

Journal #4668 from sdc 4.30.20

*Greetings from HUD's Southwest Office of Native American Programs,
Education Issues*

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The harpy eagle, largest and most powerful raptor in the rainforest

Greetings from HUD's Southwest Office of Native American Programs,

📺 April 30 and May 4 - IHBG CARES ACT [virtual] TRAINING

The SWONAP staff is hosting **two identical trainings** on how to respond to the IHBG Cares Act Implementation Notice. The training is intended to assist with understanding the Implementation Notice and how to submit an Indian Housing Plan necessary for accessing these funds.

Please plan on attending. You **only need to attend one of trainings** as the sessions are identical. Please see training materials attached to this e-mail. Participant instructions on how to virtually attend are provided below. *Instructions are different for each session.*

Option 1: Thursday, April 30, 2020 from 12:30 to 3:30 pm Arizona Time

Participant Instructions -

The training conference begins at 12:30 PM Arizona Time on **April 30, 2020**.

You may join the conference 10 minutes prior.

Step 1: Dial into the conference.

Dial-in: 1-877-369-5243 or 1-617-668-3633 **Access Code:** 0689316##

[Need an international dial-in number?](#)

Step 2: Join the conference on your computer.

Entry Link: <https://ems8.intellor.com/login/825806>

When you access the entry link above, you will be provided a choice - to install the WebEx plug-in for your preferred browser or to join the web conference using a temporary path. Either option is acceptable.

Need assistance with your audio? Please dial 888-796-6118. Need assistance with your Webex? Please dial 888-793-6118.

Option 2: Monday, May 4, 2020 from 9:30 am to 12:30 am Arizona Time

Participant Instructions

The conference begins at 9:30 AM Arizona Time on **May 04, 2020**.

You may join the conference 10 minutes prior.

Step 1: Dial into the conference.

Dial-in: 1-877-369-5243 or 1-617-668-3633 **Access Code:** 0416729##

[Need an international dial-in number?](#)

Step 2: Join the conference on your computer.

Entry Link: <https://ems8.intellor.com/login/825808>

When you access the entry link above, you will be provided a choice - to install the WebEx plug-in for your preferred browser or to join the web conference using a temporary path. Either option is acceptable.

Need assistance with your audio? Please dial 888-796-6118. Need assistance with your Webex? Please dial 888-793-6118.

Dear Tribal Leader Letter- Publication of IHBG-CARES Implementation Notice

On April 22, 2020, HUD published the IHBG-CARES Implementation Notice, which provides instructions on how to apply for IHBG-CARES funding and other program requirements. The application process has been streamlined as much as possible, while ensuring that all IHBG-CARES funds will be used to prevent, prepare for, and respond to COVID-19, as required under the CARES Act. View [letter](#) for more information.

The U.S. Constitution doesn't give kids the right to an education.

Whether they have such a right is an issue the Supreme Court has avoided for nearly four decades. But last Thursday, a federal appeals court found the teaching quality at five Detroit public schools inadequate, ruling that students had a right not just to attend school – but to learn to read while they were there. It was the nation's first such federal ruling.

It's too soon to know what the repercussions will be, explains Kristine Bowman, a Michigan State University scholar of the law and education policy. But, she adds, [“no matter what happens next, the appeals court's decision will remain groundbreaking.”](#)

Also today:

- [3 leadership lessons from President Lincoln](#)

[Kids have a right to a basic education, according to a new legal milestone](#)

Kristine Bowman, Michigan State University

A federal court with jurisdiction over Kentucky, Michigan, Ohio and Tennessee found that the state governments have a legal obligation to ensure that children can learn how to read.

The parental stress of remote learning

With teachers relegated to computer screens, parents have been pressed into emergency service as educators while trying to do their own jobs. [Some are finding it a bit much.](#)

Laura Landgreen, a teacher in Denver, always thought it strange that she didn't home school her two sons. She doesn't find it strange anymore.

My first grader — we would kill each other,” she said. “He's fine at school, but here he has a meltdown every three seconds.

The details: Creating structure is among the tips we offer on [how to get your children to treat you like their teacher](#).

Related: Remote learning has been [particularly challenging for special-needs students](#), who often require intensive one-on-one guidance.

