

Journal #2753 *from sdc* **12.27.12**
Nevada Idle No More
HUNAP: Internship Opportunity Announcements
Tablet as Teacher: Poor Ethiopian Kids Learn ABCs

They tried to say "No" but it couldn't be stopped. Great Basin Tribes continue to support our Chief Spence and our First Nation relatives Idle No More.

[Carolyn Harry](#) I will. Meadowood Mall announced threats about illegal congregations, it hesitated the movement momentarily, they threatened with arrest but, the ladies, [Lois George Kane](#), and [Jan Gardipe](#) started singing and then all joined in. Thank you ladies for taking the lead.

[Leonie Pihama](#) <https://www.facebook.com/AotearoaInSupportOfIdleNoMore>
[notif t=page_new_likes](#)

[Julia Hammett](#) Yes, what Leonie said, and hopefully INM will update their map to include Nevada.

[Trudy Stump](#) HIH HIH That is what I love about Indian Women we are strong, we are not afraid to take the lead when we have too

Idle No More Reno ,NV.

Idle No More calls on all people to join in a revolution which honors and fulfills Indigenous sovereignty which protects the land and water. Colonization continues through attacks to Indigenous rights and damage to the land and water. We must repair these violations, live the spirit and intent of the treaty relationship, work towards justice in action, and protect Mother Earth.

HUNAP: Internship Opportunity Announcements

Title: Summer 2013 Internships at the Peabody Museum at Harvard University

Sponsor: The Harvard University Native American Program and the Peabody Museum of Archaeology and Ethnology at Harvard University

Application Deadline: February 17, 2013 **Location:** Cambridge, MA

The Peabody Museum and the Harvard University Native American Program invite applications for the summer internships at the Peabody Museum for undergraduate (or recent graduates) and graduate students. Opportunities vary from year to year, but generally the internships are designed to offer experience in museum activities such as curatorial research, collections management, archives, museum education, public programming, publications and/or conservation.

- Internships are supervised by Museum professional staff.
- Internships are for 20 hours per week over 8 weeks: June 3 to July 26.

shayne del cohen Today, 9:35 PM

- The Peabody offers a small stipend in accordance with applicable laws. Please note, the Peabody cannot offer assistance in obtaining housing or a housing subsidy.
- Interns must attend an orientation on June 3, 9:30–4:30
- Interns must be available for a brown-bag lunch 12:00–1:30 pm on Wednesdays during the internship period.
- All interns are required to give a presentation to staff at the end of the internship.
- Internship projects are described below: Applicants should apply for one (maximum of two) of the specific projects listed below.

PROJECTS

Osteology and Conservation

This internship has two distinct parts and is geared toward a student interested in learning about analysis, conservation, and curation of osteological collections. The primary focus of the project will be to work with museum staff in the Osteology Department to ready osteological collections for teaching in a new space in Fall 2013. This will involve rehousing casts of fossils and human and non-human primate skeletal remains, and creating new, descriptive labels to facilitate their use in teaching. Approximately two weeks of time will be devoted to the conservation of a complicated mount of a cast of “Lucy” working in the Conservation Laboratory with museum conservators. The second part of the internship involves assessing human skeletal remains from a pre-dynastic Egyptian archaeological site. Several weeks will be devoted to this project. The intern will learn museum standards for analyzing and recording demographic information. Applicants should have course-level and/or practical experience with human osteology collections. Required skills include attention to detail, fine hand skills, and familiarity with using sharp tools safely.

Publications/Peabody Museum Press

This internship is geared toward a student interested in gaining practical experience in all aspects of museum and scholarly publishing, from acquisitions through editorial, design, production, and post-production activities. It will also introduce the intern to diverse anthropological subject matter and a wide range of museum collections. Areas of activity may include:

- Acquisitions: Research readers for manuscripts; correspond with peer reviewers; send MSS out for review; track responses. Read and comment on manuscripts as part of internal review process.
- Production: Assist with manuscript preparation and proofing; assemble and organize illustrative materials for books; obtain permissions and digital files; prepare images for print; record data in electronic database.
- Post-Production: Populate the publications database, entering publishing history and metadata for recently published books. Following FAS procedures, archive paper and electronic publishing records.
- Applicants should have superior writing skills and attention to detail; knowledge of anthropology/archaeology subject matter; and familiarity with some or all of the following programs: FileMaker, Excel, InDesign, PhotoShop.

