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**ABSTRACT**

Sponsored by the Alaska Department of Education, the Sixth Annual Bilingual-Multicultural Education Conference of 1980 was a major activity of the Department and was designed to provide training assistance to all persons involved in bilingual-bicultural education programs: administrators, teachers, students, and parents. Following the keynote address, participants had the option of registering in workshops on either a credit or non-credit basis. The workshops offered an overview of the bilingual-multicultural program, direction in curriculum and instructional materials development, and training sessions in classroom instruction for teachers. A multicultural arts program enabled participants to experience the art forms of the cultures represented. The report is illustrated with numerous photographs of participants and activities. (CM)

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OUR PEOPLE, OUR LAND

A Report of the  
Sixth Annual Bilingual-Multicultural  
Education Conference

RC 013002

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Alaska State Department of Education

# Our People, Our Land



A Report of the  
Sixth Annual Bilingual-Multicultural  
Education Conference  
February 13-15, 1980

Prepared by  
Tupou L. Pulu  
and  
Mary L. Pope

For the Alaska State Department of Education  
Marshall Lind, Commissioner  
Judy Franklet, Bilingual-Bicultural Education Program Manager  
Michael Travis, Education Specialist

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9/80/800

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National Bilingual Materials Development Center  
Rural Education, University of Alaska  
2223 Spenard Road, Anchorage, Alaska 99503  
Dr. Tupou L. Pulu, Director  
and  
Bilingual Education Services  
1400 West 23rd  
Anchorage, Alaska 99503

This conference report is dedicated to  
Judy Franklet for her years of service to  
promoting bilingual-bicultural education in  
Alaska.

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## ACKNOWLEDGEMENTS

The writers gratefully acknowledge the assistance provided them in the preparation of this report by the following people: Judy Franklet, for providing all the necessary data and for suggesting the content outline; Judith Strohmaier, who facilitated our quest for pictures; Sabre McCracken, who took all the black and white pictures, and Mike Travis, for editing the material and for identifying the people in the pictures.

Anchorage, Alaska  
September 12, 1990

Tupou L. Pulu  
Mary L. Pope

A special "THANK YOU" is due the following people and organizations who made the Sixth Annual Bilingual-Multicultural Education Conference a great success:

### SPONSOR

Alaska State Department of Education  
Thelma Langdon, President, State Board of Education  
Marshall Lind, Commissioner of Education  
Judy Franklet, Conference Chairperson  
Mike Travis, Education Specialist  
Judith Strohmaier, Conference Coordinator

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Division of Multicultural Education  
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Anchorage School District	Tuma Theatre
Bilingual Education Staff	Yukon Flats Schools
Bering Strait Schools	Yukon/Koyukuk Schools
Casulucan Dancers	Wainright Dancers
Fairview Elementary School	Gajaa Heen Dancers
Korean Students	High School Students
Gambell Dancers	Hooper Bay School Dancers

## INTRODUCTION

During the school year 1979-80, twenty-eight of Alaska's fifty-two school districts implemented bilingual-bicultural education programs. These programs were transitional, full or partial maintenance in nature or provided for the teaching of supplementary English skills and concepts. In all, 8,500 students from fifty-six different language backgrounds were served by bilingual-bicultural education programs supported through the Alaska Public School Foundation Support Program at a level of approximately \$7.2 million.

The Sixth Annual Bilingual-Multicultural Education Conference, sponsored by the Department of Education, was a major activity of the Department in providing training assistance to all persons involved in bilingual-bicultural education programs: administrators, teachers, students, and parents. In addition, the Conference enabled participants to share their rich multicultural wealth through the arts of their respective cultures.

It is the hope of the Department of Education that this report will enable participants to reflect upon the Conference, recall what was learned and shared, and above all, to savor those memories of events that united us all as bilingual multicultural educators.

For our friends who could not attend the Conference, the Department hopes that this report will help demonstrate the vitality of bilingual multicultural education in our state and reveal the wealth of Alaska—Our People, Our Land.

