

Journal #4783 from sdc 10.8.20

Native American Athlete Takes on the Tour de France

Help Identify Sites Associated with Women's Suffrage and Rights in Nevada

On this day (10.6) in 1683, the first Mennonites arrived in America

EPA Grants Oklahoma Control Over Tribal Lands

Environmental Agencies Are Violating Civil Rights Laws - and the EPA Is Letting Them

Famed Washoe basket weaver among Nevada's influential Women of the Century

She's the Law

Banned Books

Five Ideas for Celebrating Indigenous Peoples' Day 2020



**The Gloster Canary
(w/attitude)**

[Native American Athlete Takes on the Tour de France](#)



[Get ready to hear the name Neilson Powless more often. The 24-year old has become the first Native American cyclist to ride in the Tour de France after only riding professionally for 5 years.](#)

Athletics comes naturally to Powless; it's in his blood, sweat, and tears. His love for cycling came at a young age after his mother encouraged him and his sister to begin competing in the triathlon. The cycling was his favorite part and has stuck with him ever since.

“Neilson’s sporting family laid the foundation for his future professional success. His mom ran the marathon in the 1992 Olympics. His dad was in the Air Force and raced Ironmans, winning an award for being the top Ironman finisher who was also in the military,” ([EF Pro Cycling](#)).

Powless, who as of 2020 became a member of the EF Pro Cycling Team ([check out the team and stats here](#)), is proud to be the first Native American in the professional cycling community, who have typically “been disenfranchised from sports like cycling because of the lack of access and opportunities,” ([ESPN](#)). [Read more...](#)

Help Identify Sites Associated with Women's Suffrage and Rights in Nevada

These resources can include buildings, engineered structures such as roads or bridges, and standalone objects such as fountains or train cars.

We are looking for resources that tell the story of securing suffrage for ALL women, beyond the passage of the 19th Amendment, and the fight for ALL women's rights up to 1980.

Please use this form to submit any suggestions you might have: https://docs.google.com/forms/d/e/1FAIpQLSeB7DAXAHmjbJZfJZWvVY_rKVsyjXtbRySjjemx_22XQ8QQw/viewform?usp=sf_link

Feel free to pass along the link to this survey form by sharing it with your colleagues, board members, and commissioners via email, or by posting it on your organization's website or social media pages

Thanks so much, and feel free to reach out directly with any questions, comments, or suggestions.

ZoAnn Campana & Alicia Barber

[SURVEY: Sites related to Nevada women's history](#)

YOUR ASSISTANCE IS NEEDED! The Nevada State Historic Preservation Office (NSHPO) has received a federal grant through the National Park Service's Underrepresented Communities Grant Program to create a Historic Context for Women's History in Nevada. A central goal of this project is to identify significant historic resources associated with women's history and the suffrage movement in our state. We are hoping to identify places and properties that fall into

docs.google.com

We are hoping to identify places and properties that fall into a wide range of property types, including but not limited to: private residences, churches and other meeting places, schools, public and government buildings, and commercial businesses. If you would like to offer some suggestions for buildings and sites to include.

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Thank you to everyone who was able to attend last week's meeting for prospective users of the Nevada Women's Historic Context. For those of you who were not able to make it, had to leave early, or want to share the presentation with colleagues, here is a link to a Google Drive folder containing a recording of the presentation, as well as PDF files of the two presentations that were given during the meeting: <https://drive.google.com/drive/folders/1ur3jG9ISy2GRzovMBmQrBNQ0eETHD0Nn?usp=sharing>.

Due to technical difficulties, the recording does not include the last few minutes of the meeting, and you will notice that it cuts off somewhat abruptly. We apologize for this, and if you need any clarification on those last few slides, please reach out to Alicia or me.

The link to the Google form survey is included in the presentation, but for your convenience, here it is again: [https://docs.google.com/forms/d/e/1FAIpQLSeB7DAXAHmjbJZfJZWvVY\\_rKVsyvjXtbRySjjemx\\_22XQ8QQw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeB7DAXAHmjbJZfJZWvVY_rKVsyvjXtbRySjjemx_22XQ8QQw/viewform?usp=sf_link). Please use this form to submit any suggestions for references or properties associated with the themes of women's suffrage and/or women's rights in Nevada. Feel free to distribute far and wide!