Curatorial: Harvard Yard Excavation Documentation

This internship is geared

towards a student who is interested in eastern North American archaeology and ethnology. It focuses on recent archaeological excavations in Harvard Yard, which have recovered artifacts related to the early history of the College. Intern will assist museum staff with the documentation and analysis of historical archaeological collections toward comprehensive report of recent excavations, involving compilation and refinement of data into the museum database and, if possible, specialized analysis on some parts of the collection. Applicants should have course-level and/or knowledge of North American anthropology.

Registration

This internship is directed towards a student with an interest in museum record-keeping, exhibition and loan protocols, and data entry. The intern will work with Registration Department staff to create retrospective records in the Peabody's TMS database. The intern will review archival loan and exhibition records, extract relevant information, create and populate loan and exhibition records in the TMS database, scan original documents as appropriate, and attach these scanned documents to the database records. If time allows, the intern will review TMS records for the Peabody's collection of Inman paintings to verify past location accuracy. Initial training in TMS basics offered to all interns will be supplemented by in-depth training in the system's Loan and Exhibition modules provided by the Registration staff. Applicants should have experience working with archival or museum records and databases. Attention to detail and ability to work independently are required.

Website: <https://www.peabody.harvard.edu/node/60?q=node/186>

Download Application: [Available internships and application.](#)

Title: [Summer Student Internship Program](#) **Deadline:** [February 22, 2013](#)

Information: [The internship is designed to give current college students an opportunity to:](#)

- Assist EPA/Tribal agencies with environmental issues.
- Acquire ready-to-use skills.
- Gain actual experience while contributing to a project.
- Earn \$4,000 during the ten week experience.
- Receive a limited housing allowance.
- Receive a limited travel allowance.

Eligibility:

- Be a US Citizen.
- Possess at valid driver's license.
- Be a full-time student during Spring 2013 (12 hrs undergrad, 9 hrs grad) with at least a 2.5 cumulative GPA.
- Be majoring in an environmental or related field like science, engineering, planning, policy, law, management, political science, anthropology, health, etc and have an interest in pursuing an environmental career upon graduating from college.
- Possess proficient verbal and written communication skills.
- Have a strong interest in working with Native American tribes or topics.

Application: Applications are submitted through the website; letters of reference must be sent electronically. For further details: <http://www.newberry.org/fellowships>

http://www4.nau.edu/eeop/internships/ssi_internship.asp

Contact: Graylynn Hudson at Graylynn.Hudson@nau.edu or 928-523-8864

Website: http://www4.nau.edu/eeop/internships/ssi_internship.asp

Title: Student Trainee (Range Management) Pathways Program (Intern)

Duration: 10-week summer program: May 27, 2013-August 2, 2013

Application deadline: February 3, 2013

Description:

The Pathways Program (Intern) is a planned and progressive, career-related student employment program. The purpose of the program is to provide students with the opportunity to gain appropriate experience commensurate to their academic curriculum and career goals. The Pathways Program is designed to provide a source of well-trained employees for career entry into the Forest Service workforce. This position will provide a student with the opportunity to gain appropriate experience as well as provide the Forest Service a source of well-trained employees for career entry. The selectee will be exposed to all duties of a Rangeland Management Specialist (RMS), first focusing on developing a working knowledge of the field tasks required to be a successful RMS. The selectee will perform technical work in support of range management including monitoring, inspections, tests, and/or sampling. The selectee will be responsible for preparing reports, diagrams, graphs, etc., and will assist in planning and carrying out rangeland management support work such as field studies and inspections in support of management, protection, conservation, and development of range resources. Successful completion of the program can result in an offer of permanent position as a U.S. Forest Service Rangeland Management Specialist in the Northern Region. **The location of the position upon conversion may not be the same as the location during the internship.**

