundation (NSF) designed to boost the number of Native American students making the transition to graduate school in the geosciences and to provide a more direct bridge between NWIC and Western's Huxley College of the Environment.

"Given the proximity of the two schools, and the shared geography of Bellingham Bay and the Salish Sea Basin, we see a partnership which creates pathways for students from NWIC to enter Western as an exciting opportunity to create advancement for Native American students in the geosciences," said Dr. Emma S. Norman, chair of the Native Environmental Science Department at NWIC and a Huxley College alumna. "The proximity of the partner institutions, and the shared waters, provides a very important context for collaboration purposes."

Key pieces of the action plan include hiring of additional geoscience faculty at both NWIC and Western, development of a new organic chemistry curriculum at NWIC, new mentorship opportunities, development of a shared research and internship agenda between the two schools that will provide pathways for student engagement, and development of a shared Salish Sea Seminar Series that will rotate between the two schools.

Dr. John Rybczyk, chair of Huxley College's Environmental Sciences Department, said the key piece to the project is that it will strengthen the partnership between the two schools in new and exciting ways. "NWIC already has a successful four-year degree program in Native Environmental Science, along with other resources such as the Salish Sea Research Center, directed by Marco Hatch. Here at Western, we have faculty with a strong record of research and graduate student mentorship. Given the proximity of our institutions and a shared sense of place and commitment to environmental studies, this partnership is the perfect way to synergize the strengths of both of our programs."

Dr. Marco Hatch, a member of the Samish Indian Nation and co-principal investigator on the grant, is extremely excited to see leaders at NWIC and Western come together through this grant to support Indigenous students on their educational journey. "The impact of this collaboration will be felt all throughout Native homelands as the leaders we are training work on real solutions that are culturally appropriate and scientifically valid. NWIC students are involved in engaged transformative research through the Salish Sea Research Center bringing community and research together in new ways. As NWIC students transition to Western, I look forward to seeing the research at Western take on new meaning and connection to Indigenous communities."

Dr. Justin Guillory, President of the Northwest Indian College, said he is excited about the new educational pathways the grant will open for NWIC students. "With the generous support from the National Science Foundation, this project not only represents the power of institutional collaboration, but the opportunity to develop the next generation of Native scientists who honor and practice this teaching passed on by our elders: by taking care of the environment, we are taking care of ourselves."

Western Washington University's President, Bruce Shepard, echoed Guillory's thoughts. "Western is proud to partner with Northwest Indian College on expanding and strengthening this pathway for Native American students into graduate studies in the environmental sciences. I commend the faculty and staff at NWIC and Huxley College for their efforts to make this possible, and the longstanding relationships of mutual respect and cooperation on which this opportunity is founded."

Jill Karsten, Education and Diversity program director for the NSF Geosciences Directorate, said the grant will allow the collaboration between the two schools to expand in new and meaningful ways and is an example of how the NSF seeks to maximize the impact of every federal dollar spent on STEM research and education. "Together, they will be pursuing a shared vision for the future that is culturally sensitive, highly supportive of the Native American students who will be engaged, mutually beneficial for the participating non-Native students and faculty, and creative in its leveraging of the respective strengths of the two institutions."

Jody Chase, program director for the NSF Education and Human Resources Directorate and the Tribal Colleges and University Program (TCUP), noted that the opportunity to fund two institutions working together in such an important field of study is an example of how NSF seeks to maximize the impact of every federal dollar spent on STEM research and education. "This award involves two parts of NSF – the Tribal Colleges and Universities Program and the Directorate for Geosciences – jointly supporting collaborations among institutions of higher education. Furthermore, this project's inclusion of a tribal college helps fulfil the NSF's goal of attracting students from traditionally underserved populations to STEM fields, and helping them graduate. That sort of participation is healthy for science and good for the Nation."

For more information about the collaborative project between NWIC and Western, contact Dr. Emma S. Norman at (360) 392-4309, enorman@nwic.edu, Dr. Marco Hatch at (360) 594-4082, marcoh@nwic.edu, or Dr. John Rybczyk at (360) 650-2081, john.rybczyk@wwu.edu. More information about the grant award is available on the [National Science Foundation website](https://www.nsf.gov). Visit the following websites to learn more about NWIC's [Native Environmental Science program](#) and [Huxley College's Environmental Sciences program](#).



