

## **Journal #3546**

**from sdc 1.12.15**

*Meet the man who taught Leonardo DiCaprio to speak the Arikara language in “The Revenant”*

*Update on Nevada Historical Markers*

*The Latest from the American Association for State and Local History*

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### [Meet the man who taught Leonardo DiCaprio to speak the Arikara language in The Revenant - APTN...](#)

(Craig Falcon worked on the set of The Revenant with star Leonardo DiCaprio. Photo courtesy Craig Falcon) Brandi Morin APTN National News One of the ... aptn.ca

## **Update on Nevada Historical Markers**

*A few issues ago, the language on some Nevada State historic site markers was suggested as inappropriate. Below is an update from Jeff Kintop, State Archivist. Tribes with specific issues may see fit to come in and fund new markers. sdc*

Since SHPO has no money to change them, it might be a good way to accomplish it. SHPO has changed the language of the markers on the website. <http://shpo.nv.gov/home/historical-markers>

“Most markers were installed over thirty years ago and need to be updated. For example, today, we celebrate that everyone living in this great state is a Nevadan, and markers should not convey how “we” viewed “them” in the past.

Because many markers need considerable changes, the State Historic Preservation Office staff decided to post language that can be used in the future to update the markers in the field. The language presented on this site, for the most part, presents the goal that is to be attained. The text plates in the field will be updated as funding allows. Given the current situation, that effort may take longer than all concerned would like, unless private parties donate the support needed to fix antiquated markers.”

## **29-year-old leaves NFL and \$37 million contract to become farmer in order to feed the hungry**

St. Louis Rams center Jason Brown has left the NFL to pursue farming: "My agent told me, 'You're making the biggest m... dailykos.com

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Happy New Year! AASLH has eight continuing education opportunities available in January and February. **AASLH's webinars** and online courses are a convenient way to gain important professional tools without leaving your desk. AASLH Continuing Education events and courses are designed to provide key tools and skills relevant to your work without disrupting your busy schedule. [View the event calendar on our website.](#)

**January 11- March 4, 2016**

### **Leadership and Administration in History Organizations (Online Course)**

Effective institutional administration and leadership matter, regardless of the size or focus of your organization. During this seven week online course, participants will learn about governance and administrative structure, managing nonprofit status, the importance of mission and vision, board and staff responsibilities and the relationship between board and staff, successful strategic planning, managing human resources, and leadership. [Learn more.](#)

**Cost:** \$199 Members/\$299 Nonmembers

**January 11, 2016, 3-4pm EST**

### **What Are the AASLH Leadership in History Awards and Why Should I Apply? (Webinar)**

Have you always wondered what the AASLH awards program is? Do you feel that your organization is too small to win a national award? Join this free informational webinar to learn about the program and why you should apply, no matter what your budget size. Also get tips for how to put together an award-winning nomination. [Learn more.](#) **Cost:** Free for members and nonmembers

**January 13, 2016, 3-4:14pm EST Developing a Membership Marketing Plan (Webinar)**

Does your organization's membership program need a jumpstart? Are you trying to grow new members? Everything has changed when it comes to membership and engagement. Join us for a lively discussion about how to develop a membership marketing plan for your organization and increase revenue. Learn about the Membership Life Cycle and how to engage your audience to turn them into members, and keep them! When the webinar is complete, you will have not only a model on how to develop strategies, but also real ideas and suggestions to take back to your organization. [Learn more.](#) **Cost:** \$40 members/\$115 nonmember

**January 20, 2016, 2-3:30 EST StEPs Lab 5: Risk Assessment: What's Your Kryptonite?**

Being prepared and identifying the potential threats to one's organization are the best ways of mitigating risks to cultural collections. In the first part of this two-part webinar mini-series, Guest speaker Donia Conn will focus on the general risks facing cultural institutions, performing a site survey, and mitigation strategies for addressing those vulnerabilities. An institution's internal structure, policies, and procedures will be discussed. Donia will also offer sample templates for

performing a risk assessment, from small to complex. [Learn more.](#)

**Cost:** \$25 StEPs members/\$40 members/\$115 nonmembers

**January 27, 2016 2-3:30 EST [StEPs Lab 6: Risk Assessment and Management for Collections](#)**

In part two of this mini-series on risk assessment, guest speaker Dyani Feige will focus on specific risks facing cultural institutions, both natural and man-made, and mitigation strategies for addressing those vulnerabilities. Dyani will also offer recommendations for establishing collections salvage priorities, and address next steps such as beginning to develop a full emergency preparedness and response plan, forming and utilizing response networks, and implementing training. [Learn more.](#) **Cost:** \$25 StEPs members/\$40 members/\$115 nonmembers