Mike Travis  
Juneau, Alaska



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## *An Executive Proclamation*

*Alaska continues to recognize the potential wealth of its human resources. The State's commitment to Bilingual-Multicultural Education is demonstrated through its educational programs offered in Alaska's public schools. It is the pledge of the State of Alaska to maintain our rich and varied cultures, and histories, and simultaneously to offer an overall quality education. In commemoration of Alaska's commitment to Bilingual-Multicultural Education, "Our People, Our Land", has been selected as the theme of the Sixth Annual Bilingual-Multicultural Education Conference in Anchorage, Alaska, February 13th to the 15th. Therefore, I, Jay P. Hammond, Governor of the State of Alaska, do hereby proclaim the week of February 10th, 1980 as Alaska Multi-Ethnic Education Week in recognition and celebration of Alaska's rich cultural heritage, and encourage all Alaskans to acquaint themselves with the Bilingual-Multicultural Education programs offered throughout our public school systems.*

*Juneau, Alaska  
February 7, 1980*

*Jay P. Hammond, Governor of Alaska*

The Executive Proclamation recorded above was delivered by Terry Miller, Lieutenant Governor, to the conference. In his speech he also stated, "... In the news so much today we hear about Alaska's emerging prominence in the world as a resource rich giant. We talk about oil and gas and minerals. We talk about the precious commodities. We talk about our fish and our protein. We talk about our agriculture and the many things which this rich state of Alaska can offer the world, but I think that in a conference like this, perhaps more than at any other time, we can recognize that the **most valuable resource of all of Alaska is her people.**"

# "Our People, Our Land"

This is the theme for the Sixth Annual Bilingual-Multicultural Education Conference held in Anchorage on February 13—15, 1980, which brought together the people of our various cultures from every part of the Great Land—Our Land of Alaska:

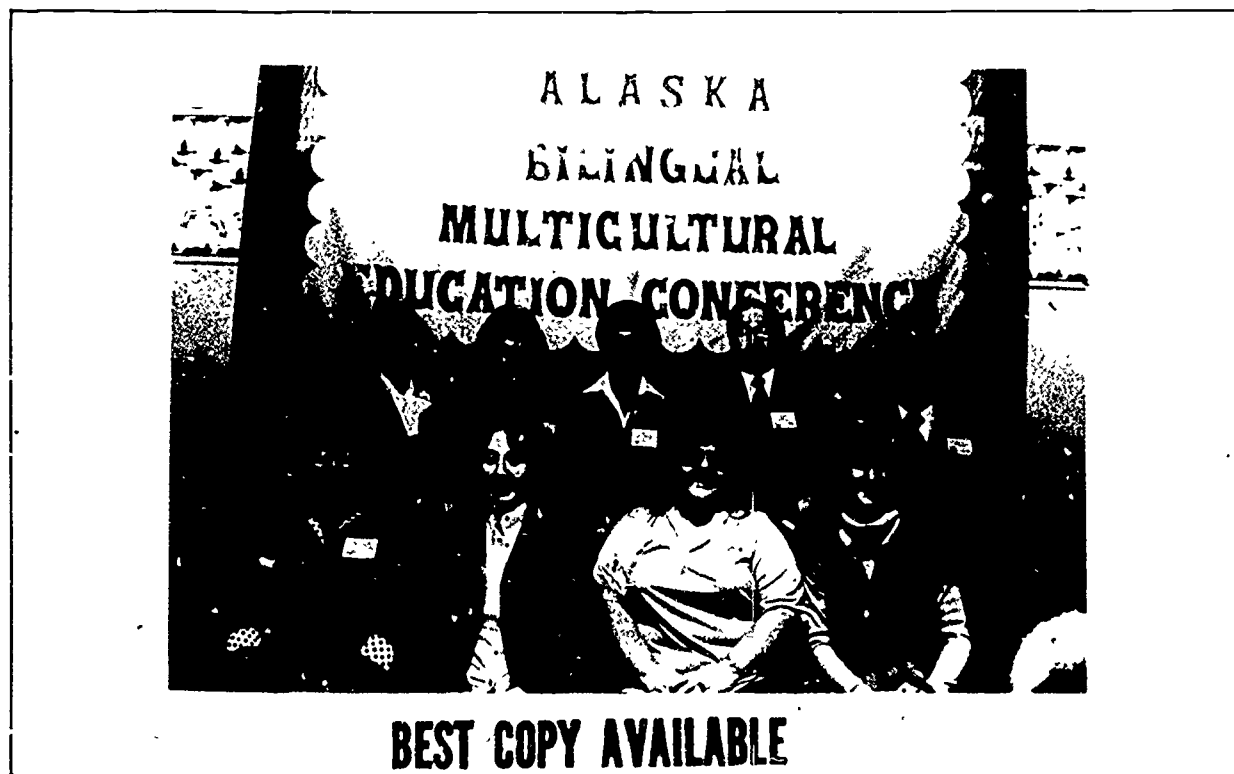
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Lucy Jensen, who suggested the theme for the conference, is a student in Kiana High School, Kiana, Alaska. She is one of the leaders of the Alaska Association of Student Government.



