

Journal #5314 from sdc 10.21.22

“Dignity”

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’Very profound’: Hundreds of residential school photos found in Rome archives

Northern Paiute Bands



Native American Tribal Family

Spectacular night shot of the 50ft tall statue “Dignity” located in Chamberlain, South Dakota.

She’s quite stunningNative American products

<https://www.welcomenativeblood.com>

Ed note: Nevada also placed several Native Americans at this facility

The Weimar Joint Sanatorium opened to receive indigent tuberculosis patients on November 17, 1919. Located five miles south of Colfax in Placer County, California, the Sanatorium operated for sixty years, accepting applicants from 15 California counties

While some recovered, many residents died and about a third of them were buried in the adjoining Weimar Cemetery, their graves marked only by a wooden stake with a brass number disc.

In 2012 a massive research effort, known as the Weimar Project, began. The purpose was to match numbers with names for the people buried in the Weimar Cemetery so that relatives could locate lost family members and so that the veterans buried there could be honored.

To accomplish the goals of the Weimar Project, every death certificate in Placer County for the years the Weimar Cemetery was in operation was examined and that data reconciled with what original Weimar Sanatorium records still existed.

This book provides a list of names and grave numbers of the approximately 1,450 people who are buried there, a brief history of the Weimar Joint Sanatorium and the Weimar Cemetery, and photos of the Sanatorium. Also included are links to individual electronic memorials on the Find a Grave web site.

As a direct result of this work, over a dozen families have reconnected with long-lost loved ones. Also, several of the veterans received headstones from the Veterans Administration and the others now have permanent markers as a result of a private donation.

These are the reasons this work is so satisfying to the people involved in this project. We hope you enjoy reading of the Sanatorium and learning of those who are buried there.

<https://www.barnesandnoble.com/w/history-of-the-weimar-joint-sanatorium-and-the-weimar-cemetery-robin-yonash/1122247444>

www.findagrave.com > [cemetery](#) > [1982200Weimar Sanatorium Cemetery - Find a Grave](#)



[Colfax Indian Cemetery](#)

Colfax, Placer County, California, USA

[Sioux Sanitarium - Asylum Projects](#)

Apr 19, 2014 · Sanitorium The school sat in limbo and a transitional period from 1933 to 1939, during which the school's main building burned and was replaced with the huge building currently occupying the site. In 1939 the Sioux Sanitarium was opened at the location. The facility was created to treat Native Americans with tuberculosis.

[news.berkeley.edu > 2020/11/19 > using-disability-toHow the U.S. government created an 'insane asylum' to ...](#)

Nov 19, 2020 · From 1903 to 1933, when it closed after a short, but brutal, existence, more than 350 **Native** people had been held, and **at** least 121 people had died, **in** the facility. This is the first part of a two-part series about how disability has been and continues to be used as a way to control and profit from **Native** populations.

North Dakota Native American Essential Understandings

Welcome to North Dakota Department of Public Instruction's [Teachings Of Our Elders website](#)

. This is the home of the newly adopted North Dakota Native American Essential Understandings (NDNAEU) as well as a growing collection of Elder video interviews, lesson plans and other resources dedicated to helping Educators incorporate the NDNAEU into their classrooms and curriculum!

Teachings of our Elders

April 2015 was the first gathering of elders meeting in Bismarck, North Dakota. The elder representatives from the North Dakota tribal groups joined together in sharing, storytelling, and wisdom conversations to determine the development of the "understandings" about native culture, history, and lifestyle that are "essential" for all of North Dakota's children to know.

This began the process of the development of the North Dakota Native American Essential Understanding (NDNAEU) project. This project will allow students in schools to learn all of their usual academic subjects, gain an understanding about the traditional ways and concepts identified as essential by elders in North Dakota, as well as increase understanding and appreciation within the schools.

May 2015 was the second gathering of elders meeting in Bismarck, North Dakota. The elder representatives from the tribal groups in North Dakota joined together to look at the themes that came out of the first meeting in April and to determine the "understandings" about native culture and history that are "essential" for all of North Dakota students to know. The common understandings were drafted that the tribes shared and language was developed for the NDNAEU. The seven "understandings" with short descriptors were developed from this meeting. Feedback and revisions were made by the elders and the final draft document was sent to the North Dakota Department of Public Instruction for review and approval.

