

Journal #5025 from sdc 9.13.21

Witness this eagle saving the life of another eagle

National Grandparents Day

2022 National Medal for Museum and Library Service

Looking for Some Archives to Transcribe? US. v. Cassius Clay

One of California's greatest areas of antiquity is spread across rugged high desert of Eastern Sierra.

Utah reconciling its history with Indian Residential Schools

Spirit of Nevada - Queho

American Jobs Plan - part of the administration's Build Back Better initiative.

New Tribal Nations Map Honors Native Women

Smithsonian Launches "Our Shared Future: Reckoning with Our Racial Past"

Lifelong Learning Activity Guide

"Thunder's Hair,"

Scientists Create First 3-D Printed Waygu Beef

Water Smarts

Doctrine of Discovery and American Indian Rights

Santa Fe Historian Looks Ahead from Controversial Past

Vaquero-ettes of Fernley High School, 1951-53



This is so amazing..The photographer witnessed this eagle saving the life of another eagle that was drowning! (No crab pot mentality here!)

Credit: Mark Smith photography

Yesterday was National Grandparents Day

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/09/10/a-proclamation-on-national-grandparents-day-2021/>

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WASHINGTON, DC—The Institute of Museum and Library Services is now accepting nominations for the **2022 National Medal for Museum and Library Service**, the nation's highest honor awarded to libraries and museums for service to their communities.

"Libraries and museums have proven during the pandemic to be the indispensable beacons of culture and community," said IMLS Director Crosby Kemper. "The passion for learning and the need for critical information were fulfilled by our great institutions. The IMLS National Medal celebrates and commemorates the best in the museum and library worlds, the best in our communities across the land."

Anyone—an employee, a board member, a volunteer, a member of the public, or a government official—is invited to nominate an institution. Museums and libraries of most disciplines and types are eligible. Regardless of who nominates the library or museum, in order to be considered, the institution must complete the online nomination form by 11:59 pm ET on Monday, November 1, 2021.

The National Medals program recognizes outstanding libraries and museums of all types and sizes that deeply impact their communities by:

- fostering a lifelong passion for learning for all people, nourishing curiosity and imagination from early childhood through adulthood, for people of all abilities and needs;
- providing access to information through advancing digital capacity, focusing on digital inclusion and access to digital and informational resources, including e-books and materials to help address workforce development and public health;
- transforming the lives of community members by being trusted community spaces for convening, connection, and conversation; enlightenment and shared thoughts and opinions; and preserving natural and cultural heritage and community memory; and/or continuing to engage their communities during the ongoing coronavirus pandemic, and planning for the institution's future, with enhanced focus on diversity, equity, and inclusion, through providing information, programming, and services virtually, or taking innovative and imaginative steps toward continuing services and reopening their physical spaces.

For more information and a list of frequently asked questions, visit the [Medals nomination page](#).

To learn more about the FY 2021 Medalists, you can view this year's virtual ceremony and celebration.

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From the Nevada Independent

Jazmin Orozco Rodriguez is now an Elko resident — and our first rural-based reporter. Eventually, we want to have reporters living in and covering every corner of the state. (See above note about growth.)

Is It Time to Rethink Jaguar Recovery in the US?

Robert Peters and Sharon Wilcox, Mongabay

Excerpt: "Scientists have come to a surprising conclusion about jaguars. Lands in central Arizona and New Mexico provide a huge potential for jaguar habitat and recovery. This rugged landscape - stretching as far north as the Grand Canyon - contains vast expanses of evergreen, deciduous and mixed forests, and an abundance of whitetail deer, one of the jaguar's favorite prey."

[READ MORE](#)

The Nevada Independent

U.S. v. Cassius Clay, Jr. aka Muhammad Ali

Looking for some new records to transcribe? Help us [transcribe documents](#) from the Vietnam War draft evasion criminal case, United States vs. Cassius Clay, Jr. aka Muhammad Ali. Records include orders, affidavits, motions, subpoenas, transcripts, testimony, and more.

New to the Citizen Archivist program? Learn how to [register and get started](#).