Thank you again for your participation in this exciting project. We look forward to seeing your suggestions and hearing about your organization's goals and priorities for the finished document.

ZoAnn and Alicia

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**On this day (10.6) in 1683, the first Mennonites arrived in America. Mennonites were persecuted in Europe and tended to move around to avoid violence, rather than fight other Christians. The American colonies promised a home where they could settle for good and practice their faith in peace.**

[Francis Daniel Pastorius](#), a German lawyer and teacher, was hired by German merchants and the Frankfurt Land Company to found a colony of Mennonites in America. He purchased 15,000 acres in Pennsylvania from William Penn and founded Germantown, which later became part of Philadelphia.

Pastorius was more open-minded than most of his white settler contemporaries. After eating with a group of Native Americans, he wrote, “[they] have never in their lives heard the teaching of Jesus concerning temperance and contentment, yet they far excel the Christians in carrying it out.” In 1688, he wrote a treatise to slave-holding Quakers in Germantown to convince them to free their slaves. This was the first formal protest of slavery recorded in the U.S. colonies.

Most people confuse Mennonites with the Amish, because they’re both Anabaptist sects and wear simple, traditional clothing. But the Mennonites are actually more liberal and don’t shun members for violating group rules. Along with the Quakers, Mennonites have a strong history of pacifism and concern for social justice.

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### **EPA Grants Oklahoma Control Over Tribal Lands**

Chang writes: "The Environmental Protection Agency (EPA) has granted the state of Oklahoma regulatory control over environmental issues on nearly all tribal lands there, TYT has learned. This strips from 38 tribes in Oklahoma their sovereignty over environmental issues."

[\*\*READ MORE\*\*](#)

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*"The greatest danger in these times of turbulence is not the turbulence, it is to act with yesterday's logic"* — [\*Peter Drucke\*](#)

*"We cannot solve our problems with the same thinking we used to create them"*  
- [\*Albert Einstein\*](#) —

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### **Environmental Agencies Are Violating Civil Rights Laws - and the EPA Is Letting Them** [\*Naveena Sadasivam, Grist\*](#)

Sadasivam writes: "The federal agency was supposed to complete an investigation into the complaint within 180 days. Instead, it took 25 years."

[\*\*READ MORE\*\*](#)

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# Fear

*Khalil Gibran*

It is said that before entering the sea  
a river trembles with fear.

She looks back at the path she has traveled,  
from the peaks of the mountains,  
the long winding road crossing forests and villages.

And in front of her,  
she sees an ocean so vast,  
that to enter  
there seems nothing more than to disappear forever.

But there is no other way.  
The river can not go back.

Nobody can go back.  
To go back is impossible in existence.

The river needs to take the risk  
of entering the ocean  
because only then will fear disappear,  
because that's where the river will know  
it's not about disappearing into the ocean,  
but of becoming the ocean.



**Famed Washoe basket weaver among Nevada's influential Women of the Century**  
Brett McGinness, USA TODAY Aug. 26, 2020

**<https://www.usatoday.com/in-depth/life/women-of-the-century/2020/08/13/las-vegas-nevada-woman-history-19th-amendment-suffrage/5008377002/>**

List also includes Mary and Carrie Dann.

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## **SHE'S THE LAW**

In 1919, George Crowell, the highly respected and elected sheriff of Lander County, died from an illness. With two years still left on his term, the citizens wanted his wife Clara to finish his term. A petition was quickly circulated, and the commissioners followed suit, making Clara Dunham Crowell the first woman sheriff in Nevada history.

Clara Crowell (left) posed with her sister and niece © Courtesy Ruth Sullivan Collection

The “Reese River Reveille” reported, “There were several male aspirants for the job, but none made a formal application after the petition was circulated and presented to the county commissioners.”

Clara proved she could handle any situation and was involved in the apprehension of cattle rustlers, horse thieves, robbers and other criminals. As sheriff she demanded respect for the law in Lander. She and her deputy even enforced the new Dry Law which, among other things, prevented people from transporting bottles of liquor.

“The Dry Law has been looked upon as more or less of a joke,” reported the “Reveille.” “The officers are making a drive to show that the law, be it good or bad, must be respected.”