The Alaska State Advisory Council for Bilingual-Bicultural Education held its third quarterly meeting in Anchorage as part of the preconference activities. Members of this council include the following:



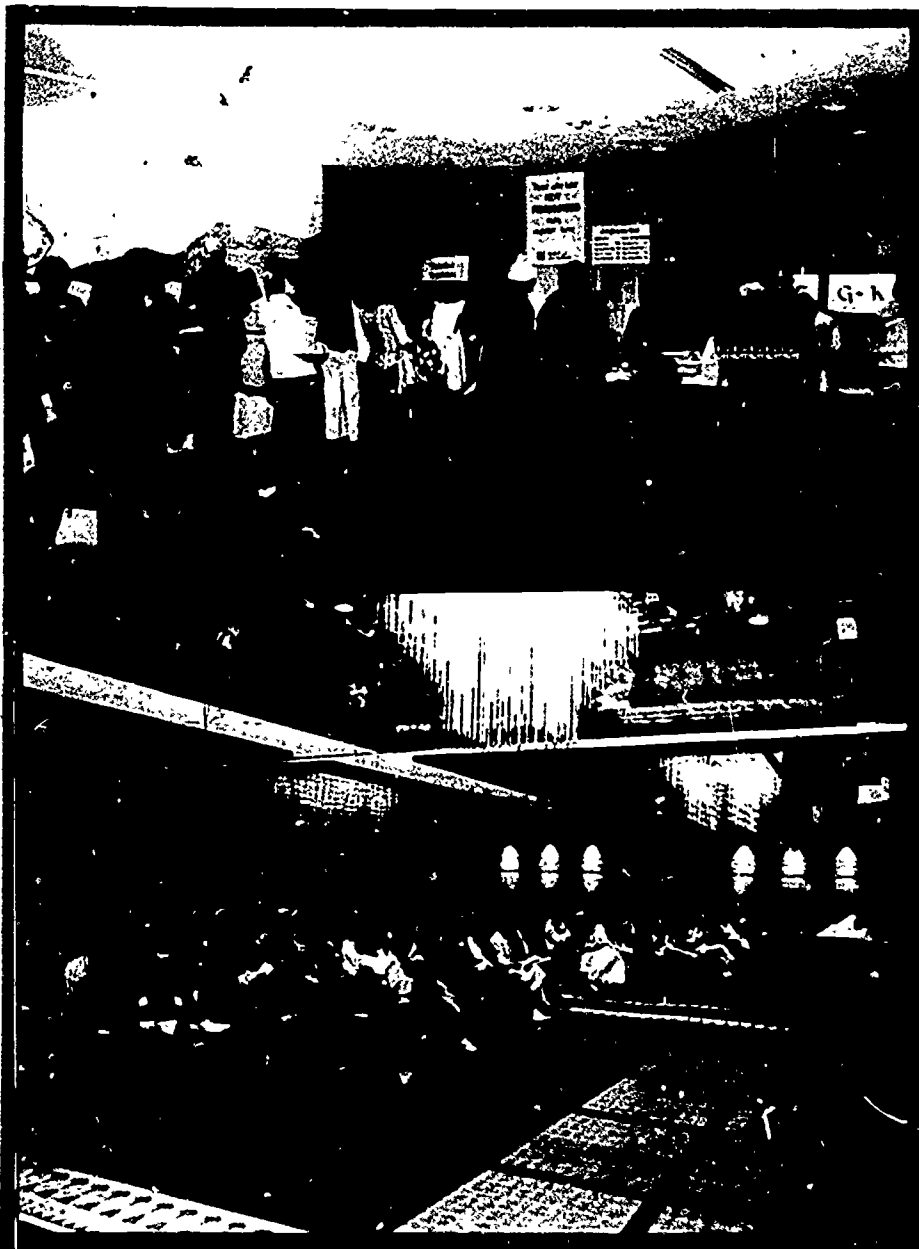
Front Row from left to right

Back row left to right

	Geographic Representation	Cultural Representation		Geographic Representation	Cultural Representation
Millie Buck Senior Member	Interior	Athabaskan	Judy Franklet	Department of Education	
Hannah Loon	Northwest	Inupiat	Emma Widmark Chairperson	Southeast	Tlingit
Anna Maria Ferrero Vice-Chairperson	Southwest	Yup'ik	Ernest Casulucan	State Wide	Asian
Eileen McLean	North Slope	Inupiat	Tsuguo Arai	Southcentral	Asian
			Andrew Paukan	Western	Yup'ik
<u>Missing</u>					
Linda Evans	Interior	Athabaskan			
Levi Hoover	Southwest	Yup'ik			
Tupouli Puka	State Wide	Tongva			

Other Activities included a meeting of the conference presenters, the Department of Education Staff, the Conference Staff, and the Advisory Council. Certain high school students also held an orientation program to the conference itself and to general issues concerning Bilingual-Multicultural education.

Conference activities began with the registration of walk-in participants at Calista Square in the Sheraton Anchorage Hotel where the conference was held. More than five hundred participants had preregistered by mail prior to the opening of the conference.