Qualifications:

- Must be at least 16 years old.
- Must be enrolled in or accepted to (with the intent to attend) an accredited college or university, graduate or professional school; and carry at a minimum, a half-time course load as defined by the institution. Must be in a degree-seeking academic program.
- Enrolled in an academic major that is related to the occupation you wish to be considered for.
- Must be able to complete required occupation-related work experience (640 hours) prior to or concurrently with the completion of course requirements for the degree.
- Must be a United States citizen or national (resident of American Samoa or Swains Island). If you are not a citizen, you may participate if you are legally admitted to the United States as a permanent resident, and are able to meet citizenship requirements prior to completion of your degree.
- Must be in good academic standing. Cannot be on academic probation.

• If selected, students must sign the Participation Agreement; furnish course registration information at the start of each school term; provide verification of academic status at the end of each academic term (grade report or transcript); must meet academic standards as set forth by the school they are attending; maintain satisfactory progress in completing academic requirements; and demonstrate satisfactory performance and conduct. Students will be required to complete all academic requirements for the target position as stipulated by the Office of Personnel Management Qualification Standards.

Application: To begin the process, go to <https://www.usajobs.gov/studentsandgrads> Familiarize yourself with this website. It is highly recommended to watch the video tutorial on how to search for internships. Next, find the job announcement for this outreach by clicking **Search Jobs**. Then click the **Apply Online** button to the right of the announcement to create a USAJOBS account or log into your existing USAJOBS account. Be sure to upload the required documents before you submit your application. Please ensure you click the **Submit My Answers** button at the end of the process. Mailed/emailed applications will not be accepted.

For questions pertaining to eligibility and program requirements contact:

Harvey Hergett *Regional Trainee Program Manager* E: hhergett@fs.fed.us PH: (406) 329-3172

For questions pertaining to position duties contact:

Charlene F. Bucha Gentry *Pintler District Ranger* E: cgentry@fs.fed.us PH: (406) 859-3211

Cameron Rasor *Rangeland Management Specialist* E: crasor@fs.fed.us PH: (406) 859-3211

Russ Riebe *Wisdom/Wise River District Ranger* E: riebe@fs.fed.us PH: (406) 689-3243

Title: MCHC/RISE-UP Program

Duration: 10-week summer program: May 27, 2013-August 2, 2013

Application deadline: Thursday, February 14, 2013

Qualifications:

Juniors and seniors with a GPA 2.5 or better on a 4.0 scale; and students who received their baccalaureate degree within 12 months of MCHC/RISE-UP program orientation

Description:

This program's ultimate goal is to promote a more diversified and equal health system by introducing highly qualified undergraduate students from underrepresented groups to the field of public health. All students interested in addressing health disparities are encouraged to apply. The program kicks off with an orientation at KKI/Johns Hopkins Medical Institutions in Baltimore MD, the student then returns to their training site and the program closes with a visit and ceremony at the CDC in Atlanta, GA. The student selects one of three MCHC/RISE-UP training sites (Maryland, California or South Dakota); the one that is closest to their permanent residence. Three public health leadership experiences are offered at each MCHC/RISE-UP site – Clinical/Community, Community Engagement and Advocacy and Research. Students may choose up to two (2) leadership experiences at one (1) of the aforementioned locations. A \$3,500 stipend is provided to all program participants. Student housing and round-trip travel for out-of-state applicants is also available. All program activities are contingent on CDC funding.

Application: Please complete the required [application package](#).

For additional program information, please contact:

<http://www.kennedykrieger.org/professional-training/professional-training-programs/rise-programs/mchc-rise-up>

Title: Bank of America Student Leaders® program for High School Juniors & Seniors

Duration: 8 Weeks

Application deadline: January 25, 2013

Qualifications:

- Currently be a junior or senior in high school;
- Be able to participate in an 8-week paid internship at a local nonprofit/charitable organization and work 35 hours a week;
- Be legally authorized to work in the US without sponsorship through the end of September 2013;
- Be able to participate in a week-long Student Leadership Summit in Washington, DC (July 8- July 13, 2013). (All expenses paid as part of the Student Leaders Program. This week will be part of your 8-week experience.);
- Be a student in good standing at your school; and
- Obtain a letter of recommendation from a teacher, guidance counselor, or school administrator.