**February 9, 2016, 3-4:15 EST [Are You Ready for Volunteers? \(Webinar\)](#)**

Many volunteer programs have existed with little or no formal processes and assessments in place. Often, there is no paid staff member who manages the volunteer program. The result is that the programs are often not well run, translating into high volunteer turnover, anemic buy-in from the organization's management and staff, and ultimately, low program success. This webinar will address how to plan for a volunteer program at your history organization or how to improve the program that you currently have. [Learn more.](#) **Cost:** \$40 members/ \$115 nonmembers

**February 18, 2016, 3-4:15 EST [Developing a Successful Volunteer Recruitment Program \(Webinar\)](#)**

We know having volunteers in the wings who can give eight hours a day is no longer the case. Recruitment is a process that enables the selection of the right people for the right task. Recruitment is understanding the environment where people want to volunteer and the time they have to give. Learn more about recruitment and gain practical tools for running a successful volunteer recruitment program. [Learn more.](#) **Cost:** \$40 members/ \$115 nonmembers

**February 22- March 21, 2016 [Basics of Archives \(Online Course\)](#)**

The newly revised Basics of Archives online course is designed to give organizations and individuals who are responsible for the care of historical records an introduction to the core aspects of managing and protecting historical records collections, using appropriate principles and best practices.

This course is a beginning level course designed for professional staff and volunteers of historical organizations and libraries with historical collections who have little to no experience with archival materials. [Learn more.](#) **Cost:** \$85 members/ \$160 nonmembers

If you have any questions about these events or our Continuing Education Series, please email [Bethany Hawkins](#).

Not a member? [Visit our website](#) to learn more about the enduring value of an AASLH membership. Want to learn more about StEPs (Standards and Excellence Program for History Organizations)? [Click here.](#)



**Loretta Birdhat to Louinda Garity**

**Great photo of Paiute rabbit drive.. I think it says :- 1911-**

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### **Cheyenne-Arapaho College**

In partnership with [Southwestern Oklahoma State University](#), the tribe founded the Cheyenne and Arapaho Tribal College on August 25, 2006. [Dr. Henrietta Mann](#), enrolled tribal member, was president in 2009. The campus was in [Weatherford, Oklahoma](#) and the school offered programs in Tribal Administration, American Indian Studies, and General Studies.<sup>[11]</sup> The Cheyenne and Arapaho Tribal College Board of Regents voted to dissolve the Cheyenne and Arapaho Tribal College at the end of the 2015 spring semester.

### **Pawnee Nation College**

Welcome to the Pawnee Nation College Website! At Pawnee Nation College, we are “Indigenizing Higher Education for All” for the purpose of bringing quality higher educational programs and opportunities to both Native and non-Native people who have the desire and ability to learn. The idea of indigenizing all components of the College derives from a long-standing belief that all people—regardless of ethnic background—can benefit from the inherent values and traditional knowledge and teachings of Indian peoples. As such, we are determined to provide academic and training opportunities that will benefit the Pawnee Nation, other Indian nations in the region, as well as area employers and local communities.

### **Development of the College**

Starting in the late 1970s, the Pawnee Business Council discussed the possibility of establishing a two-year tribal, community college on the Pawnee Nation Reserve. Plans were developed and sites for buildings staked out, but a lack of human and financial resources forced the project to be tabled.

Then, in the late 1990s, a project team headed by Pawnee tribal members began exploring the possibility of establishing an IT Academy on the Pawnee Reserve. With the downturn in the technology sector at the beginning of the decade, however, the Academy project stalled, and the Pawnee Nation's desire to provide higher educational opportunities to its tribal members went by the wayside once again.

Starting in 2003, a new project team was assembled, and with it the idea of establishing a two-year tribal, community college emerged. Members of the project team met with Pawnee tribal organizations, Council members, tribal members, and other stakeholders to determine which areas of study to develop and implement. The overwhelming choices for initial areas of study included: American Indian Studies, Construction Trades, Art, Business, and Computer Sciences. To date, the College has designed and implemented an American Indian Studies program with three emphasis areas from which to choose:

- Artistic Studies,
- Cultural Studies, and
- Leadership & Management.

In addition to the AIS degree program, the College has also designed academic programs in several other areas, including: Agricultural and Nutritional Sciences, Business Administration (with emphasis areas in Gaming Management, Hospitality Management, and Office Management), General Studies, Medical Assistant, and Pre-Law / Political Science. The College will begin implementing these programs within the next five years. Plans have also been proposed to develop degree programs in Childhood Development, Computer Science, Construction Management & Technology, Environmental Studies, and Media Design within the next ten years.