By 10:00 A.M., a large audience had assembled in the Grand Ballroom to await the beginning of the General Session of the conference.

Participant



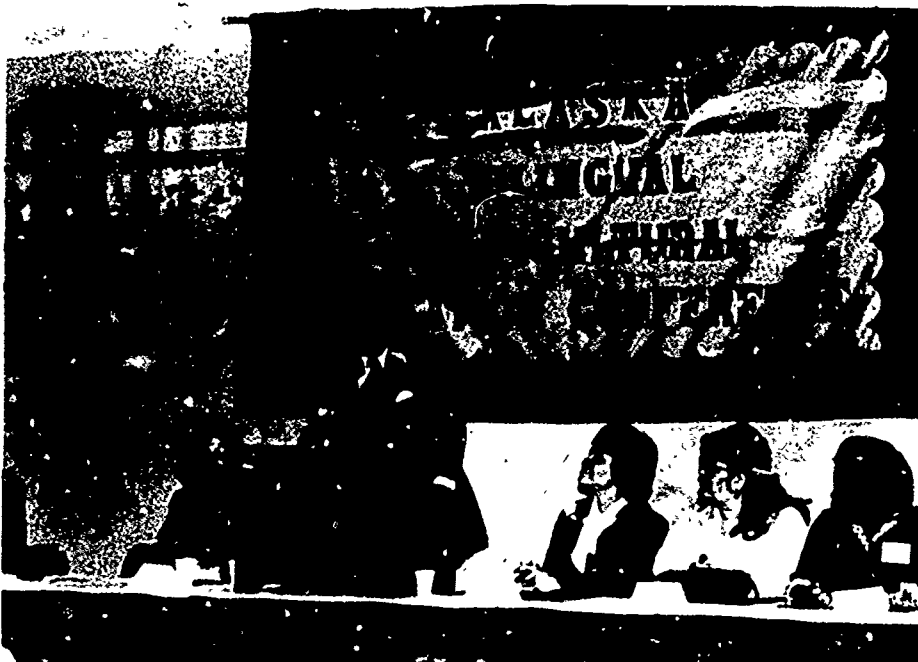
Council members and speakers assembled for the opening session of the conference.

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Seated is Marilou Madden  
Standing is Emma Widmark

Emma Widmark, Chairperson of the Alaska State Advisory Council for Bilingual-Bicultural Education of the Alaska State Department of Education, followed Marilou Madden, Acting Director, Division of Management, Law and Finance, Department of Education, and Conference Convener in welcoming the participants to the Sixth Annual Bilingual-Multicultural Education Conference



Walter Furnace  
President of the Anchorage School District School Board

A warm welcome to all conference participants was extended by Walter Furnace, President of the Anchorage School District School Board. Mr. Furnace went on to give some facts about his district's Bilingual-Bicultural programs and ended by saying, "At a time of rising costs, tremendous drop in student enrollment, and other problems that our district, plus your district will be facing, I'm again very, very pleased to announce on behalf of our board that we are solemnly behind the Bilingual Bicultural programs."