Sheriff Crowell was a woman of action. **Once she posed as an old Native American to catch a man who was selling liquor illegally.** After catching the storekeeper in the act, Clara threw open her coat, exposing her badge, and placed the man under arrest. On several occasions she entered saloons and broke up brawls and earned a reputation as a tough law officer.

When her term came to an end, people encouraged her to run for election. But she put her nursing skills to work as administrator of the county hospital, a position she held for 20 years. When she died at age 66 on June 19, 1942, a great tribute to both Clara and George was made in Austin. <https://nevadamagazine.com/issue/summer-2020/13967/>

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*Several readers privately commented about "banned books" . Here's some more information.*

**The American Library Association condemns censorship and works to ensure free access to information.** Every year, the Office for Intellectual Freedom (OIF) compiles a list of the Top 10 Most Challenged Books in order to inform the public about censorship in libraries and schools. The lists are based on information from [media stories](#) and [voluntary reports](#) sent to OIF from communities across the U.S.

The Top 10 lists are only a snapshot of book challenges. Surveys indicate that 82-97% of book challenges – documented requests to remove materials from schools or libraries – remain unreported and receive no media.

## **Top 10 for 2001**

**Out of 448 challenges recorded by the Office for Intellectual Freedom**

- 1. *Harry Potter*, by J.K. Rowling  
Reasons: anti-family, occult/Satanism, religious viewpoint, violence**
- 2. *Of Mice and Men*, by John Steinbeck  
Reasons: offensive language, racism, unsuited to age group, violence**
- 3. *The Chocolate War*, by Robert Cormier  
Reasons: offensive language, sexually explicit, unsuited to age group, violence**

4. *I Know Why the Caged Bird Sings*, by Maya Angelou  
Reasons: offensive language, sexually explicit
5. *Summer of My German Soldier*, by Bette Greene  
Reasons: offensive language, racism, sexually explicit
6. *The Catcher in the Rye*, by J.D. Salinger  
Reasons: offensive language, unsuited to age group
7. *Alice* (series), by Phyllis Reynolds Naylor  
Reasons: sexually explicit, unsuited to age group
8. *Go Ask Alice*, by Anonymous  
Reasons: drugs, offensive language, sexually explicit
9. *Fallen Angels*, by Walter Dean Myers  
Reason: offensive language
10. *Blood and Chocolate*, by Annette Curtis Klause  
Reasons: sexually explicit, unsuited to age group

### **Top 10 Most Challenged Books of 2019**

Find more shareable statistics on the [Free Downloads webpage](#).

The ALA Office for Intellectual Freedom tracked 377 challenges to library, school, and university materials and services in 2019. Of the 566 books that were targeted, here are the most challenged, along with the reasons cited for censoring the books:

1. *George* by Alex Gino  
Reasons: challenged, banned, restricted, and hidden to avoid controversy; for LGBTQIA+ content and a transgender character; because schools and libraries should not “put books in a child’s hand that require discussion”; for sexual references; and for conflicting with a religious viewpoint and “traditional family structure”
2. *Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin  
Reasons: challenged for LGBTQIA+ content, for “its effect on any young people who would read it,” and for concerns that it was sexually explicit and biased
3. *A Day in the Life of Marlon Bundo* by Jill Twiss, illustrated by EG Keller  
Reasons: Challenged and vandalized for LGBTQIA+ content and political viewpoints, for concerns that it is “designed to pollute the morals of its readers,” and for not including a content warning

4. *Sex is a Funny Word* by Cory Silverberg, illustrated by Fiona Smyth  
Reasons: Challenged, banned, and relocated for LGBTQIA+ content; for discussing gender identity and sex education; and for concerns that the title and illustrations were “inappropriate”
5. *Prince & Knight* by Daniel Haack, illustrated by Stevie Lewis  
Reasons: Challenged and restricted for featuring a gay marriage and LGBTQIA+ content; for being “a deliberate attempt to indoctrinate young children” with the potential to cause confusion, curiosity, and gender dysphoria; and for conflicting with a religious viewpoint
6. *I Am Jazz* by Jessica Herthel and Jazz Jennings, illustrated by Shelagh McNicholas  
Reasons: Challenged and relocated for LGBTQIA+ content, for a transgender character, and for confronting a topic that is “sensitive, controversial, and politically charged”
7. *The Handmaid’s Tale* by Margaret Atwood  
Reasons: Banned and challenged for profanity and for “vulgarity and sexual overtones”
8. *Drama* written and illustrated by Raina Telgemeier  
Reasons: Challenged for LGBTQIA+ content and for concerns that it goes against “family values/morals”
9. *Harry Potter series* by J. K. Rowling  
Reasons: Banned and forbidden from discussion for referring to magic and witchcraft, for containing actual curses and spells, and for characters that use “nefarious means” to attain goals
10. *And Tango Makes Three* by Peter Parnell and Justin Richardson illustrated by Henry Cole  
Reason: Challenged and relocated for LGBTQIA+ content