Description:

Preparing high school students for leadership is an essential component of our community investments. We also recognize the pressing issue of finding youth employment as large numbers of young people search for work experience that will translate into long-term success.

Our Student Leaders® program connects young leaders with employment that helps to give them the necessary tools and resources they need to advance. Through the Student Leaders® program, we recognize high school juniors and seniors who step outside of the classroom to contribute service in their own communities and beyond. Student Leaders® are awarded paid summer internships with local nonprofit organizations and participate in a Student Leadership Summit held in Washington, D.C.

Contact: Stephanie Lomibao, Senior Vice President, Bank of America

Office: 213-621-7239

stephanie.lomibao@bankofamerica.com

Website: <http://about.bankofamerica.com/en-us/global-impact/student-leaders.html#fbid=x5o-gGAK8vo>

Title: 2013 Causal Consequences of Variation Summer Undergraduate Research Internship Program

Location: Harvard Medical School

Duration: 10-week internships beginning in mid-June 2013

The Church Lab (Department of Genetics) is offering this paid internship to sophomore, juniors, and seniors who have not yet earned their bachelor's degree. Applicants must be U.S. citizens or permanent U.S. residents (green card holders) from underrepresented minority groups. The internship will provide the opportunity to gain research experience in many areas of genome science research. It will also provide a more in depth knowledge of biological science and genomics. Among other things, interns will be able to work on supervised independent projects,

work closely with scientists, and seminars provided by scientists and researchers from various institutions. The internship requires 40 hours a week are devoted and provides a stipend of \$4000.

Applications: send to Alex Hernandez-Siegel (ahs@genetics.med.harvard.edu)

Deadline: Friday, March 15, 2013

Contact: For more information, see http://ccv.med.harvard.edu/diversity_summer_internships.htm

Title: PRIDE Summer Institute in Cardiovascular Genetic Epidemiology

Duration: Summer 1: 3 weeks in July/Aug

Mid Year Visit: 2 days plus travel tentatively in January

Annual Workshop-Conference in Washington, DC area: 3 days in May

Summer 2: 3 weeks in July/Aug

Application deadline: Accepting Applications for Summer 2013 for Cohort 3

July 10-July 31, 2013 (New Cohort)

July 28-Aug 15, 2013 (Returning Cohort)

Qualifications:

- A U.S. Citizen or Permanent Resident.
- A member of an Under Represented Minority or a person with a disability
- A junior faculty or scientist at an American institution
- A letter of support from the Department Chair that allows the mentee to fully participate in the program, and to
 1. Devote 5% protected time and effort throughout the program
 2. Devote 100% effort to all program activities
 3. Have access to institutional resources for preparing grant applications

Description:

The primary objective of the Summer Institute in Genetic Epidemiology is to provide all-expense-paid training and mentoring in genetic epidemiology and risk factors to junior-level faculty and scientists from minority groups that are under-represented in the sciences and/or with a disability, so that they can competently and effectively develop independent research programs on cutting edge Heart, Lung, Blood, and Sleep (HLBS) disorders. This initiative to bring faculty and scientists particularly from minority groups into research is important because of the major public health burden of these diseases, especially in minority populations.

This Summer Institute program was designed to provide a working knowledge and appreciation for genetic epidemiology and bioinformatics methods and to integrate these skills with the Mentee's substantive research interests in CVD and HLBS problems. It will (1) require participation in 3-week summer institutes during each of two summers, (2) attending a mid-year meeting, and (3) involve long-term networking with a Mentor to advance one's own research career.

