

Journal #5879

Smithsonian's Inclusive Education Programs Empower Learners Through Culture and Community

A major Florida map from the Second Seminole War

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Update from the Friends Committee on National Legislation



To Bridge Heritage and Science, the Smithsonian's Inclusive Education Programs Empower Learners Through Culture and Community

Through Indigenous weaving workshops and environmental science projects, the Smithsonian engages in co-learning projects to support culturally responsive education

Alaska Native field researchers Laura Zimin and Stevi Anagasan document and harvest rare "purple" tapernat (Yup'ik word for beach wildrye) at Platinum, Alaska in October 2024. Dawn Biddison, Smithsonian Arctic Studies Center

The rhythmic sound of fingers brushing against beach rye grass filled the room, punctuated by quiet laughter and the occasional gasp of discovery. Alaska Native Elders leaned over young hands, guiding them through the delicate weaving of taperrnat grass into tegumiat, traditional Yup'ik dance fans. For some learners, this moment was more than a workshop – it was a reconnection to centuries of cultural wisdom and heritage.

“It was one of the things on my wish list to give back to my community and learn how to make dance fans,” said Yup'ik community member Stevi Anagsan. “I’m really excited about how the journey of putting our culture and community back together is looking.” Around her, the workshop buzzed with shared stories, intergenerational wisdom and the joyful resilience of a tradition revived.

Weaving workshops are just one piece of the Smithsonian project, “A Community-Based Approach to Culturally Responsive Science Education.” [Funded by Smithsonian Education’s “Together We Thrive”](#) grant, the project collaborates with communities in Alaska and Washington, D.C. to promote culturally responsive approaches to education and learning.

Educators and researchers from the [National Museum of Natural History](#), the [Arctic Studies Center](#) and the [National Zoo and Conservation and Biology Institute](#) have spent the last year working with communities to develop K-12 educational experiences and resources that improve the representation of cultural connections and histories in science curriculums. By leveraging Smithsonian resources, the project aims to encourage achievement, well-being and a sense of belonging for students who have traditionally been marginalized within their educational systems.

“Throughout the United States, we see strength and resilience in communities working to overcome systemic barriers in education,” said project lead and NMNH educator Maggy Benson. “To promote equitable access to learning both in classrooms and within the Smithsonian, we must create opportunities to learn, collaborate and co-produce resources with communities.”

In celebration of [Native American Heritage Month](#) this November, Smithsonian Voices took a closer look at how NMNH is using its unique collections, intellectual resources and expertise to support an inclusive environment for every student.

Woven Together: Taperrnat Research and Art

Knowledge-Keeper Emily Johnston (Yup'ik) teaches workshop learner Emily Brockman (Yup'ik) how to sew caribou beard fur (from under their chin) onto tegumiat (dance fans) that she learned to weave from taperrnat (beach wildrye grass) in Anchorage this past spring. Maggy Benson, NMNH

For thousands of years, Native communities throughout Alaska have been passing cherished traditions and unique skillsets from generation to generation, keeping their cultural heritage alive. But as modern education and schools have replaced the teachings of local knowledge-keepers, many of these traditions have faded into distant memories.

As Arctic Studies Center Museum Specialist [Dawn Biddison](#) built relationships with Alaska Native members of the Yup'ik, Dena'ina and Sugpiaq communities, she witnessed their profound

desire to revitalize these cultural practices before it was too late. When Biddison and her colleagues learned about the customary art of weaving beach wildrye grass (taperrnat) into traditional dance fans (tegumiat) and grass mats (alqin), they immediately recognized an opportunity for collaboration.

“Our colleagues at the Arctic Studies Center have been working with Alaska Native communities for decades,” Benson said. “This was an exciting opportunity for us to come together and learn how museums can create more authentic and mutually beneficial relationships with communities that promote learning.”

During a series of field research outings, Smithsonian scientists and Alaskan community members were able to observe, document and take samples of taperrnaq (Yugtun), tl’egh (Dena’ina Qenaga) and tapernaq (Sugt’stun) beach wildrye grasses. They collected specimens for the Smithsonian’s [U.S. National Herbarium](#), and added context to the samples by recording information about the communities where they were harvested. The grasses will now be available for researchers from around the world to study and analyze for generations to come.