## KEYNOTE ADDRESS

Dennis Demmert  
Staff Assistant to the President  
University of Alaska

"We Don't Make Good White Folks"  
(Can We Be Good At What We Are?)

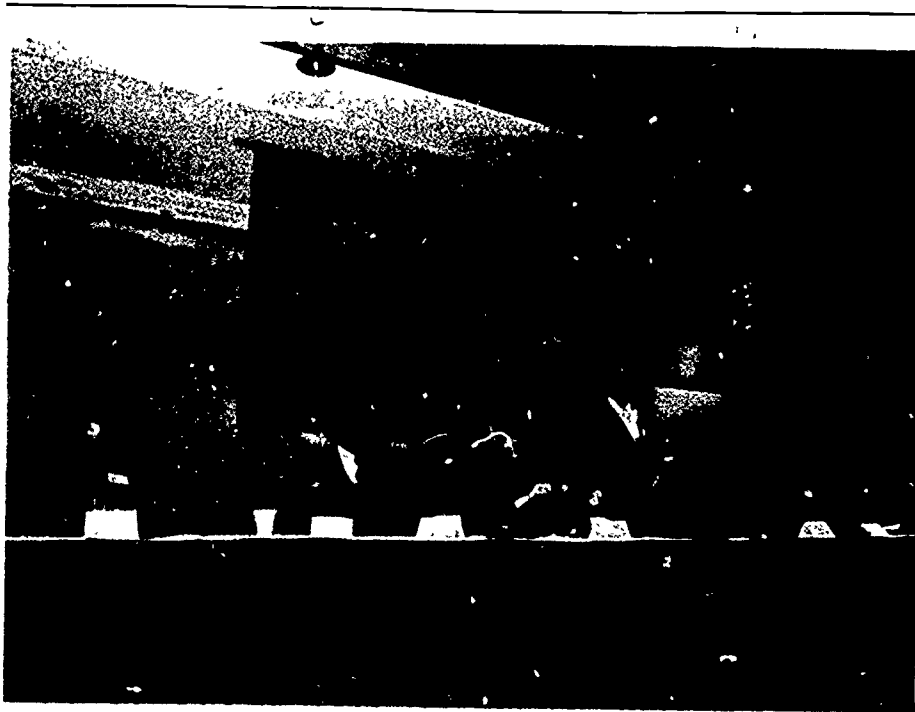
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Based on three beautiful memories Mr. Demmert had of his Tlingit past when he grew up in Craig and Klawock in Southeastern Alaska—"the sharing, the working together to help each other out, being part of a larger society"—he raised the following questions.

- How much of our own culture is sacrificed in change?
- Can we maintain integrity of our cultural background?
- What is there in our cultural background that is worth retaining?
- Can we find that which is valuable in the culture we are adjusting away from in some respect in those cultures that we are adjusting to?

"Because of the way Alaska is changing, there is no doubt that we must adjust. . . Let's adjust but let's look at the values, the ways of life that we're moving away from because there is still something valuable there, and it's valuable for each one of us individually, and I think it's valuable for the Alaskan society. . . Because social linguists who are studying language have said many times that our language and our culture are closely tied. . . they cannot be divided and looked at separately, then you . . . people in Bilingual-Bicultural-Multicultural Education have a real opportunity to examine not only the mechanics of language, but also its meaning culturally. I hope that this kind of Bilingual-Multicultural Conference continues. I hope that there will continue to be a strong emphasis on the multicultural nature of Alaska, and I hope that there's not only the theme of adjusting, which is essential, but I hope that a major second theme is that there is some real value . . . those cultures that we're having to change, that we're having to move away from because of conditions that we don't have any control over."



Judy Franklet giving  
conference announcements

Judy Franklet, Bilingual-Bicultural Education Program Manager and Conference Chairperson after acknowledging the presence of the participants, emphasized that from the department's perspective, "We are here primarily to improve instruction in the classroom for our students—for our young people—to increase our knowledge, improve our skills and abilities in the classroom, in our management practices, and you have come here for your own reasons. I would like you to turn around and share with that person next to you your reason for being here, and I would like you to make a commitment to that person that you will plan to implement at least one idea from this conference, and you're going to share that idea within the framework of this conference."