Breathtaking landscape: A view across the Shoshone Falls, Snake River, Idaho in 1874 as it was caught on camera by photographer

Timothy O'Sullivan during Lt. George M. Wheeler's survey west of the One Hundredth Meridian that lasted from 1871 to 1874. Approximately 45 feet higher than the Niagara falls of the U.S and Canada, the Shoshone Falls are sometimes called the 'Niagara of the West'. Before mass migration and industrialisation of the west, the Bannock and Shoshone Indians relied on the huge salmon stocks of the falls as a source of food. And the John C. Fremont Expedition of 1843, one of the first missions to encounter the falls reported that salmon could be caught simply by throwing a spear into the water, such was the stock

Read more: <http://www.dailymail.co.uk/news/article-2149899/The-American-West-youve-seen-Amazing-19th-century-pictures-landscape-chartered-time.html#ixzz3p49R8NY1>

41 Construction & Trades Jobs in 96120 (courtesy of Geoff Ellis)

Snow Removal Equipment Operator - Winter Seasonal - Kirkwood

Vail Resorts - Kirkwood, CA

General Contractor

Thumbtack - South Lake Tahoe, CA

Foreman Installer

Olson Heating & Air Conditioning Inc. - Carson City, NV

Heating Professionals Wanted! (Carson City,NV)

HomeAdvisor - Carson City, NV

Local Carpenters Wanted! (Carson City,NV)

HomeAdvisor - Carson City, NV

91B Light-Wheel Vehicle Mechanic

Army National Guard - Carson City, NV

94E Radio and Communications Security Repairer

Army National Guard - Carson City, NV

Premises Technician

AT&T Technician - Carson City, NV

94F Special Electronic Devices Repairer

Army National Guard - Carson City, NV

Premises Technician

AT&T Technician - Carson City, NV

Lead Service Technician - Heavenly Sports - California Main

General Contractor

Vail Resorts - South Lake Tahoe, CA

Thumbtack, Inc. - South Lake Tahoe, CA

91L Construction Vehicle Repairer

Army National Guard - Carson City, NV

Foreman Installer

Olson Heating & Air Conditioning - Carson City,

Construction Tradesman

Global Employment - San Francisco, CA

Construction Tradesman

Global Employment - San Diego, CA

Fitter Welder

FasTemps - Rancho Cucamonga, CA

Residential Security Installer

Outsource - Van Nuys, CA

Alarm Technician

Outsource - San Francisco, CA

Commercial Cable Technician

Outsource - Los Angeles, CA

See More Targeted Jobs

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[Job.com's](#) Job Finder is sent periodically to subscribed [Job.com](#) members.

Did you know that [Sohcahtoa](#) helped [build](#) the railroad?

from: <http://cpr.org/Museum/FAQs.html#Questions>



Did Indian attacks disrupt construction of the Central Pacific Railroad as they did the Union Pacific?

No, Indian attacks on the Central Pacific Railroad were not a problem, as they were for the UPRR. "The problem had never seriously affected the C.P. Charlie Crocker had made sure of that by issuing lifetime passes to Shoshoni, Cheyenne and other local chieftains permitting them to ride the passenger cars, and had also decreed that tribesmen of lesser rank might ride the freight cars free for 30 years." Also, "many Native Americans were employed in the [CPRR] construction across Nevada."

A Great and Shining Road by John Hoyt Williams has a number of comments about Indians and the railroad, including the following [p.134]:

"While the Union Pacific was led in the field by generals, protected by generals, and worked by armed veterans of every rank, the Central Pacific,

spared the threat of Indian depredations, had little need of the military. The primitive Digger Indians of that part of the Sierras being pierced by Strobridge's men were—through epidemics—mere memories.[Bakeless, 386] Descending from the Sierras to the Truckee and the flatlands below, however, the Central Pacific's surveyors encountered Indians neither primitive nor mere memories. Here lay the lands of the Paiute, Shoshone, and several migratory branches of the ferocious Apache. In 1863, by the Ruby Valley Treaty, various tribes had assented to open their lands (at least a very narrow strip of them) to be used for and by the railroads—a vaguely understood concession to the right of eminent domain—and, for the most part, they had remained peaceful.[Odie B. Faulk, *The Crimson Desert-Indian Wars of the American Southwest* (New York, 1974), 123-25] The Central Pacific, which was granted permission by the Nevada legislature to build through the state only in 1866,[Bancroft, *Chronicles*, 6:229] was taking no chances. In that year the company signed its own treaties with the dreaded Apache subtribes, Paiutes, and others-treaties replete with generous "gifts," better defined as bribes. Some of the Indians, notably the Apaches, did not, of course, become converts to philosophical pacifism, but their warpaths seldom intersected the path of the