In March, the Smithsonian project team hosted their first of three weaving workshops in Anchorage, a four-day event that convened Alaska Native knowledge-keepers to teach students the art of weaving local beach wildrye into Yup’ik-style dance fans.

Yup’ik Knowledge-Keepers Lucy Andrews and Emily Johnston (front) and their tegumiat weaving workshop students, who are of Dena’ina, Sugpiaq, Unangâ, Yup’ik and Iñupiaq cultural heritage this past March in Anchorage. Maggy Benson, NHMH

“The first day was the hardest and the most sore my fingers were during the entirety of it. It was also the most nervous I was. I think a lot of it, being a Native person, is like ‘I don’t know these things.’ And there’s a little bit of shame, and I think apprehension,” said Yup’ik workshop learner Emily Brockman. “But then as you start to make your second one, the joy and the excitement of, ‘Oh, I’m starting to know the medium,’ is so rewarding.”

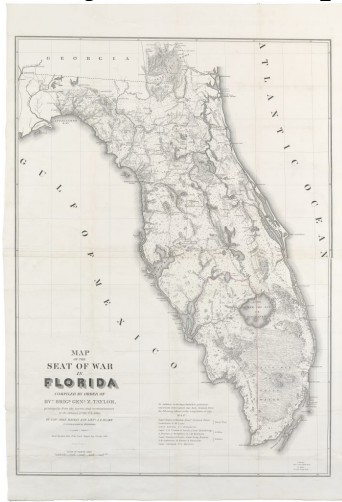
The Arctic Studies Center also coordinated a time during the workshop to share examples of woven Yup’ik cultural belongings held in the [Anchorage Museum](#) with the participants. The Native community members were thrilled to see woven pieces made by their own ancestors represented, strengthening their connections to the Smithsonian’s collections.

Now, Biddison and her team members are developing [teaching resources for K-12 students](#), utilizing knowledge they gathered from the harvesting and weaving workshops. Using instructional weaving videos, knowledge-keeper interviews and Smithsonian collections, they will create materials that integrate Alaska Native heritage into formal education curriculums for classrooms all over the country.

“Alaska Native culture is extremely important to bring into the formal education curriculum,” Benson said. “Even if you’re not Yup’ik and you’re learning about Yup’ik tradition, it shows how much value there is in other traditions and cultures.”

A major Florida map from the Second Seminole War

Related Items



First edition of Drew's important map of Florida, published in Jacksonville

John MacKay & Jacob Edmund Blake (mapmakers) / William James Stone (lithographer), *MAP OF THE SEAT OF WAR IN FLORIDA COMPILED BY ORDER OF BVT. BRIGR. GEN. L. Z. TAYLOR, principally from the surveys and reconnaissances of the Officers of the U.S. Army, ... // Head Quarters, Army of the South, Tampa Bay, Florida. 1839.* Washington, D.C.: Topographical Bureau, 1839.

Engraving on two sheets joined, 40 ½”h x 29”w at neat line plus margins, some outline color. Flattened, numerous mends and reinforcements to edge tears and fold separations. Still, a very good or better appearance. \$4,500

A most important and highly detailed map of the theatre of the Second [Seminole War](#) in the [Florida Territory](#) (1835-1842), compiled by officers in the U.S. Army's Corps of Topographical Engineers. By far the most up-to-date map of Florida of its time.

The map depicts most of Florida, covering the entire peninsula and the panhandle as far west as the Flint River. It shows considerable details for the territory's topography, with distinct symbols for swamps, woodlands, and grasslands, and delineates the many roads, trails, forts constructed as the Army sought for decades. Numerous notations indicate lines of march and a “Passage for small boats across the Everglades as reported by the Indians”, while crossed swords indicate battle sites.