Additional learning opportunities have also been developed through training and certificate programs in:

- American Indian Languages,
- The ONLI Option (for tribal leadership and management), and
- Tribal Gaming Regulatory Initiative (TGRI).

At this point, the College has also designed certificate programs in Casino Operations, Gaming Management, and Hospitality Management. Other areas of development for certificate programs include: Medical Assistant, Office Management, and Tribal Law & Policies. By designing and implementing the aforementioned degree and training programs, the College will be able to better meet the higher educational and employment needs in the region.

**The Pawnee Nation College community is committed to:**

- Instilling ideals of generosity and selflessness.

- “Indigenizing Higher Education for All,” which means that activities at the College are informed by both traditional and contemporary Indian values and beliefs.



- Providing opportunities for all students to realize their full human and academic potential, including the challenges, joys, and fulfillment associated with intellectual discovery.
- Establishing supportive and collegial relationships—both internally and externally.
- Practicing academic rigor through high-quality teaching and access to quality educational opportunities and programs of study.
- Demonstrating respect for all Indian nations and the richness of their inherent cultural differences.
- Encouraging service to Indian nations and other communities.
- Taking an active role in cultural preservation initiatives—from revitalizing tribal languages to documenting ceremonies and traditions to developing research archives that pursue accurate narratives from an Indigenous perspective.

By developing and practicing these core values, the College demonstrates that it is committed to encouraging lifelong learning through academic and training programs that are informed by and celebrate traditional Indigenous knowledge—especially that of the Pawnee Nation.

### **Pawnee Nation College Seal**

The Pawnee Nation College’s academic seal represents several significant moments in the school’s development. The black star at the center represents knowledge in Pawnee astronomy. Also included is the date of PNC’s establishment, 2004.

The façade depicted is that of the former Pawnee Industrial School classroom building, which signifies not only an oppressive past, but a future of self-determination for the College, for Pawnee tribal members who attend, and for all those who come seeking knowledge.

The outer ring includes the Pawnee Nation’s motto: “Chaticks-Si-Chaticks,” which translates in English as “Men of Men;” it is important to include this on the seal, as it demonstrates that PNC is a tribal-affiliated institution.

The College’s motto, “Indigenizing Higher Education for All,” is also depicted and represents the College’s goal to Indigenize higher education for all who attend the Pawnee Nation College.

### **Statement of Philosophy**

The Pawnee Nation College, which is housed in buildings that once served as a former Indian boarding school, is keenly aware of the history and inherent irony of its location. When once the Pawnee Indian Boarding School’s objective was to assimilate Indian children into the “mainstream,” through coercive policies, the College’s contemporary goal is to celebrate all Indian cultures and empower every individual who comes seeking knowledge. In this way, the College will: educate the public about the atrocities committed against Indian peoples; revitalize Indian languages and cultural practices that were endangered as a result of said atrocities; and, serve as a cultural, intellectual, and research center for the Pawnee Nation and other area Indian nations. By doing as much, the College will play a central role in revitalizing Indigenous cultures



and languages and encouraging a sense of pride among all of our students. With these issues in mind, the College will create cultural and economic impacts that benefit individuals, Indian nations, and other communities we serve.

## **Philosophy of Tribal and Community Service Education**

A tribal community college has a responsibility to all the people in its service area, and especially to enrolled members of Indian nations. Generally, those responsibilities fall into four (4) broad categories: (1) offering collegiate-level courses and programs that enable the student to gain basic general education, which will enhance the student's ability to appreciate, function, and improve the student's cultural setting; (2) providing credit and non-credit courses and programs that will allow students to obtain useful and marketable skills; (3) carrying out short-term courses, seminars, workshops, and programs that meet the needs of special groups within the College's service area; and (4) empowering Native peoples through courses and programs that seek to meet the cultural and employment needs of area Indian nations.

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## **About the California Tribal College**

### **RESOURCES**

- [CTC Brochure](#)
- [CTC Overview Packet](#)
- [CA Native Education Report](#)

The California Tribal College seeks to develop and build a tribal college in California that is designed specifically to meet the unique needs of Native American students with a governance structure that provides tribes a leadership role and input in critical decisions and sets forth a system of academic accountability.

The Interim Board of Regents has decided to move forward with the following Vision Statement and Mission Statement of the California Tribal College.

### **VISION STATEMENT**

California Tribal College will prepare students to be culturally grounded and determined to empower their community and to preserve tribal sovereignty.

### **MISSION STATEMENT**

Our mission is to provide quality higher education grounded in respect, accountability, integrity, and responsibility to prepare students for positions of leadership in their communities and their careers.