Vacancy Announcement- [Supervisor Grants Evaluation Specialist](#), GS-14, Anchorage AK

Open: April 20, 2020 **Closes:** May 4, 2020

As a Supervisor Grants Evaluation Specialist, you will:

- Plans and supervises the technical functions and administrative duties of the AO Grants Evaluation Specialists. Monitors and evaluates performance of AO Grants Evaluation Division personnel .Where necessary, consults with the AO Administrator, Program and National Offices and the Deputy Assistant Secretary for Native American Programs with respect to program issues and resource needs. Coordinates administrative issues with the AO Administrator and Field Office Administrative Division. Provides accurate and timely reporting.
- Provides on-going assistance to AO Administrator in resolving Division grievances, reviewing and approving disciplinary actions of Division staff, managing travel, staff and equipment resources and identifying skills gaps and training needs of Division staff.
- Allocates the Division staffing and resources appropriately to meet demands of the grants evaluation workload assigned to the Division. Monitors the workload of the Division and utilizes the Virtual Office and the support of the OGE to adjust resources and staff to workload fluctuations.
- Supervises the technical assistance efforts to Indian tribes and TDHEs by directing and monitoring the Division's responses to questions concerning compliance requirements, and the development of tailored packages to address specific needs. Coordinates all technical assistance efforts with the AO Grants Administration Division Director.

Apply at [USAJOBS](#)

["My Entire Career has Led Me to this Project": HNN Interviews Kevin Kruse](#)

by Chelsea Connolly and Hana Hancock

"This pandemic is global in scale and personal in impact, and as a result, it's touching and transforming virtually every topic that historians have studied. **We have a duty to share our insights with the larger world.** They're interested in what we have to say.

[Minorities, Native Peoples, the Poor, and Infectious Diseases from Columbus to Coronavirus](#) **by Walter G. Moss**

Good history requires empathy and imagination. So too does understanding how the coronavirus affects not just us or our family and friends, but also other people, including all the less advantaged, whether in the USA or abroad.

[The President vs. The Epidemic: FDR's Polio Crusade](#)

by Dave Welky

No president can end an epidemic single handedly, but they can inspire a popular movement that eradicates a disease. Such was the case with Franklin Roosevelt and polio.



[Dee](#)

[Numa](#)

A Mono Lake Paiute polychrome basket

Sold for US\$ 10,625



A Mono
Lake
Paiute
Poly
chrome
Basket

Sold for
US\$
18,750



**Bob
Tregilus**

Wild Burros (*Equus africanus asinus*) were originally brought to the New World by the Spanish in the 1500s. These guys, however, are likely the descendants of late 19th century burros that escaped from mineral prospectors. (North of Winnemucca Dry Lake, Nevada.)

At the 2004 event celebrating his 80th birthday, Louie Bellson said, "I'm not that old; I'm 40 in this leg, and 40 in the other leg."

What Rome Learned From the Deadly Antonine Plague of 165 A.D.

https://www.smithsonianmag.com/history/what-rome-learned-deadly-antonine-plague-165-d-180974758/?utm_source=smithsoniandaily&utm_medium=email&utm_campaign=20200428-daily-responsive&spMailingID=42379429&spUserID=OTYyNTc5MzkyMTQyS0&spJobID=1742949508&spReportId=MTc0Mjk0OTUwOAS2

Paleontologists Find Antarctica's First Frog Fossil

https://www.smithsonianmag.com/smart-news/paleontologists-find-antarcticas-first-frog-fossil-180974753/?utm_source=smithsoniandaily&utm_medium=email&utm_campaign=20200428-daily-responsive&spMailingID=42379429&spUserID=OTYyNTc5MzkyMTQyS0&spJobID=1742949508&spReportId=MTc0Mjk0OTUwOAS2

American Indian and Indigenous Studies - The Newberry's Edward E. Ayer Collection



E. A. Burbank, Pahl-Lee, Moqui. Keams Canyon, AZ, 1898.

The Newberry's Edward E. Ayer Collection is one of the strongest collections on American Indian and Indigenous Studies in the world.

In 1911, Edward E. Ayer (1841-1927) donated more than 17,000 items to the Newberry, nearly all of which are related to Indigenous peoples. Ayer, a member of the first Board of Trustees, was the first donor of a great collection to the Newberry. Since then, the Ayer endowment fund has enabled the library to collect in excess of 130,000 volumes, over 1 million manuscript pages, 2,000 maps, 500 atlases, 11,000 photographs, and 3,500 drawings and paintings on the subject.

The [D'Arcy McNickle Center for American Indian and Indigenous Studies](#) initiates programming, including fellowships, seminars, and public events that allow participants to engage directly with the Newberry's collections. The McNickle Center also runs the [Newberry Consortium in American Indian Studies](#), which brings together universities with leading programs on this subject.