Numamta Dancers

Chuna McIntyre, Joe Pete, Camie Okitkon, Barbara Nick and Teresa John performed Yup'ik dances

Chuna McIntyre

Chuna McIntyre, Joe Pete, Camie Okitkon, Barbara Nick and Teresa John performed Yup'ik dances



# WORKSHOP SESSIONS . . . Wednesday 1:30 P.M.—6:00P.M.

Workshop sessions were well attended by conference participants who had the option of registering by 1:30 P.M. on this day with any one of the following institutions:

### For one credit

Alaska Pacific University  
Inupiat University of the Arctic  
Sheldon Jackson College  
University of Alaska

### For one non-academic credit

Alaska State  
Department of Education



Participants in  
workshop sessions



Roy Cornell and others  
which workshop to attend?

## WORKSHOP SESSIONS . . . Wednesday, 1:30 P.M.—3:00 P.M.

Participants chose from the following offerings:

- \* Curriculum Development: Inupiat Program of the North Slope Borough School District

Eileen MacLean, Panel Leader  
Frances Mongoyak  
Alice Weber  
Dave Baumgartner  
Myrtle Akootchook  
Alice Woods  
Mildred Leavitt

**Program Introduction and Overview** was done by Eileen MacLean—discussion centered on the Inupiat Material Center, staffing of teachers, funding, services provided, teacher training, philosophy, and parent involvement.

**Curriculum Development** was given by Dave Baumgartner and Myrtle Akootchook—discussed types of materials and curriculum and the process of development.

**Classroom Instruction** was given by Frances Mongoyak, Mildred Leavitt, Alice Weber, and Alice Woods—demonstrations of actual lessons, songs, projects, and materials used according to the curriculum guide. They also gave an explanation of utilizing the curriculum guide and how to put it into a lesson plan format. Final discussions were on types of workshops offered to the teachers, village travel within the North Slope Borough villages, and higher education provided for the Inupiat teachers.

## WORKSHOP SESSIONS . . . Wednesday 1:30 P.M.—4:30 P.M.

- \* Development and Use of Yupik Second Language Materials

Mark Hiratska, Panel Leader  
Andrew Paukan

- \* Cultural Considerations in Teaching Korean Students

David Choi

- \* The Arts as a Vital Component of Bilingual-Bicultural Education

Ira Perman, Panel Leader  
Carla Michalove  
Rick Goodfellow  
Nancy Starling

- \* Variations of English and Implications for Classroom Instruction (Part One of two continuous presentations)

Gina Canton Harvey

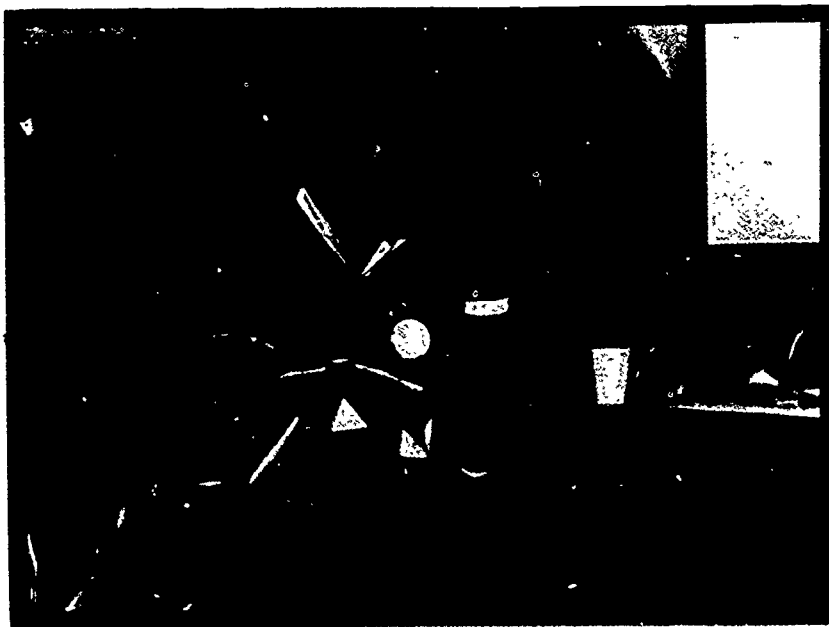
Perspectives on language variation, samples of varieties of English in the U.S. and abroad, a checklist of phonological, syntactical and lexical differences—a discussion of samples of Indian English—how to expand students' stylistic repertoires and increase their communicative competence (oral and written)—implications of language diversity for teaching reading process and product.