## **Why We Need a Tribal College in California**

Every Native American student needs and deserves a culturally nurturing educational experience. These students are, after all, our future leaders.

Most school systems focus on assimilating their student bodies into mainstream society, preparing them to become successful in that realm. And not surprisingly, many students and parents are reluctant to support an education in schools that does not acknowledge or strengthen

tribal self-understanding and identity. The college enrollment of Native Americans and Alaska Natives living in California dropped by almost one third between 1995 – 2005.

A tribally-controlled college will promote access to higher education opportunities while incorporating tribal histories, cultures and languages as a critical part of its mission.

Strong tribal and educational leadership and guidance, combined with supportive cultural foundations and student identities, will help to produce literate, scholarly, culturally well-grounded students who are able to attend college and develop professional careers. In turn, these students are more likely to give back to their communities and support tribal government and cultural continuity.

### **There has never been a better time to establish the California Tribal College**

Throughout the United States and Canada, there are 37 tribal colleges and universities serving more than 27,000 Native Americans. California has the largest population of Native Americans compared to any other state, yet despite past efforts, there is not one functioning tribal college in California today.

With funding from supportive foundations, grants and the federal government, we can bridge the divide by promoting access to higher education while incorporating tribal histories, cultures and languages as a critical bedrock.

It is our hope that the California Tribal College (CTC) will do just this, and create opportunities for our people to grow, succeed and thrive well into the future.

[Learn more](#) about how you can support this important effort.

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### **The Stream:**

#### **Second Thoughts on Yellowstone Dam**

The Bureau of Reclamation, after being sued by environmental, is considering alternatives to a \$US 59 million dam on the Yellowstone River that would block spawning habitat for endangered sturgeon. The *Associated Press* reports that a U.S. district judge is requiring a [new environmental review](#) be completed by the end of 2016.

#### **Glen Canyon Dam Operation**

The Bureau of Reclamation published the [draft environmental review](#) for the 20-year management plan for Glen Canyon Dam, one of the nation's largest, on the Colorado River.

Areas of focus include: high-flow experiments to mimic pre-dam floods and rebuild sandbars and riverside habitat; fish and vegetation management; protection of historic Indian tribe sites in the canyon; and providing hydroelectric power and downstream water supplies.

Public comments are being accepted through April 7, via [this link](#).



The U.S. Geological Survey conducted [a scientific analysis](#) to guide the management plan.

**\$31.8 million** Amount spent by a Saudi Arabian dairy company to [purchase land in California to grow alfalfa](#). Saudi Arabia's government is phasing out domestic production of green fodder, such as alfalfa, over the next three years due to dwindling water sources. *Reuters*

**1,427 earthquakes** Number in Oklahoma registering above a level three on the Richter scale over the past two years, [nearly a "millennium's worth."](#) according to scientists. Researchers have raised concerns that the quakes are related to the disposal of wastewater from hydraulic fracturing operations. *Guardian*

*Infographic:* [NASA Satellites Reveal Global Groundwater Depletion](#)

## The American West Reshapes Regional Water Strategies

[Gila River Diversion Pits New West vs Old](#)

[In Drying Colorado River Basin Indian Tribes Are Water Dealers](#)

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**What Easter Island's colossal stone statues teach about the dangers of modern school reform**

Eastern Island is a remote volcanic island in Polynesia that is a territory of Chile and known worldwide for its colossal statues — more than 800 — that were created...  
washingtonpost.com

[Demise of Klamath River deal could rekindle old water-use battles](#)

Bettina Boxall, Los Angeles Times

The demise of a deal to end decades of feuding on the Klamath River could rekindle old battles over water use and dams in a remote corner of California.

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[This island nation just traded a huge chunk of its debt in return for protecting their oceans](#) AMELIA URRY

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## RETIREMENT OPTIONS

### **You can retire to Phoenix, Arizona where...**

1. You are willing to park 3 blocks away from your house because you found shade.
2. You've experienced condensation on your behind from the hot water in the toilet bowl.
3. You can drive for 4 hours in one direction and never leave town.
4. You have over 100 recipes for Mexican food.
5. You know that "dry heat" is comparable to what hits you in the face when you open your oven door.
6. The 4 seasons are: tolerable, hot, really hot, and ARE YOU KIDDING ME??