In the southwest, red outline color delineates the “District assigned to the Seminole by Arrangement of Genl. Macomb, May 18th 1839”, along the coast south of Charlotte Harbor and river. Alexander Macomb was Commanding General of the Army, sent by President Van Buren to wind the war down as national support was eroding. Macomb's “arrangement” only yielded a two-month period of peace, broken on July 23 when Seminoles overran a trading post at the mouth of the Caloosahatchee River (on the map, “Carlosahatchee”). The trading house is shown on the map, but not the battle, suggesting that the map was compiled during the brief period of relative piece.

The map was produced on order of future President General Zachary Taylor, who commanded U.S. Army forces in Florida from May 1838 through May 1840. It was compiled by John MacKay & Jacob Edmund Blake, officers in the Army's Topographical Engineers, using as the base the 1838 ["Map of the Seat of War in Florida Compiled by Order of the Honble Joel R. Poinsett, Secretary of War"](#). To this they made numerous changes and additions based on their own observations and those of other officers serving in Florida:

"In addition to the Maps heretofore published important information has been obtained from the following Officers in the compilation of this MAP. Capts. Guion & Mackay, Lieuts. Linnard, Blake, Gunnison & McLane. Topogl. Engs. Lieut. Lawton U.S. Dragoons. Capts. J.R. Vinton & Searle, Lieuts. Bainbridge, G. Thomas, C. Tompkins & J.M. Ketchum. Artillery Capts. Backus & Rains; Lieuts. Long, Burnett, J.W. Anderson, H. Prince & Reynolds. Infantry Lieut. Caldwell, U.S. Marines."

Publication

The need for a new map was expressed in the *Army & Navy Chronicle*,

"One of the greatest impediments to a successful prosecution of the Florida war, and the most serious obstacle with which our army had to contend, was the want of an accurate knowledge of the topography of the country. There is no question whatever, that much of the blood and treasure that have been expended would have been saved, had a reconnoissance[sic] of the country preceded our military operations. We are likely, however, to be better prepared in future, should circumstances require another campaign. Besides the officers of the corps of topographical engineers, who were assigned to duty in Florida and have been actively employed, the officers of the line of the army have not been idle; but together they have obtained a pretty thorough knowledge of the topography of the whole territory. (Quoted in the *Philadelphia National Gazette and Literary Register*, Vol. XIX, no. 59189 (Aug. 13, 1839), p. 2.)

The *Chronicle* went on to praise Mackay and Blake's efforts:

"Captain Mackay and Lieut. J. Edmund Blake, of the corps of topographical engineers, have constructed a map, mostly from their own personal reconnoissances[sic], and partly from the surveys of officers on duty in the field. From the manner in which the map is dotted, we should judge that no portion of the territory had been left unexplored. Every hammock, swamp, lake and river, is minutely traced. The map was drawn by Lieut. Blake, with that neatness and taste for which he is so much distinguished; and we hope it will soon be published." (reprinted in same)

Ironically, though the foregoing refers to war with the Seminoles as ended, as mentioned above hostilities had already resumed in July 1839, with the attack on the trading post on the Caloosahatchee. Fighting did not end—more or less—until 1842, by which time most of Florida's Seminole population had either been killed or deported to the West. Copies of Blake and Mackay's map surely received much use during the last couple of years of war.

In an 1839 report to the Secretary of War General Taylor made specific reference to the map:

"The exertions made, the labor performed, and the privations endured by our troops, although not successful in bringing the enemy to battle, have been unparalleled. By reference to the map

and accompanying report of Captain Mackay and Lieutenant Blake, topographical engineers, the length of new roads and bridges constructed, the number of posts built or rebuilt, &c. may be seen. Besides what has been done around the Okefenokee, and of which I have no official knowledge, it will be observed that fifty-three new posts have been established, eight hundred and forty-eight miles of wagon road, and three thousand six hundred and forty-three feet of causeway and bridges opened and constructed.” (Quoted in the [Washington, D.C.] *Globe*, Vol. IX, no. 179 (Jan. 10, 1840), p. 2.)