Members of the NDNAEU team are Native American elders and educators that represent one of the many tribes indigenous to the land base that the current boundaries of North Dakota encompass. The Teachings of our Elders video series was developed along with the NDNAEU

resource document .

[North Dakota Native American Essential Understandings](#) resource document was sent all schools in North Dakota.

Teaching of our Elder's Video

<https://www.nd.gov/dpi/education-programs/indian-education/north-dakota-native-american-essential-understandings>



About SHEC

Created by the [American Social History Project/Center for Media and Learning at The Graduate Center, City University of New York](#), **Social History for Every Classroom (SHEC) is a database of primary documents, classroom activities, and other teaching materials in U.S. history. SHEC (formally HERB) reflects ASHP/CML's mission of making the past, and the working people and ordinary Americans who shaped it, vivid and meaningful.**

Since 1989, educators at ASHP/CML have worked with K-12 and college instructors in professional development seminars in New York City and around the country. Over the years, we have developed an extensive archive of primary documents, teaching strategies, and other resources that look at how ordinary people both influenced and were influenced by the nation's economic and political transformations. We created SHEC to share these resources with a wider public. We hope teachers, students, and those who love to learn about the past will use SHEC to improve their understanding and teaching of United States history.

We have edited almost all of SHEC's documents to make them more classroom-friendly; in some cases, there are versions that are even shorter (titled "short version.") If a complete version of a document is available elsewhere online, we have indicated the URL in the source field. If a document has added vocabulary, questions, or other interventions to support student reading and analysis, it is titled "with text supports" and also has the tag "[Reading Supports](#)." In addition, you can copy and paste content from any of SHEC's PDF files into a new document in order to customize it further for your students.

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Credits

SHEC embodies more than twenty years of history education at American Social History Project/ Center for Media and Learning. Our documents, activities, and other resources were created collaboratively by ASHP/CML staff in dialogue with researchers, cultural partners, and the hundreds of teachers with whom we have worked in local and national professional development programs. While the credits indicate specific responsibilities, SHEC is based on the sharing of tasks and the merging of talents.

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[FOX 13 Seattle](#)

Hailey Thomas had a feeling she landed “something special,” and she was right.



<http://time.com/ussoy/farmingforchange>
[A Crop with Surprising Versatility](#)
[How U.S. soy producers are farming for change.](#)

Public Webinar: Preparing Communities to Engage in EPA's Upcoming Proposed PFAS Drinking Water Regulatory Process

EPA invites communities to join our November 2nd webinar to learn more about Per- and Polyfluoroalkyl Substances (PFAS) in drinking water, actions under the Safe Drinking Water Act (SDWA) to develop a proposed PFAS drinking water regulation, and how to participate in the rulemaking process and offer EPA input on the proposed rule once it is published.

Date: November 2, 2022

Time: 2:30 – 4:00 pm E.T.

Register Here: <https://www.eventbrite.com/e/how-to-engage-in-epas-proposed-pfas-drinking-water-regulatory-process-tickets-433129149947>

In this webinar, you will hear about:

- What are PFAS and how do they impact drinking water
- How EPA develops a drinking water regulation
- EPA's timeline and activities associated with the proposed drinking water regulation
- What happens after the regulation is proposed and how can communities provide their input to EPA
- Where to go for more information

The webinar will also include an opportunity to submit questions. During the webinar, EPA will not be discussing the specific requirements of the proposed PFAS drinking water regulation. That information will be available once the proposed rule is issued.

Registration for the webinar is required. Translations and disability access support can be requested during meeting registration. If you are unable to attend the webinar, a recording and the presentation material will be made available following the webinar on EPA's PFAS drinking water rule website at: <https://www.epa.gov/sdwa/and-polyfluoroalkyl-substances-pfas>.

Background Information:

Under the SDWA, EPA sets public health goals and enforceable standards for drinking water quality. EPA is currently developing a proposed National Primary Drinking Water Regulation (NPDWR) for PFAS, including Perfluorooctanoic acid (PFOA) and Perfluorooctane sulfonic acid (PFOS), two types of PFAS. EPA is also evaluating additional types of PFAS and assessing the available science to consider regulatory actions for groups of PFAS. NPDWRs are legally enforceable maximum contaminant levels (MCLs) or treatment techniques that apply to public water systems. MCLs and treatment techniques protect public health by limiting the levels of contaminants in drinking water.