The Ayer Collection is rich in printed and manuscript accounts of Indigenous peoples, non-Native exploration of and settler-colonialism in the Americas, and visual materials, including artwork and photographs. While the nucleus of the Ayer Collection consists of an extensive body of literature that concerns the Indigenous peoples of the Americas directly, there are five main subject areas within Ayer:

- American Indian [Archaeology, Ethnology, Art, and Language](#)
- History of the [Contact between Europeans and Native Peoples](#)
- [Voyages, Travels, and Accounts of Early America](#)
- [Development of Cartography of the Western Hemisphere](#)
- [Philippine and Hawaiian History](#): the history of the aboriginal peoples under the jurisdiction of the U.S. in the Philippine Islands and Hawaii

Newberry librarians and interns have compiled [Research Guides](#) listing bibliographies, checklists, and other resources helpful in guiding research in certain subjects at the Newberry; a few closely related collection descriptions are [Latin American History](#), [Portuguese and Brazilian History](#), [Philippine History](#), and [French in the Americas](#). Links to the research guides relating to American Indian and Indigenous Studies; and to relevant digital collections, such as the [Edward E. Ayer Digital Collection](#), are found at the bottom of this page.

Ayer Collection materials are discoverable in the Newberry's [Online Catalog](#) and in [WorldCat](#). In addition, Ayer Collection acquisitions to 1978 are described in the *Dictionary Catalog of the Edward E. Ayer Collection of Americana and American Indians* (21 volumes, 1961-1980).

Read about the modest beginnings of this great collection in [Edward E. Ayer's "How I Bought My First Book"](#).

The Newberry has a policy regarding access to and treatment of [Culturally Sensitive Indigenous Materials](#) in the Library's collections.

Read about the Newberry's [Land Acknowledgement](#) and our commitment to addressing the ongoing legacies of dispossession and settler colonialism, as well as our relationships with the city, the land, and the environment. The Newberry Library has written this land acknowledgment in partnership with the [Chicago American Indian Center](#).

Please call the reference desk at (312) 255-3506 with questions on our holdings, or [Contact a Librarian](#) with research questions.

Ideas from the New York Public Library

At-Home Play Activities

Play is a fundamental part of childhood and an important way that kids learn. Our online guide has creative activities and helpful prompts to engage little ones and encourage them to make predictions, experiment, and enhance their vocabulary while learning new concepts. For grades Pre-K–2.

[Learn More](#)

Books to Make Independent Reading Time Fly By

If your kids are having trouble sitting still for independent reading on top of remote learning, here are some recommendations from Jefferson Market Library's own children's librarian, Rebecca Schosha. For grades 3–6.

[Learn More](#)

Graphic Novels, Literacy Help & More Just for Teens

Looking for a new graphic novel? Need help with a school project? Or just want to relax with an e-book? TeenBookCloud is here to help. Part of our popular TumbleBookCloud service, TeenBookCloud features a wide range of engaging and educational resources for teens, including Enhanced Novels—a curated selection of YA novels, classics, and foundational texts that offer professional narration and line-by-line highlighting to help you follow along. For grades 6–12.

[Learn More](#)

Join icon Julie Andrews for story time! Julie and her daughter children's author Emma Walton Hamilton, read their favorite children's books and offer lessons on literacy. Free To Listen. Listener-supported. Commercial-free. 24/7 Streaming. www.julieslibraryshow.org

Julie's Greenroom is an American educational pre-school television series that was released on Netflix in March 17, 2017.

No. of episodes: 13 **Starring:** Julie Andrews; Giullian Yao Gioiello

No. of seasons: 1 **Original release:** March 17, 2017

<https://www.broadway.com/buzz/199177/watch-all-of-take-me-to-the-world-a-sondheim-90th-birthday-celebration-right-here/>

(totally off subect matter, but enjoyable! sdc)

It's the birthday (4.28) of poet [Carolyn Forché](#), ([books by this author](#)) born in Detroit (1950). She grew up in a rural Catholic area. She lived in the same house for almost all of her childhood, with her parents and Czech grandmother, and attended school with the same 82 students for 12 years. Her family was devout, and they lived by the liturgical calendar. But once she left home for college, she had a nomadic lifestyle. She traveled to Europe and Central America; she spent time in Belfast during "The Troubles" and in South Africa during apartheid. Then she became an itinerant professor in the United States. She thought she must have inherited her nomadic nature from her Czech grandmother, who had left Slovakia at age 11 and worked in a needle factory to pay for her parents to come to America. While Forché was growing up, her grandmother would disappear for six or eight weeks at a time, and when she got home, she would explain that she was staying with Mennonites, Native Americans, or various other people she had somehow met.