Toward this mission, our objectives include:

1. To provide fundamental training in genetic epidemiology and bioinformatics, with an emphasis on hands-on learning in addition to pure didactic course work.
2. To advise and mentor the mentees during the following year in terms of career development for developing independent research plans dealing with HLBS disorders.
3. To help the mentees apply for independent career development research grants by taking full advantage of the extraordinary resources of the participating institutions and mentors.

Contact: PH: 314-362-1565 F: 314-362-2693 E: PRIDE-GE@wubios.wustl.edu

Website: www.biostat.wustl.edu/pridege

Title: Washington Internship for Native Students **Location:** Harvard Medical School

The American University's Washington Internships for Native Students (WINS) Program is an exciting opportunity for American Indian/Alaskan Native/Native Hawaiian (AI/AN/NH) students to intern and study in Washington, DC, for the semester or the summer. Students intern 35-40 hours a week in a federal agency, or private organization, which sponsors AI/AN/NH students from across the country in a Washington, DC, internship. WINS student interns take three courses in the fall or spring term, earning 12 credit hours or 2 courses in the summer, earning 6 credit hours.

Through the WINS sponsorship program interns receive:

- transportation to and from DC
- tuition & books
- stipend for incidentals
- housing at American University's Tenley Campus dormitories
- meal plan
- social and cultural activities.

Eligibility: You are eligible if you are currently enrolled in an academic program (or have completed your degree within 6 months), will have a minimum of 45 credits earned by program start date and maintain at least a 2.5 cumulative GPA.

Deadline: Varies depending on semester.

Contact: PH: 202-895-4900 F: 202-895-4882 E: wins@american.edu

For more information, see <http://www.american.edu/spexs/wins/index.cfm>

About applying, see <http://www.american.edu/spexs/wins/How-to-Apply.cfm>

Title: Media and Communications Internship

Application deadline: The recruitment process is open until positions are filled.

Qualifications:

- Excellent writing and communication skills, preferably experience reporting on issues for newspapers, journals, and other publications.
- Experience with web and library research.
- Basic-to-intermediate facility with spreadsheet software, web design, and blogging software.
- Demonstrated experience in and passion for Indigenous issues--and for the importance of accurate information and analysis to guide decision-making.
- Demonstrated interest and capability in synthesizing complex sets of data.
- Coursework reflecting interest and knowledge in human rights, Indigenous issues, sustainable business practices, and environmental sustainability.
- Experience working for development, Indigenous, environmental, or other sustainability-oriented organizations, as well as international experience, are a plus.

The work requires attention to detail and an ability to carefully and accurately document authoritative sources for all information gathered. Successful interns are comfortable contacting experts to track down data and other information. A curiosity about how Indigenous issues relate to social, political, and economic realities and a capacity to see connections across fields and specialties are critical.

Description: The Media and Communications Internship with First Peoples Worldwide is a unique opportunity to support and participate in research that drives Indigenous policy and development. The intern will work closely with the First Peoples staff to design, organize, and develop web information and content that will contribute to our efforts to spur development and investment in Indigenous Peoples and communities. Responsibilities include: designing the presentation of online information and data, managing web content, and helping to create a multi-media component to the project. Interns will have the opportunity to have their articles published in major news outlets, gain experience in writing press releases and opinion editorials, do effective reporter outreach, and stage events.

Contact: To apply, please send a resume, cover letter, and writing sample to npelosi@firstpeoples.org with "First Peoples Intern" in the subject line.

Website: <http://www.firstpeoples.org/>

Tablet as Teacher: Poor Ethiopian Kids Learn ABCs

By By JASON STRAZIUSO Associated Press WENCHI, Ethiopia December 24, 2012 (AP)

The kids in this volcano-rim village wear filthy, ragged clothes. They sleep beside cows and sheep in huts made of sticks and mud. They don't go to school. Yet they all can chant the English alphabet, and some can spell words.

The key to their success: 20 tablet computers dropped off in their Ethiopian village in February by a group called One Laptop Per Child.

The goal is to find out whether children using today's new technology can teach themselves to read in places where no schools or teachers exist. The Massachusetts Institute of Technology researchers analyzing the project data say they're already started.