### **About Book Bans and Challenges**

Books are still being banned and challenged today. A challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials.

**While books have been and continue to be banned, part of the Banned Books Week celebration is the fact that, in a majority of cases, the books have remained available. This happens only thanks to the efforts of librarians, teachers, students, and community members who stand up and speak out for the freedom to read.**

*Interesting to watch the evolution of subjects.....Kudos to those that recognize important literature and know that it may reach to the one person that really needs the comfort, the insight or the inspiration therein. sdc*



## Report Censorship

The ALA Office for Intellectual Freedom provides confidential support to anyone undergoing a challenge or ban. Support can come in the form of letters, book reviews, resources, talking points or emotional support. Report [censorship online](https://www.ala.org/challengereporting) or by calling -800-545-2433, ext. 4226.

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## Five Ideas for Celebrating Indigenous Peoples' Day 2020 October 7th, 2020

BY Renée Gokey



**On Indigenous Peoples' Day 2020, the museum brings young Native activists together online to discuss the tension between history and memory, and how both are reflected in the current racial and social landscape.** Hip-hop artist Frank Waln contributes a musical performance. From left to right: Musician Frank Waln; panelists Brook Thompson, Dylan Baca, Lina Krueck, Julian Brave NoiseCat, Michaela Pavlat, and Alberto Correa III. (Photos courtesy of the participants)

Are you a parent, grandparent, or other caregiver wondering what to do for Indigenous Peoples' Day this year while you and your family are home? Perhaps you're a college student, discussing social justice and hoping to do something meaningful that also respects public health guidance on in-person gatherings?

To date, 14 states— Alabama, Alaska, Hawai'i, Idaho, Maine, Michigan, Minnesota, New Mexico, North Carolina, Oklahoma, Oregon, South Dakota, Vermont, and Wisconsin— and the District of Columbia, more than 130 cities, and growing numbers of school districts celebrate Indigenous Peoples' Day in place of or in addition to Columbus Day. And many people reach out to the National Museum of the American Indian to ask about appropriate ways to honor the Native peoples of the Americas. Here are my top five suggestions for engaging with the spirit of Indigenous Peoples' Day during this unusual year.

**Plant Native!** Native plants support healthy ecosystems. For example, they sustain insects, cornerstones of a healthy environment. Insects in turn provide needed energy to birds and help fuel their migration in the fall. Most people know about the relationship between milkweed and

monarch butterflies. But consider the pawpaw, a native tree widely distributed in most of the United States and common east of the Mississippi. (My tribe, the Shawnee, call this time of year when the pawpaw fruits ripen the pawpaw moon.) Outside the Deep South, the pawpaw is the only host species for caterpillars of the zebra swallowtail butterfly. Think of the impact you can have by planting native species and returning health to your yard and neighborhood. The U.S. Forest Service has all sorts of resources about gardening with native species on its website [Celebrating Wildflowers](#).



"**We Were Always Here**," monumental cedar poles carved in 2012 by Rick Bartow (Mad River Band of Wiyot, 1946–2016), stand in a landscape of native trees on the grounds of the museum on the National Mall. (National Museum of the American Indian, Smithsonian)

**Read an Indigenous writer.** Consider reading a board book with the youngest in your family. Social Justice Books, a project of Teaching for Change, shares a list of [books recommended by Dr. Debbie Reese](#) (Nambé Pueblo), founder and co-editor of *American Indians in Children's Literature*. Dr. Reese's list includes everything from illustrated storybooks for young children, to middle-school fiction and nonfiction, to titles for young (or not so young) adult readers. For high-school students, and perhaps you, I recommend [An Indigenous Peoples' History of the United States for Young People](#), adapted by Dr. Reese and Jean Mendoza from Roxanne Dunbar-Ortiz's more academic *An Indigenous People's History of the United States*. The young people's edition has discussion questions at the back that families or classmates can talk about together at home or on Zoom.