The engraving was completed soon after this report and preliminary copies distributed. In December, it was suggested by Senator Cave Johnson, Democrat from Tennessee, that 5,000 copies be printed. But his proposal became bogged down in the interminable debate about government waste, cronyism in the assigning of printing contracts and so on. Unfortunately, in all the verbiage, the actual decision on the agreed-on size of the print run has not been found. But the map is scarce today, with relatively few institutional holdings and appearing on the market only infrequently.

The accompanying published report appeared in Senate doc. no. 1, 26th Congress, 1st session. The map, apparently because of its great size, was intended to accompany the report as a separate.

John MacKay & Jacob Edmund Blake

West Point graduates John MacKay (1805-1848) and Jacob Edmund Blake (1812-1846) were assigned to serve as Assistant Topographical Engineers during the Florida War, 1838-1839.

McKay, from Savannah, graduated West Point July 1, 1829, eighth in his Class. Originally assigned to the Artillery, he transferred to the Engineers and was assigned to topographical duties in Georgia and then Florida, where he made this map and was assigned to road building. In 1846, he was sent to Matagorda, Texas. About this time, his health failed, and he was put on long term sick-leave. He returned to Savannah to convalesce and died there in 1848, **aged thirty-two**.

Blake, from Pennsylvania, graduated West Point July 1, 1833. He received various staff postings, including a spell at West Point, before appointment to the Adjutant-General's Office in November 1837. From there he was deployed to Florida, and spent most of the rest of his career in engineering duties in the south, particularly in Florida. He was also involved in the survey of the U.S.-Texas border, was assigned to the Military Occupation of Texas, and then served in the invasion of Mexico. He particularly distinguished himself during the Battle of Palo Alto (May 8, 1846) **but died the next day by the accidental discharge of his own pistol**.

A highly-detailed and most important map of Florida, compiled during the Second Seminole War by some of the best U.S. Army mapmakers.

References

Phillips, *Maps of America*, p. 284. OCLC 26375175 et al, giving numerous institutional holdings, though it is difficult to separate originals from facsimiles and electronic holdings. I have confirmed originals held by the American Antiquarian Society (two examples), American Geographical Society, Birmingham Public Library, British Library, Clements Library, Harvard, Library of Congress, Tampa Bay History Center, University of South Florida, and Yale.

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Welcome to Boston Rare Maps' anniversary catalog, a celebration of both two decades in the map trade and maps of the American Century.

These 20 years have been full of surprises, and little has gone according to plan here at BostonRare Maps... to the extent I ever had a plan. But I've been lucky, and most of the big surprises have been on the upside. I never would have guessed at what awaited me as a dealer: the inexhaustible richness of our national story, the wonder of discovery and the thrill of the chase, the deep and lasting friendships with clients and colleagues, a modicum of prosperity, and a congenial schedule that permits of daily naps and skipping out mid-week to hit the slopes.

One big surprise has been the evolution of the map trade. Back in 2002 the Internet as a medium of commerce was just a few years old, and the digital domain was not yet fundamental to the trade. Marketing strategy was all about a steady stream of print catalogs, participation in the major fairs, and, for many, gallery space in prestigious locations. Today, of course, most business models require dealers to more or less live on the internet, as the essential vector for building inventory, developing clients, and making sales. Indeed, I would venture that most dealers today have not met the majority of their clients in person.

The other major surprise is in the maps themselves. At my first Miami Map Fair dealer's displays were plastered with "the classics", Dutch, English, French, German and Italian maps of the 15th-19th centuries, with a smattering of 18th-19th century American imprints. An adventurous dealer might have tossed a Civil War map into the mix, and a very few—Philip Curtis of The Map House, Roderick Barron, Elisabeth Burdon of Old Imprints, and Curtis Bird of The Old Map Gallery come to mind—were just beginning to promote pictorial and propaganda maps.

Today the classics remain sought after by many collectors as well as institutions filling in gaps. But attend a map fair now, and you are as likely to encounter an Art Deco pictorial map of New York city as a 17th-century view of New Amsterdam, and anthropomorphic maps, wartime propaganda maps, and spectacular airline promotional maps are everywhere to be seen.