In October 2021, EPA released the PFAS Strategic Roadmap (<https://www.epa.gov/pfas/pfas-strategic-roadmap-epas-commitments-action-2021-2024>) laying out an approach to addressing PFAS across the Agency. Establishing an NPDWR for PFAS is a key action in the Roadmap. As part of informing the ongoing development of the proposed PFAS drinking water regulation, EPA has conducted several engagements and consultations with key stakeholders including with small drinking water system representatives, State, Tribal, and local government officials, the National Drinking Water Advisory Council, and the Science Advisory Board, as well as public meetings focused on gathering input related to environmental justice considerations. More information about the proposed PFAS drinking water rule is available at: <https://www.epa.gov/sdwa/and-polyfluoroalkyl-substances-pfas>.

★ 4th ANNUAL ★

Christmas Craft Fair 2022

December 16th & 17th, 2022

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[Explore Native American Culture](#)

Ola Mildred Rexroat (August 28, 1917 – June 28, 2017) was the only Native American woman to serve in the Women Airforce Service Pilots (WASP).[1][2]

Rexroat was born in Argonia, Kansas, to a Euro-American father and an Oglala mother. The family moved to South Dakota when she was young, and she spent at least part of her youth on the Pine Ridge Reservation.[3] She attended public school in Wynona, Oklahoma, for a time, and graduated from the St. Mary's Episcopal Indian School in Springfield, South Dakota, in 1932.[4] Rexroat initially enrolled in a teachers college in Chadron, Nebraska, but left before completing her degree to work for what is now the Bureau of Indian Affairs for a year.[5] She earned a bachelor's degree in art from the University of New Mexico in 1939.[4] After college, she again worked for the Bureau of Indian Affairs in Gallup, New Mexico for a year.[5]

Rexroat next worked for engineers building airfields, where she decided to learn how to fly. In order to do so, she would need her own airplane or to join the WASPs. Selecting the latter, she moved to Washington, D.C., with her mother and sisters, and was also employed at the Army War College.[5] Rexroat then went for WASP training in Sweetwater, Texas, and was assigned the dangerous job of towing targets for aerial gunnery students at Eagle Pass Army Airfield after her graduation.[6] She also helped transport cargo and personnel. When the WASPs were disbanded in December 1944, she joined the Air Force, where she served for ten years as an air traffic controller at Kirkland Air Force Base in New Mexico during the Korean War.[2][6][7] She continued to work as an air traffic controller for the Federal Aviation Administration for 33 years after her time in the Air Force Reserves was complete.[5]

In 2007 she was inducted into the South Dakota Aviation Hall of Fame.[8]

Rexroat died in June 2017 at the age of 99.[9] Immediately before her death she was the last surviving WASP in South Dakota and one of 275 living WASPs out of the original 1,074.[10] Several months after her death, the airfield operations building at Ellsworth Air Force Base was named after her.



[Justice Department files lawsuit challenging policy barring Native Americans from accessing South Dakota hotel and sports lounge \(msn.com\)](#)

Sim Malotte

Sim heads a horse and shuts it down for his brother, Kirk, Summer's End Horse Roping and Bronc Riding, Lee, Nevada - South Fork Indian Reservation



Sim Malotte, a Shoshone cowboy, began cowboying when he was five years old, when he would work weekends for his uncle Dale Malotte at the South Fork Indian Reservation, where he grew up. "He always told me you can either be a cowboy, cattleman or both. He showed me how to work cows, trail cows." Malotte explained that when his uncle worked for the Spanish Ranch, and there was one cowboy to one hundred head. "Whether it's two head, or a hundred head, you've gotta be able to trail them by yourself."

When Malotte was in eighth or ninth grade, he went to Owyhee, Nevada to cowboy for the late George Walker. While he was in Owyhee, he had an opportunity to ride with his idol, Ira Walker, George's son. He then returned to the South Fork Indian Reservation to help the local ranchers. "It was usually a two-man crew, with twelve hundred head of cows. I pretty much worked by myself. With a two-man crew, you pretty much have to know what you're



Victoria Jackson Preview of my newly released book "Beyond the Desert."
Sim Malotte talks about how he became a cowboy and how he continues cowboying today. Order your hard or soft cover book today at: www.vhangingheartmedia.co

'Very profound': Hundreds of residential school photos found in Rome archives

https://www.pentictonnow.com/news/news/National_News/

Very profound Hundreds of residential school photos found in Rome archives?

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VLZ