[Get started transcribing!](#)

One of California's greatest areas of antiquity is spread across the rugged high desert of the Eastern Sierra. As long as 8,000 years ago, prehistoric clans carved hundreds of fantastical works of art into the area's volcanic boulders: concentric circles, tree-like figures, rattlesnakes, hunters with bows and arrows. Preserved within the Volcanic Tablelands in the Owens Valley, a few magnificent clusters of the petroglyphs are open to the public just north of Bishop. Archaeologists are uncertain exactly what the symbols represent. But it's easy to imagine how the artists found inspiration standing amid the austere beauty of desert, mountain, and open sky. [BLM](#) | [Eastern Sierra](#) | [outdoor project](#)
Below, a few images by the photographer [Matt Artz](#).



Enlarge pics for full impact

Utah reconciling its history with Indian Residential Schools

Sean Hemmersmeier

St. George Spectrum & Daily News

“Utah is just starting to reconcile its own history of Indian residential schools with the proposed excavation on the site of a former school in Panguitch that is believed to have over a dozen bodies of Native American children.”

https://www.thespectrum.com/story/news/2021/09/02/how-utah-and-indian-residential-schools-connected-panguitch/5591605001/?itm_medium=recirc&itm_source=taboola&itm_campaign=internal&itm_content=BelowArticleFeed-FeedRedesign

[itm_medium=recirc&itm_source=taboola&itm_campaign=internal&itm_content=BelowArticleFeed-FeedRedesign](https://www.thespectrum.com/story/news/2021/09/02/how-utah-and-indian-residential-schools-connected-panguitch/5591605001/?itm_medium=recirc&itm_source=taboola&itm_campaign=internal&itm_content=BelowArticleFeed-FeedRedesign)



SUNDAY MORNING INSPECTION AT THE PANGUITCH SCHOOL.



Related story: [On the ground at the Panguitch Indian Boarding School where 12 Paiute children likely died](#)

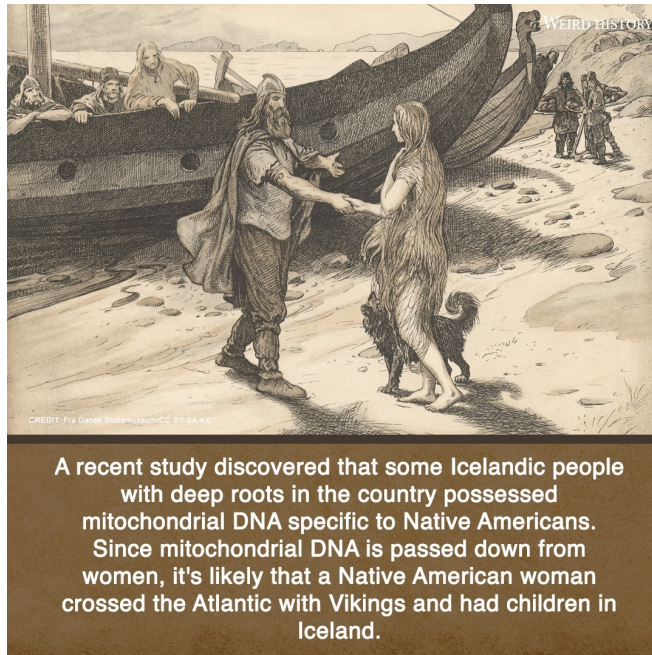
Spirit of Nevada

<https://www.facebook.com> > ... > TV Show

Along with Queho, Sam digs deep into the history of other Indian renegades to reveal their untold stories of the hidden past. For many of these renegades, their ...

Mark Twain

"In America, we hurry--which is well; but when the day's work is done, we go on thinking of losses and gains, we plan for the morrow, we even carry our business cares to bed with us...we burn up our energies with these excitements, and either die early or drop into a lean and mean old age at a time of life which they call a man's prime in Europe...What a robust people, what a nation of thinkers we might be, if we would only lay ourselves on the shelf occasionally and renew our edges!" - *The Innocents Abroad*



American Jobs Plan - part of the administration's Build Back Better initiative.