So we dealers have had to adapt, each in our own way, sometimes leading our clients forward, sometimes being led by them. In short, most of us who've been around for a couple of decades or more have businesses that look very different than they did 20 years ago, in terms of operations, marketing strategy and inventory.

This catalog, Mapping the American Century, is both on-trend and counter-trend. As a print catalog its format is very much a return to the pre-digital era, a love letter to the printed page for its ability to enchant, engross and tantalize. After all, we collect, sell and study maps because we love them not merely as images, but as objects.

But in content this catalog this is very much an attempt to nudge map collecting and scholarship deeper into the 20th century, and even beyond. Here you will find a trove of maps, most extremely rare and some unique, touching the great themes of The American Century: Catastrophic global conflict, power (political and electrical), the sexual revolution and the counterculture, the steady march of freedom, the digital revolution, and much more. There are

maps of the Atlantic seafloor and the Moon, of New York and San Francisco, and of dark prophecies of a world consumed by “the Tribulation” alongside utopian maps from Burning Man. All testify to the staggering variety of 20th-century American mapmaking, an all-but untouched field for collectors and scholars.

I would like to thank my family for their support, and my clients and colleagues for their friendship, their patronage, and for pushing me every day to become a better dealer.  
Enjoy! MICHAEL BUEHLER September 15, 2024

*Ed note: Maps are extremely valuable in research....not that they are always precise or correct.*

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**The Nevada Independent: [A Huge NV Energy Project Has Doubled in Cost. Ratepayers Are Being Asked to Help Fund It](#)**

**Nevada Appeal: [Parks Panel OKs Tahoe Path Pact, Postpones Lompa Park Plan](#)**

**The Record-Courier: [Hydrologist: Western Nevada Looking at a ‘La Nada’ Winter](#)**

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### **Make a Difference in the Federal Sector!**

As an HBCU or MSI student, you can gain invaluable experience and connections with TWC's **Funded Federal Internship programs**. Our partnerships with leading agencies bring new ideas to the public sector while preparing emerging talent like you for a great next job.

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See more



### **Biden forgives \$4.28 billion in student debt for 54,900 borrowers**

<https://www.cnbc.com/2024/12/20/biden-forgives-4point28-billion-in-student-debt-for-54900-pslf-borrowers.html>

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### **Bill naming bald eagle national bird on way to White House**

The bald eagle has (almost) landed as the national bird of the United States after the House on Monday cleared the bill to make the designation official. All that remains is a signature from President Joe Biden. [Read more...](#)