OR

### **You can retire to California where...**

1. You make over \$450,000 and you still can't afford to buy a house.
2. The fastest part of your commute is going down your driveway.
3. You know how to eat an artichoke.
4. You drive your rented Mercedes to your neighborhood block party.
5. When someone asks you how far something is, you tell them how long it will take to get there rather than how many miles away it is.
6. The 4 seasons are: Fire, Flood, Mud, and Drought

OR

### **You can retire to New York City where...**

1. You say "the city" and expect everyone to know you mean Manhattan ....
2. You can get into a four-hour argument about how to get from Columbus Circle to Battery Park, but can't find Wisconsin on a map.
3. You think Central Park is "nature."
4. You believe that being able to swear at people in their own language makes you multi-lingual.
5. You've worn out a car horn. ( IF you have a car).
6. You think eye contact is an act of aggression.

OR

### **You can retire to Minnesota where...**

1. You only have three spices: salt, pepper, and ketchup
2. Halloween costumes have to fit over parkas.
3. You have seventeen recipes for casserole.
4. Sexy lingerie is anything flannel with less than eight buttons.
5. The four seasons are: almost winter, winter, still winter, and road repair.
6. The highest level of criticism is "He is different, she is different or It was different!

OR

### **You can retire to the Deep South where...**

1. You can rent a movie and buy bait in the same store.
2. "Y'all" is singular and "all y'all" is plural.
3. "He needed killin" is a valid defense.
4. Everyone has 2 first names: Billy Bob, Jimmy Bob, Joe Bob, Betty Jean, Mary Beth, etc etc.
5. Everywhere is either "in yonder," "over yonder" or "out yonder"

OR

### **You can retire to Colorado where...**

1. You carry your \$3,000 mountain bike atop your \$500 car.
2. You tell your husband to pick up Granola on his way home and so he stops at the day care center.
3. A pass does not involve a football or dating.

4. The top of your head is bald, but you still have a pony tail.

OR

**You can retire to Wyoming where...**

1. You've never met any celebrities, but the mayor knows your name.
2. Your idea of a traffic jam is three cars waiting to pass a tractor or cattle to cross the road.
3. You have had to switch from "heat" to "A/C" on the same day.
4. You end sentences with a preposition: "Where's my coat at."

OR

**FINALLY You can retire to Florida where...**

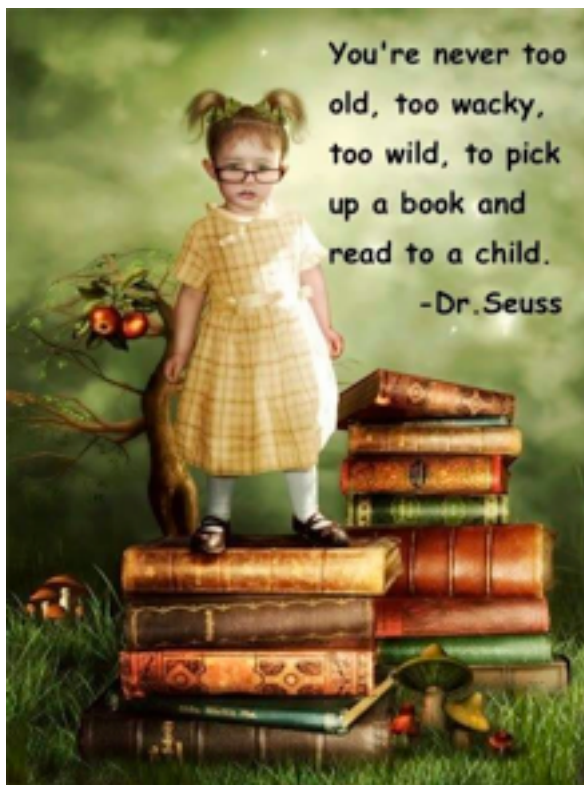
1. You eat dinner at 3:15 in the afternoon.
2. All purchases include a coupon of some kind – even houses and cars.
3. Everyone can recommend an excellent cardiologist, dermatologist, proctologist, podiatrist, or orthopedist.
4. Road construction never ends anywhere in the state.
5. Cars in front of you often appear to be driven by headless people

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[American Outrage](#)

[youtube.com](http://youtube.com)

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**HUMAN RESOURCES GENERALIST**

Human Resources, Nixon, Nevada  
Under the direct supervision of the Human Resources Manager, provide a comprehensive administrative support to day-to-day operations of human resources ensuring the efficient delivery of the salary and classification, recruitment and employee benefit process.  
\$15.07 - \$15.84 per hour, Full-Time, 40 hrs./Wk., Non-Exempt, Class Code 383, Grade 16, Steps 1-3 DOE CLOSSES: 01/15/2016

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**Our Culture, Our Standards, Our Rules:  
A Defense of Traditionalism**

When we judge our personal and professional success by Western standards, we are often conforming to a system that was designed to exclude us.

[indiancountrytodaymedianetwork.com](http://indiancountrytodaymedianetwork.com)