- ★ Culture and Language Revitalization in American Schools: Implications for Bilingual-Multicultural Program Development" (Part One of three continuous presentations)

Carlos Ovando

To analyze the historical, social and legal forces which seem to promote language and culture interest in American schools - to examine the conflicting perceptions surrounding pluralistic education—to present contemporary views of selected minority learning movements - to examine learning styles as they are mirrored in pluralistic classroom processes, teachers' texts, students' texts, and teacher preparation institutions—to analyze the heterogeneous mix of bilingual-bicultural programs in the U S and draw from these programs' implication for program conceptualization, implementation and evaluation

Underlying Assumptions of this series of workshops that language and culture form a permeable membrane which strengthen the human experience, that education should enable the learner to come to terms with life from a point of strength



Carlos J. Ovando  
during his workshop

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- ★ Designing and Implementing Programs for Indochinese Students Cultural, Linguistic, Educational Backgrounds, Program Models

Phu Dinh Hoang

Vietnamese culture: A survey—an awareness exercise—who are the Vietnamese?—a legend—cultural characteristics and values, land, time and humanism—religions: Confucianism, Buddhism, Taoism, Christianity, the three teachings combined, The Cult of Ancestors - basic behavior patterns: eye-contact, physical contact, yes, crossed arms, standing up, smiles, both hands, bow, praise and being praised—personal traits: patience, indirectness, permanence, appearance - Vietnamese language - a contrastive analysis—program models

- ★ The Nikolayevsk Bilingual Bicultural Education Program

Robert Moore and Staff



★ Bilingual-Bicultural Instructional Materials "What's Available and How to Use Them"

Tupou L. Pulu

Participants were given information on materials available from the National Bilingual Materials Development Center as well as bibliographies provided by other organizations throughout the state—student Eskimo drums made of sewing hoops and commercial parachute materials were passed out to the participants to use in learning Eskimo dance rhythms—David and Dinah Frankson of Point Hope, Oscar Swan of Kivalina, Weir Neqcvanna of Wainwright and a Gambell drummer from St. Lawrence along with Thomas Johnston of the University of Alaska made the presentation of materials for teaching Native music in the bilingual-bicultural education very interesting—the workshop session ended with a tour of the National Bilingual Materials Development Center where the participants were shown a variety of materials and given samples of how to adapt traditional story materials for their own use in their classrooms



David Frankson and Dinah Frankson of Point Hope, Oscar Swan of Kivalina, Thomas Johnston of the Music Department of the

University of Alaska assisting Tupou L. Pulu with her workshop presentation

★ "Foundations and Methodologies for Teaching English as a Second Language"

Vicki Lee Ross

Introduction to ESL Methodologies and Techniques historical background, definitions of methodologies and techniques—Methodologies grammar-translation, direct method, and audio-lingual method—comparison and contrast of first three methods

★ "Communicative Style and Discrimination in Alaskan Schooling"

Ron and Suzanne Scollon

Presented basic ideas used to discuss communicative style and discrimination in Alaskan schooling BBC training film was used to show how small misunderstandings between two individuals can get blown up into major misunderstandings and even racial and ethnic stereotypes. The film helped to make clear the basic principles to be used in trying to understand and improve cross-cultural and interethnic communication

★ Films and Video Tapes

**WORKSHOP SESSIONS . . . Wednesday, 4:30 P.M.—6:P.M.**

★ "Conscious Awareness of the 'Multiple Roles' of the Classroom Facilitator"

Beatriz Garcia de Apodaca

The classroom facilitator is a person who makes learning easier and fun. It may be a teacher, parent, peer, other student and/or adult—a resource person or consultant, one who supports, cares, and guides the learner's activities, providing opportunities for them to carry on a project, to evaluate and make decisions for themselves—the classroom facilitator roles are characterized by relevancy, choice, flexibility, personalization and meaningfulness—they are best described as assessor, creator of the environment, collector of materials, ecologist of the learning environment, and organizer of parent involvement

- ★ "Responding to Title IV Office for Civil Rights and Title VII, Bilingual Education Needs in the State of Alaska"