|                                                                                 |          |                  |
|---------------------------------------------------------------------------------|----------|------------------|
| <a href="#">Ohio Township Association Scholarship</a>                           | \$1,500  | January 31, 2025 |
| <a href="#">Pacific Gas &amp; Electric Company PrideNetwork ERG Scholarship</a> | \$6,000  | January 31, 2025 |
| <a href="#">Princeton Prize in Race Relations (PPRR)</a>                        | \$1,000  | January 31, 2025 |
| <a href="#">PRSA Chicago Michelle Flowers Diversity Fellowship Program</a>      | \$2,500  | January 31, 2025 |
| <a href="#">Quaker Foundation Scholarships</a>                                  | \$10,000 | January 31, 2025 |
| <a href="#">Ronald Reagan Presidential Foundation Scholars Program</a>          | \$7,500  | January 31, 2025 |
| <a href="#">Rowan University Brown and Gold Scholarship</a>                     | \$34,000 | January 31, 2025 |
| <a href="#">Rowan University Scholars Program</a>                               | Varies   | January 31, 2025 |
| <a href="#">RTCA William E. Jackson Award</a>                                   | \$5,000  | January 31, 2025 |
| <a href="#">SAA Native American Scholarships</a>                                | \$10,000 | January 31, 2025 |
| <a href="#">Saint Robert Bellarmine Fund Scholarship</a>                        | \$32,000 | January 31, 2025 |
| <a href="#">Scholars Fund for Education Scholarship</a>                         | Varies   | January 31, 2025 |
| <a href="#">Scholarships for Woodworking Manufacturing Students</a>             | Varies   | January 31, 2025 |
| <a href="#">Sidney B. Williams, Jr. Scholar Program</a>                         | \$30,000 | January 31, 2025 |
| <a href="#">SLU National Merit Award</a>                                        | \$8,000  | January 31, 2025 |
| <a href="#">Society of Women Engineers (SWE) Scholarship Program</a>            | Varies   | January 31, 2025 |
| <a href="#">South Carolina Federal Credit Union Scholarship</a>                 | \$10,000 | January 31, 2025 |
| <a href="#">Spencer Educational Foundation Scholarships</a>                     | \$10,000 | January 31, 2025 |
| <a href="#">Student Excellence in Archaeology Scholarships</a>                  | \$3,000  | January 31, 2025 |
| <a href="#">Szweda Scholarship of Recover Michiana</a>                          | \$1,500  | January 31, 2025 |
| <a href="#">Texas A&amp;M University National Merit Scholarships</a>            | \$28,000 | January 31, 2025 |
| <a href="#">Texas History Essay Contest</a>                                     | \$4,000  | January 31, 2025 |
| <a href="#">Texas- UK Award</a>                                                 | Varies   | January 31, 2025 |
| <a href="#">The Greenprint Scholarship</a>                                      | \$2,500  | January 31, 2025 |
| <a href="#">The Kenli Foundation Humanitarian Scholarship</a>                   | \$1,000  | January 31, 2025 |
| <a href="#">The Lucinda Beneventi Findley History Scholarship</a>               | \$2,000  | January 31, 2025 |
| <a href="#">The Robert B. Oliver ASNT Scholarships</a>                          | \$2,500  | January 31, 2025 |
| <a href="#">The White Rose Scholarship</a>                                      | \$2,500  | January 31, 2025 |
| <a href="#">TheDream.US Opportunity Scholarship</a>                             | \$80,000 | January 31, 2025 |
| <a href="#">Toshiba/NSTA ExploraVision Science Competition</a>                  | \$10,000 | January 31, 2025 |

|                                                                           |          |                  |
|---------------------------------------------------------------------------|----------|------------------|
| <a href="#">University of Minnesota Gold Scholar Award</a>                | \$40,000 | January 31, 2025 |
| <a href="#">University of Oregon Diversity Excellence Scholarship</a>     | \$30,000 | January 31, 2025 |
| <a href="#">University of Oregon Presidential Scholarship</a>             | \$36,000 | January 31, 2025 |
| <a href="#">Washington State University Cougar Commitment Scholarship</a> | \$53,488 | January 31, 2025 |
| <a href="#">Washington State University WUE and Cougar Awards</a>         | \$60,000 | January 31, 2025 |
| <a href="#">William B. Ruggles Journalist Scholarship</a>                 | \$2,000  | January 31, 2025 |
| <a href="#">William Robert Findley Graduate Chemistry Scholarship</a>     | \$2,000  | January 31, 2025 |
| <a href="#">WMU Foundation Scholarships</a>                               | Varies   | January 31, 2025 |
| <a href="#">WSU Arthur and Doreen Parrett Scholarship</a>                 | Varies   | January 31, 2025 |

### **Scholarsips (O-W) with January 31 Deadlines**

## **Opinion | Winter is a dark time for some Native Americans. Isolation makes it worse. | Opinion**

As Native Americans, let's break the silence around depression. It's OK to not be OK, and there is strength in asking for help.

Read in USA TODAY: [https://apple.news/ABbX6840STpCse\\_6Fj4sOIQ](https://apple.news/ABbX6840STpCse_6Fj4sOIQ)

### **Reno Connect | Reno Constituents Institute (RCI)**

Applications are now open for the 2025 cohort of the Reno Constituents Institute (RCI), a dynamic program hosted by the City of Reno. Don't miss your chance to join—[applications](#) close on **Friday, January 3, 2025!**

#### **What is RCI?**

From February to May, RCI participants will explore the inner workings of City government through engaging hands-on exercises, interactive presentations, and guided tours. This 12-week program takes place on Thursday evenings from 6 to 8 p.m., starting February 6, 2025, and concluding May 1, 2025. There is a break after the sixth session. Sessions will be hosted at various City facilities, providing an insider's look at Reno's operations.