railroad, with which they had a satisfactory arrangement. Not dependent upon the buffalo for their way of life, Nevada's Indians had less to fear from the railroad than did the Indians of the Plains. In fact, the company was to encounter only one potentially dangerous Indian problem along its entire route from Sacramento to Promontory ... and that passed without much bloodshed.[Haymund, 32-33] Peaceful or not, the Indians along the Central Pacific right-of-way did little to inspire confidence among whites, from Frémont in the 1840s to George Crofutt, who wrote in his 1869 railroad guide of the "Shoshones and [Paiutes], two tribes who seemed to be created for the express purpose of worrying immigrants, stealing stock, eating grasshoppers, and preying upon themselves and everybody else." [Crofutt, 163] In addition to giving the Indians interesting gifts, the Central Pacific soon had any number of Indians "on its payroll,[Mayer and Vose, 93] and, as workmen were tracking the alkali flats of Nevada and Utah, the company permitted Indians to ride the trains for free. As Huntington recalled, "They were given government passes to ride in first-class cars, in the Shoshone country," and all along the line company employees had orders "to let the Indians ride and treat them well.... We always let the Indians ride when they want to," [Huntington papers, Bancroft Library, University of California, Berkeley, C-D 773, 2/66] said Huntington, and the company's regular passengers felt they were witness to a Wild West show." See photograph of "Shoshone Indians looking at Locomotive" (above, right).

"Hunting the Buffalo." In the foreground is a mounted brave with drawn bow, closing in on an already wounded buffalo. From the octavo edition of McKenney-Hall's *History of the Indian Tribes of North America*. Detail of a hand colored plate, published by Rice, Rutter & Co., from an 1844 -1854 edition. Courtesy [Steve Armistead, Deja View Antique Maps and Prints](#).

"The Central Pacific railroad was offered Army support for protection but turned it down. They had their own ideas on how to deal with the Native Americans. When the railroad came out of the Sierra Nevada Mountains into the Nevada flat land they started running into Paiute tribes. Central Pacific Dignitaries would meet with the Chiefs and offer them treaties. They were offered free passage on the trains, and jobs. They were also told if they gave the railroad problems that the railroad had a great army of men and would defeat them. The Central Pacific at that time started using Paiutes to work on the railroad. As they moved into Shoshone territory they began to use Shoshone workers. The Central Pacific used both their men and women. It was written by an observer of that day that those Native American women were stronger than the men in back breaking work. The C.P. also hired Chief Winnemucca and his tribe to be tourist attractions. ... The Paiute and Shoshone would work along side the Chinese workers." —[Native Americans and the Railroad by Kerry Brinkerhoff](#)

[In 1868, the Central Pacific Railroad reached "French Ford" \(founded in the late 1850s by a Frenchman named Joe Ginacca who settled on the banks of the Humboldt River and traded with pioneers heading west on the Emigrant Trail to California and Oregon and who also operated a ferry service that transported wagons across the Humboldt\) which was renamed Winnemucca in honor of a famous Paiute chief.](#)

In contrast with the CPRR's satisfactory arrangement with the Indians, Union Pacific Chief Engineer Grenville M. Dodge wrote that "In 1866 ... explorations were pushed forward through dangers and hardships that very few at this day appreciate, for every mile had to be run within range of the musket, as there was not a moment's security. In making the surveys, numbers of our men, some of them the ablest and most promising, were killed; and during the construction our

stock was run off by the hundred, I might say, by the thousand." Dodge wrote to General William Tecumseh Sherman: "We've got to clean the Indian out, or give up. The government may take its choice."

Video shows blasts at nuclear waste dump site that shut down U.S. 95

Explosions preceded a fire at US Ecology, a state-owned radioactive-waste trench 10 miles south of Beatty, on Sunday, Oct. 19, 2015. (Screengrab/Nevada Division of Public Safety)

<http://www.reviewjournal.com/news/fire-rescue/video-shows-blasts-nuclear-waste-dump-site-shut-down-us-95>