"What I think has already happened is that the kids have already learned more than they would have in one year of kindergarten," said Matt Keller, who runs the Ethiopia program.

The fastest learner is 8-year-old Kelbesa Negusse, the first to turn on one of the Motorola Xoom tablets last February. Its camera was disabled to save memory, yet within weeks Kelbesa had figured out the tablet's workings and made the camera work.

He proclaimed himself a lion, a marker of accomplishment in Ethiopia.

On a recent sunny weekday, nine months into the project, the kids sat in a dark hut with a hay floor. At 3,380 meters (11,000) feet above sea level, the air at night here is chilly, and the youngsters coughed and wiped runny noses. Many were barefoot. But they all eagerly tapped and swiped away on their tablets.

The apps encouraged them to click on colors — green, red, yellow. "Awesome," one app said aloud. Kelbesa rearranged the letters HSROE into one of the many English animal names he knows. Then he spelled words on his own, tracing the English letters into his tablet in a thick red line.

"He just spelled the word 'bird!'" exclaimed Keller. "Seven months ago he didn't know any English. That's unbelievable. That's a quantum leap forward."

"If we prove that kids can teach themselves how to read, and then read to learn, then the world is going to look at technology as a way to change the world's poorest and most remote kids," he said.

"We will have proven you can actually reach these kids and change the way that they think and look at the world. And this is the promise that this technology holds."

Maryanne Wolf, a Tufts University professor, studies the origins of reading and language learning and is a consultant to the One Laptop project. She was an early critic of the experiment in Ethiopia but was amazed by the disabled-camera incident.

"It's crazy. I can't do that. I couldn't hack into anything," she said. "But they learned. And the learning that's gone on, that's very impressive to me, the critic, because I did not assume they would gravitate toward the more literacy-oriented apps that they have."

Wenchi's 60 families grow potatoes and produce honey. None of the adults can read. They broadly support the laptop project and express amazement their children were lucky enough to be chosen.

"I think if you gave them food and water they would never leave the computer room," said Teka Kumula, who charges the tablets from a solar station built by One Laptop. "They would spend day and night here."

Kumula Misgana, 70, walked into the hut that One Laptop built to watch the kids. Three of them had started a hay fight. "I'm fascinated by the technology," Misgana said. "There are pictures of animals I didn't even know existed."

He added: "We are a bit jealous. Everyone would love this opportunity, but we are happy for the kids."

Kelbesa, the boy lion, said: "I prefer the computer over my friends because I learn things with the computer." Asked what English words he knows, he rattled off a barnyard: "Dog, donkey, horse, sheep, cow, pig, cat."

Kelbesa, one of four children, is being raised by his widowed mother, Abelbech Wagari, who dreams the tablet is his gateway to higher education.

While the adults appeared grateful for the One Laptop opportunity, they wished the village had a teacher.

Keller said that Nicholas Negroponte, the MIT pioneer in computer science who founded One Laptop, is designing a program for the 100 million children worldwide who don't get to attend school. Wolf said Negroponte wants to tap into children's "very extraordinary capacity to teach themselves," though she said she has no desire to see teachers replaced.

The goal of the project is to get kids to a stage called "deep reading," where they can read to learn. It won't be in Amharic, Ethiopia's first language, but English, which is widely seen as the ticket to higher paying jobs.

Keller and Wolf say they are only at the beginning of understanding the significance of how fast the kids of Wenchi have mastered the English ABCs. The experiment will be replicated in other villages in other countries, using more targeted apps.

One might wonder whether the children of Wenchi need good nutrition and warm clothes rather than a second language and no teacher — a question Wolf said has given her some sleepless nights.

She thinks she has arrived at an answer.

In remote regions of Africa and elsewhere, she said, "the mother who has one year of literacy has a far better chance to make sure her child can live to five years of age. They are savvier when it comes to medicine, to basic health, to economic development."

"So at 3 a.m. when I'm thinking, if I can do one thing ... using my particular knowledge, which is in reading and brain development and thinking — this is my shot; this is my contribution to the nutrition and health of a child."