<https://navajotimes.com/biz/new-tribal-nations-map-honors-native-women/>

Smithsonian magazine
museum day

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Saturday 9/18/21

Smithsonian Launches "Our Shared Future: Reckoning with Our Racial Past"

As part of an ongoing effort to steward thoughtful conversations about race, the Smithsonian has launched "Our Shared Future: Reckoning with Our Racial Past." This Institution-wide initiative offers a wealth of programming and resources that explore how Americans understand, experience, and confront the critical issues of race and racism and the lasting impact they have on the health, economy, and social fabric of the nation.

[JOIN THE CONVERSATION »](#)

: [Ashley Naranjo](#) and Henry Wu, **Smithsonian Office of the Under Secretary for Education**
NEW! Lifelong Learning Activity Guide

Smithsonian in collaboration with the USA TODAY Network present

Present History

"The museum of the past must be set aside, reconstructed, transformed...into a nursery of living thoughts....it should be a house full of ideas." -George Brown Goode, 1889

Museums help us think about the world we live in today by reflecting on the legacy of the past and the potential of the future. In this new guide, we share highlights of significant, game-changing milestones that inspire, excite, and offer moments of reflection over the Smithsonian's 175-year history.

This activity guide features people, places, objects, and events from some of the nation's pivotal moments that align with our own Smithsonian history. Interspersed throughout the 12-page guide are games and puzzles, including a matching game that connects objects, the museums that house them, and the roles that care for them; a logic puzzle with clues featuring gemstones from the National Museum of Natural History's collection; and a trivia game that allows you to "visit" destinations across the Smithsonian. A complementary [Smithsonian Learning Lab collection](#) offers additional resources to learn more about the clues within the trivia game. "Present History" has been printed and distributed to USA TODAY subscribers in select cities nationwide and is available for free download below.

Here's a peek at some of the Smithsonian elements featured through the stories and games in the guide:

- Historic collections, including James Smithson's [original gift](#), correspondence between founding Secretary Joseph Henry and Thomas Edison, and connections between [Alexander Graham Bell and the Smithsonian](#) as a Regent and long-time supporter
- Cutting-edge research, including the Smithsonian Conservation Biology Institute's ongoing mission to save [species](#) for tomorrow and a collaboration to capture the [first-ever image of a black hole](#)
- In-depth scholarship, including a [Sidedoor episode](#) about the Tulsa Race Massacre, as well as the new [Smithsonian Anthology of Hip-Hop and Rap](#)
- Innovative programming, including Anacostia Community Museum's [community storytelling initiative](#) and this fall's upcoming exhibition at the Arts and Industries Building, called "[FUTURES](#)"

From the Smithsonian: Office of Advancement, Office of Communications and External Affairs, Office of the Under Secretary for Education, and the Smithsonian community. Content and activity development led by an interdisciplinary content team of educators from the National Air and Space Museum, the National Museum of Natural History, the National Postal Museum, the Office of the Under Secretary for Education, the Smithsonian Astrophysical Observatory, and the Smithsonian Libraries and Archives. *(Light on Native history)*

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<https://navajotimes.com/biz/new-tribal-nations-map-honors-native-women/>

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Whitney Rencountre

Proud of my wife for writing this book, **“Thunder’s Hair,”** to encourage our young Indigenous Boys with long hair...especially when dealing with bullying.

Contact [Jessie TakenAlive Rencountre](#) if you would like to order bulk for your school, organization or program!