**Attend an online Indigenous Peoples' Day celebration.** Monday, October 12, at 1 p.m. Eastern time, the museum is streaming an [Indigenous Peoples' Day program](#) for middle- and high-school students, though all are welcome. The third webinar in a new monthly series titled Youth in Action: Conversations about Our Future, October's program brings young Native activists Brook Thompson (Yurok and Karuk), Julian Brave NoiseCat (Canim Lake Band Tsq'escen and Lil'Wat Nation), Lina Krueck (Oglala Lakota), Dylan Baca (White Mountain Apache), and Alberto Correa III (Taíno) together virtually to talk about the tension between history and memory, and how each shapes current social movements happening across America. Hip-hop artist Frank Waln (Sicangu Lakota) contributes a musical performance. This roughly one-hour conversation is introduced by Kevin Gover (Pawnee), director of the National Museum of the American Indian, and moderated by cultural interpreter Michaela Pavlat (Sault Ste. Marie Band of Chippewa Indians). You can watch earlier Youth in Action webinars via the [archive on our website](#).

The [Indigenous Peoples' Day Convergence](#), October 10, 11, and 12, also spotlights Indigenous leaders, change-makers, and artists working on important contemporary issues. Organized by the Greater Cincinnati Native Coalition, the convergence is ticketed, but the coalition makes clear that donations can be as little as one dollar.

**Help teach a more truthful history of Columbus and the Indigenous peoples of the Caribbean Islands.** A Washington, D.C., preschool teacher shared [this lesson](#), which uses puppets to teach three- and four-year-olds about empathy and different perspectives in age-appropriate ways. It's never too early to start telling more accurate histories about the Americas in relation to Native people.

**Middle- and high-school students may want to learn more about the history and culture of the Taíno people.** Content for this downloadable guide in [English](#) and [Spanish](#) was developed by the [Smithsonian Latino Center](#) in collaboration with the museum for the exhibition [Taíno: Native Heritage and Identity in the Caribbean | Taíno: Herencia e identidad indígena en el Caribe](#).



**The Puerto Rican superheroína La Borinqueña catches the interest of a young visitor to “Taíno: Native Heritage and Identity in the Caribbean”** at the museum in New York last year. (Illustration from “La Borinqueña #1,” written and created by Edgardo Miranda-Rodriguez. Illustration by Will Rosado, digital colors by Juan Fernández. ©2016, Somos Arte, LLC. Photo: National Museum)

m of the American Indian, Smithsonian)

**Learn more by visiting Native Knowledge 360°, and advocate for Indigenous Peoples' Day.** Native Knowledge 360°, the museum's National Education Initiative, is working to transform teaching and learning about American Indians. One practice we recommend is to acknowledge the lands you live on and name the Indigenous people originally from there. The museum can help with things to consider when [thinking about Land Acknowledgements](#).

**See if you're shown on this map of [places that recognize Indigenous Peoples' Day](#).** If your town or school district isn't listed but has adopted Indigenous Peoples' Day, email [zep@zinnedproject.org](mailto:zep@zinnedproject.org) to put your community on the map as part of this growing movement!

*Renée Gokey (citizen of the Eastern Shawnee Tribe of Oklahoma) is the teacher services coordinator at the Smithsonian's National Museum of the American Indian in Washington, D.C.*

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*In Loving Memory  
Of  
Kayonna Marie Henry*

*September 24, 2002 - October 4, 2020*

Visitation

Wednesday, October 14, 2020

11 a.m. – 2 p.m.

Services

2 pm – 3 pm

Ross Burke & Knobel Mortuary

2155 Kietzke Lane, Reno NV

Traditional Burn

Sunday, October 11,  
2020

5:30 p.m.

450 Hill Ranch Rd

Wadsworth, NV

Dinner will be served for those  
that wish to partake

Memory Box Burial

4:30 p.m. following services

In Nixon, NV

Anyone wanting to place a note or item for Kayonna is  
welcome to. Kayonna is being cremated and this box will  
serve as a place to visit IMO of Kay.

Masks Required, please stay home if you have or do not feel well. We understand.