#### **Why Apply?**

"Participating in RCI is an incredible opportunity to learn more about our City government and what it takes to make the Biggest Little City thrive," said Noemi Gomez-Martinez, the City's Community Relationships Manager. "You'll gain knowledge you can share with friends and neighbors, enhancing transparency and improving our community's quality of life."

RCI is perfect for those looking to make a difference in their neighborhoods, serve on City advisory boards, or even run for public office. By the end of the program, participants will be empowered to act as ambassadors for positive change in Reno.

#### **Space is Limited—Apply Today!**

RCI is open to community members aged 18 and older who can commit to completing the program. Space is limited to 40 participants, so secure your spot today!

Visit [Reno.gov/RCI](https://reno.gov/RCI) for program details, application links, and more information!

## **A DNA Discovery Reveals The Truth About Native Americans, Then This Changed The History**

In the 1860s, Swiss chemist Friedrich Miescher discovered human DNA. This revelation helped scientists unlock secrets about our ancient ancestors. This particular excavation revealed several ancient secrets, including a previously unknown group of an ancient humans.

Read in Idolator: [https://apple.news/A836jCffYTGWmRVXJtY6c\\_g](https://apple.news/A836jCffYTGWmRVXJtY6c_g)

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*Happy Holidays from everyone at FCNL! We hope that the rest of your year will be full of peace and light. This month, we're looking back at this year's policy wins for Indian Country.*

### **Supreme Court Sides with Tribes on Healthcare Costs**

This summer, the Supreme Court voted 5-4 to require that the federal government reimburse tribes when they provide healthcare services to tribal members (*Becerra v. San Carlos Apache Tribe*). Many treaties between the United States and Native tribes require that tribal members receive healthcare at the expense of the federal government.

In recent decades, tribes have asserted their right to control the programs that serve tribal members in spite of opposition from the US government. In this case, the Supreme Court required that tribes who operate their own healthcare programs must be [fully refunded](#) by the federal government.

### **Appropriators Focus on Supporting Tribes to maintain or increase funding for tribal programs.**

This year, the House Appropriations Committee emphasized federal investment in tribal communities. Under the leadership of Rep. Tom Cole (a citizen of the Chickasaw Nation of Oklahoma, and the first Native American to chair the House Appropriations Committee), the committee signaled its intention

Because Congress' budget negotiations will continue into 2025, they will pass a continuing resolution (CR), a funding extension, by December 20 to prevent a government shutdown.

A CR is a useful legislative tool, but it can also hamstring the ability of tribal communities to plan for the long-term. For example, tribal services operating under a federal grant may be unable to hire additional staff if they do not know when positions will be funded.

Congress must reaffirm its commitment to its treaty and trust responsibility by ensuring that tribes can maintain tribal services. When it does pass the final 2025 budget, we expect that programs that support tribal law enforcement and healthcare will receive more money.

### **Preserving the History of Indian Boarding Schools**

In July, the Department of the Interior released the [second volume](#) of its investigative report on the federal government's role in the boarding school era. The DOI was able to identify by name almost 1,000 children who died while attending federal boarding schools.

The true number of murdered children is undoubtedly higher, as many deaths were not properly reported or were even covered up. In some places, like the Crow Creek reservation in South Dakota, [entire graveyards](#) are still being uncovered. In my [blog post](#) on the report, I discussed why it is so important and why it does not go far enough.

### **Truth and Healing Commission Bill Gains Momentum**

A bill that would empower a congressional investigation into the Indian Boarding School era (H.R. 7227, S.1723) gained bipartisan support in the House. It passed out of the House Education and Workforce Committee on a 34-4 vote. Its companion bill in the Senate was not brought to the floor.

A growing coalition of Native advocates, faith groups, tribal leaders, and elected leaders has been

tirelessly working to increase public awareness of the importance of this work. While the bill did not pass the 118th Congress, it will remain a priority for Native communities and for us in the 119th Congress.