You can order from Amazon here: https://www.amazon.com/.../dp/B08N1N9W9H/ref=mp_s_a_1_3...
[#standingrocklakota](#) [#thundershair](#)

[Scientists Create First 3-D Printed Wagyu Beef](#)



Listen to our [Water Smarts Podcast](#) episode on the federally-declared water shortage: [Episode 14: Nevada responds to first ever federally-declared shortage on the Colorado River.](#)

Other recent episodes:

- [Episode 13: From trees to housing - City of Las Vegas plans for a sustainable future](#)
- [Episode 12: GET OFF YOUR GRASS! New law aims to replace decorative grass in Southern Nevada by 2026](#)

Synopsis:

The Doctrine of Discovery and American Indian Rights

By Professor Robert J. Miller – Formerly Lewis & Clark Law School; Chief Justice, Confederated Tribes of the Grand Ronde Community; Eastern Shawnee Tribe

Excerpted from:

Robert J. Miller, *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark, and Manifest Destiny* 3-5 (Praeger Publishers 2006)

Ten Elements of Doctrine of Discovery

1. **First discovery.** The first European country to “discover” new lands unknown to other Europeans gained property and sovereign rights over the lands. First discovery alone, without a taking of physical possession, was often considered to create a claim of title to the newly found lands but it was usually considered to be only an incomplete title.

2. **Actual occupancy and current possession.** To turn a “first discovery” claim into complete title, a European country had to actually occupy and possess the newly found lands. This was usually done by building forts or settlements and leaving soldiers or settlers on the land. This physical possession had to be accomplished within a reasonable amount of time after the first discovery to create a complete title.

3. **Preemption/European title.** The discovering European country gained the power of preemption, that is, the sole right to buy the land from the native people. This is a valuable property right similar to an exclusive option on land. The government that held this Discovery power of preemption prevented or preempted any other European or American government or individual from buying land from the native owners.

4. **Indian title.** After first discovery, Indian Nations were considered by European and American legal systems to have lost the full property rights and ownership of their lands. They only retained rights to occupy and use their lands. Nevertheless, these rights could last forever if they never consented to sell. But if they did choose to sell, they could only sell to the government that held the power of preemption over their lands. Thus, “Indian title” was, and is today, a limited ownership right.

5. **Tribal limited sovereign and commercial rights.** After first discovery, Indian Nations and native peoples were also considered to have lost some of their inherent sovereign powers and the rights to free trade and diplomatic international relations. Thereafter, they could only deal with the Euro-American government that had first discovered them.

6. **Contiguity.** This element provided that Europeans had a claim to a significant amount of land contiguous to and surrounding their actual settlements in the New World. Contiguity became very important when different European countries had settlements somewhat close together. In that situation, each country held rights over the unoccupied lands between their settlements to a point halfway between their actual settlements. Moreover, contiguity held that the discovery of the mouth of a river gave the discovering country a claim over all the lands drained by that river, even if that was thousands of miles of territory. Notice the shapes of the Louisiana Territory and the Oregon Country: they are the drainage systems of the Columbia and Mississippi Rivers.

7. ***Terra nullius.*** This phrase literally means a land or earth that is null or void or empty. This element stated that if lands were not possessed or occupied by any person or nation, or even if they were occupied by non-Europeans but were not being used in a fashion that European legal and property systems approved, then the lands were considered to be “empty” and available for Discovery claims. Europeans and Americans were very liberal in applying this element. Euro-Americans often considered lands that were actually owned, occupied, and actively utilized by indigenous people to be vacant and available for Discovery claims if they were not being “properly used” according to Euro-American law and culture.

8. **Christianity.** Religion was a significant aspect of the Doctrine of Discovery and of Manifest Destiny. Under Discovery, non-Christian people were not deemed to have the same rights to land, sovereignty, and self-determination as Christians.

9. **Civilization.** The Euro-American definition of civilization was an important part of Discovery and of ideas of superiority. Euro-Americans thought that God had directed them to bring civilized ways and education and religion to indigenous peoples and to exercise paternalism and guardianship powers over them.

10. **Conquest.** This element has two meanings as described in the U.S. Supreme Court case of *Johnson v. M'Intosh* in 1823. The Court defined it first as a means to acquire Indian title by military victories in just and necessary wars. But conquest was also used as a “term of art” to describe the property rights Europeans gained automatically over Indian Nations just by showing up and making a “first discovery.” The Court considered first discovery to be in essence like a military conquest because the Euro-American country immediately claimed political, real property, and commercial rights over the native people. The Court modified the definition of conquest between European countries because of the different cultures, religions, and “savagery” of Native Americans. The Court claimed it had to develop a modified theory because the Indian Nations could not be left in complete ownership of the lands in America.