Carolyn Forché published her first poetry collection, *Gathering the Tribes* (1976), when she was 26, and it won the Yale Younger Poets Award. The next year she went to Spain to translate the work of an exiled Salvadorian poet, and from there to El Salvador to work as a human rights activist with Amnesty International.

She was in El Salvador during its civil war, and she encountered horrific things there. One day, she went to a prison where political dissidents were held. Inside, she met with the young prisoner who would serve as her guide, and she saw that he was ill and had a phlebotic leg. She realized then that if his leg wasn't treated, he would die. She made it out of the gruesome prison and started vomiting because she was so upset. She went straight to a meeting with a group of young Salvadorian poets. The driver took her to a dark slum and disappeared, and she was alone, covered in her own vomit and crying. Finally, a young man approached her and apologized for the delay, explaining that his wife had just had a baby. She went upstairs and found the newborn wrapped in blankets, lying in a cardboard box, and the group of young poets gathered around the infant and the happy mother. Forché said to herself: **"I'm never going to be tired again. I'm never going to say I need a shower again. These people are risking their lives every day."** In 1981, she published her second poetry collection, *The Country Between Us*, about her experiences in El Salvador. Her third collection, *The Angel of History* (1994), won the L.A. Times Book Award, and her most recent collection, *In the Lateness of the World*, came out last month.

[Fiona Apple on Her New Album and Acknowledging Indigenous Lands](#)

AMY GOODMAN, DEMOCRACY NOW!

The album includes an acknowledgment that it was "Made on unceded Tongva, Mescalero Apache, and Suma territories." [Watch the Video and Read the Transcript →](#)

Census 2020

As the time comes for counting all the people living within the United States, many people with tribal ancestry wonder if the Native American census makes a difference. As with any other population and especially marginalized groups, getting complete and accurate information is essential for creating helpful policies and appropriately representing the needs of everyone who lives in every state.

Why Census 2020 Matters for Native Americans

Both historical and present-day impressions that Native Americans simply do not count when it comes to creating laws or protecting rights in this country are strong. The census is designed to make sure that everyone is recognized so they are taken into account when creating federal programs, new initiatives, and making important changes to existing laws and regulations.

In past years, the [American Indian census](#) response rates have been the lowest of any group in the USA. This gives the government a false indication of just how many people are associated with the diverse range of nations spread all across the continent. With insufficient data, it becomes easier for governmental agencies to not fund programs or hear from Native Americans who understand how the modern world affects those who live both on and off reservations.

How to Help the Native American Census Process

The first way to improve representation is to fill out the census forms completely yourself. Give complete and accurate information and encourage your friends and family to do the same. Beyond that, tribal governments and elders who have more influence on the people in their vicinity and cultural group can also push for more census compliance.

The US government offers a selection of [information packets](#) specifically intended to give important information and guide the American Indians and Alaskan Native populations to provide more data to increase their representation in the country. Also, the [National Congress of American Indians](#) (NCAI) will continue its efforts to boost numbers with a comprehensive educational campaign.

This organization puts forth the following reasons to fill out the census accurately:

- Helps to ensure an NA voice in the government
- Enforces equitable distribution of national resources and money
- Prevents underrepresentation that existed in other years

These essential actions make it more important than ever before to take the Census 2020 if you are a Native American. Get involved with the process as much as possible, and make sure your friends and family understand how important it is to share this information with the government.

For all the faults the government has when it comes to serving the American Indian population, it becomes even more difficult for them to provide necessary services and listen to the community's unique needs if they do not know it exists. Failure to stand up and be counted means it becomes that much easier for the officials in Washington DC to ignore problems specifically affecting this underrepresented population. When you get the papers in the mail, fill them out completely and accurately. You can also go online to fill out your Native American census forms in a quick and convenient way.

Share the news about the Native American Census 2020 with friends and family. These social media posts and marketing materials are free to use and distribute.

Full [US Census Press Kit](#) with graphics, pre-written blog posts, statistical information and more. The slogan for 2020 is "Shape Our Future."

The federal government also offers a variety of [social media graphics](#) and post styles for Facebook, Instagram, Twitter, and more of the popular sites. They include eye-catching photos of multi-cultural people taking part in group activities

If you want to create a community outreach program for your Native American group, the US Census Bureau has also put together an [instructional census toolkit](#) and a [group workshop instructional brochure](#)

[Find more shareable social media posts.](#)

Click on pics for video



Thanks, Paul G PowWows.com Census 2020 is a sponsor of PowWows.com