Resources

Robert J. Miller, Jacinta Ruru, Larissa Behrendt, & Tracey Lindberg, *Discovering Indigenous Lands: The Doctrine of Discovery in the English Colonies* (Oxford University

Press, 2010; paperback 2012) -



[Order Miller's Book Discovery Doctrine](#)

Robert J. Miller, Reservation "Capitalism": Economic Development in Indian Country (Praeger Publishers, 2012; paperback 2013 University of Nebraska Press) [Order Miller's Book](#)

Download for free over 60 articles that Miller has written on a variety of Indian legal and historical issues since 1989. Robert Miller's research can be found at: [Robert Miller's Research Papers here](#)

A Few Words By Bob Miller – Our Peacemaker

In 1967, Martin Luther King Jr. famously stated: "There can be no justice without peace. And there can be no peace without justice." I agree with that statement because if people or groups of peoples are treated unjustly this produces discrimination, prejudice, negative reactions, and civil and criminal unrest. In light of those results, how indeed can there be peace without justice.

In my life and work as a lawyer, tribal judge, and law professor, I have worked towards the goal of "justice." The dictionary says "justice" means "the maintenance or administration of what is just [reasonable, proper, lawful] especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments" and "the establishment or determination of rights according to the rules of law or equity [basic fairness]."

I have taught a first-year law class called Civil Procedure since 1999. That course is rooted in the basic legal ideal of due process [fundamental fairness]. I also have taught since 1993 a wide variety of Indian Law courses which address issues of injustice and unfair treatment of Indigenous peoples by the Euro-American colonizers who operated in what is now the United States. American "Manifest Destiny" purposely pursued the goals of brutal colonization, ethnic cleansing, and genocide. No wonder the "Indian wars" occurred, and no wonder tribal, state, and federal relations are still strained today. In this twenty-first century, thankfully, there is a significant level of "justice" being applied by the majority population and the federal and state governments towards Native peoples and their governments, and there is significant peace between these entities and peoples today. Tribal governments and native peoples have learned how to use the justice system, law, and policies to support their goals, needs, and even their continued existence.

For example, the U.S. Census of 1950 demonstrated the lowest number of Indian peoples in U.S. history but the 2020 Census reveals the highest number of American Indians and Alaska Natives in United States history. Could just this one statistic be a revealing reflection of the values of justice, and law, and peace, and their impacts on specific peoples, cultures, and governments? This change in American society and Indian policies from colonization, land theft, and Manifest Destiny to today's federal Indian policy called Indian Self-Determination does represent the value of increasing justice and peace. This change in American policies also demonstrate the results of the hard work, dedication, and perseverance of tribal leaders, tribal governments, and tribal communities to stand up to injustice and a lack of peace as they resisted the United States and the states for over two hundred years.



The Wholistic Peace Institute has had several peace projects over the years to bring peace with the Earth and our natural environment, as well as with Native American and indigenous issues. We have held several peace conferences and have interacted with our congressional leaders on many of these issues. We hope one day to see the development of a Wovoka "Father (Ghost) Dance" Peace and Culural Center on the Walker River Paiute Tribe's Reservation.



Santa Fe's Historian Looks Ahead from Controversial Past

City Historian Valerie Rangel hopes to engage residents of Santa Fe with the complex and difficult histories of colonialism and racism that still shape the city and region.

Darren Hicks

Thought this was too cool to see my Grandma Gladys as well as the other Grandmother's back in the day!! Really great picture.



Virginia Johnson is at Fernley High School (old original building & gym) --location was corner U.S. 95A and Main St. **Girls basketball team circa 1951-53. "Vaquero-ettes"** Top row left to rt: Glorene Shaw, June Tuesen, Carolyn Swysgood, Virginia Lee, Dorothy Mauwee and Gladys Frazier. Bottom: Left to rt: Regina Olsen, Judy Mauwee, Eleanor French and Adeline Lowery.