Joe Beard, Co-Panel Leader  
 Pio DeCano, Co-Panel Leader  
 Felix Sandoval  
 Alfredo Aragon

Joe Beard talked of what to expect in the rules and regulations for Title VII when they are finally published and distributed—Pio DeCano discussed the types of resources available through Title VII centers to both Title VII programs and other programs of bilingual education—Felix Sandoval gave an overview of what is expected in the coming guidelines for responding to the needs of linguistically different children, and Alfredo Aragon gave an indication of the types of services provided from the Bilingual Education Center in Portland in response to district requests about compliance with court decisions such as the Lau Case and Lau remedies and anticipated guidelines for carrying out the Lau remedies

- ★ "Folklore Introduction to Folklore"

Richard Dauenhauer

- ★ "Languages Across Cultures and Language Interferences"

Jang Koo

Discussion touched on the nature of language—number of languages spoken in the world—sounds used in human languages—types of word order used in languages—types of writing systems—speech and non-verbal communication—idiolect, dialect, and language—language learning—second language learning and language interferences—difference between child language learning and second language learning—degrees of difficulty in learning a second language—goals of second language learning—language, thought, and society—cultural differences—language and culture—bilingualism and bilingual education—cultural differences and bilingual education—error analysis, contrastive linguistics, and language teaching

- ★ "Adult Education Programs for Bilinguals"

Clark Jones

- ★ "The Future of Alaska Native Languages"

Michael Krauss

- ★ "Culture and Language Revitalization in American Schools: Implications for Bilingual Multicultural Program Development" (Part Two of three continuous presentations)

Carlos Ovando

- ★ "Psycholinguistic Applications to Bilingual Reading"

Shirley Paulini

- ★ "Learning Kits: Multi-Media Ideas for Classroom Use" (Part One of two continuous presentations)

Martha Stevens

- ★ "Teaching Reading to the Bilingual Child"

Troy Sullivan

Techniques for evaluating basic perceptual levels of learning—techniques for individualizing student programs—analyzing materials to assist meeting student needs—classroom management and motivation techniques

★ "Oral Tradition in the Classroom"

Terry Tafoya

In dealing with traditional stories, we are dealing with words heard by generations of children (and adults). . . the term "fairy tale" is not a satisfactory translation of Native-American oral traditions. Not all Native oral traditions are properly classified as fiction . . . all Native languages make a strong distinction between those stories created to educate and enlighten and those stories repeated for their historical significance—used a story from the Yakima Indians to demonstrate how to tell this story using a flannel board—discussed the reasons why children (and adults) enjoy this legend. Finally, one must understand what story-telling is all about. It is a ceremony in itself. Indian people have long understood the power of words and images. I urge you to tell a story! Experience it! Look to

your own heritage and memorize one of your own people's stories to share with children and give them a part of yourself that grows by sharing. Our stories were never created for a printed page. Ink robs them of the songs, gestures and intonations that are so much a part of them. Allow Coyote into the classroom. He's sly. He may never leave!



Terry Tafoya, second from left, discussing issues with Millie Buck, Emma Widmark, and Ernie Casulucan

★ "Utilizing Visual Arts Exhibits in Multicultural Education" (Part One of two continuous sessions)

Kes Woodward

Introduction of visual arts exhibition materials available from the Alaska State Museum traveling exhibits, Alaska Multimedia Education kits (from the Alaska State Museum), and other materials from the University of Alaska, the Alaska State Library, Anchorage Historical and Fine Arts Museum, and others—outline of basic handling procedures for traveling exhibits—exhibition techniques—production of community-based temporary exhibits—preparation of works for display—interpretive materials development—publicity

## CONFERENCE . . . Thursday, February 14

Registration and exhibits at the atrium of the Sheraton Anchorage Hotel continued from Wednesday's conference events.



EXHIBITS were placed conveniently around the Atrium and the grand Ballroom Foyer. Exhibitors came from many of the school districts as well as organizations dealing with bilingual-bicultural education both inside and outside of Alaska.

Elizabeth Antley and her assistant in front of their display from the Arizona Bilingual Materials Development Center at the University of Arizona talking to Joe Beard, Director, NBTTC, University of Washington.

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A display of various Native crafts made by students of the Sitka Native Education Program—a program of the Sitka Community Association

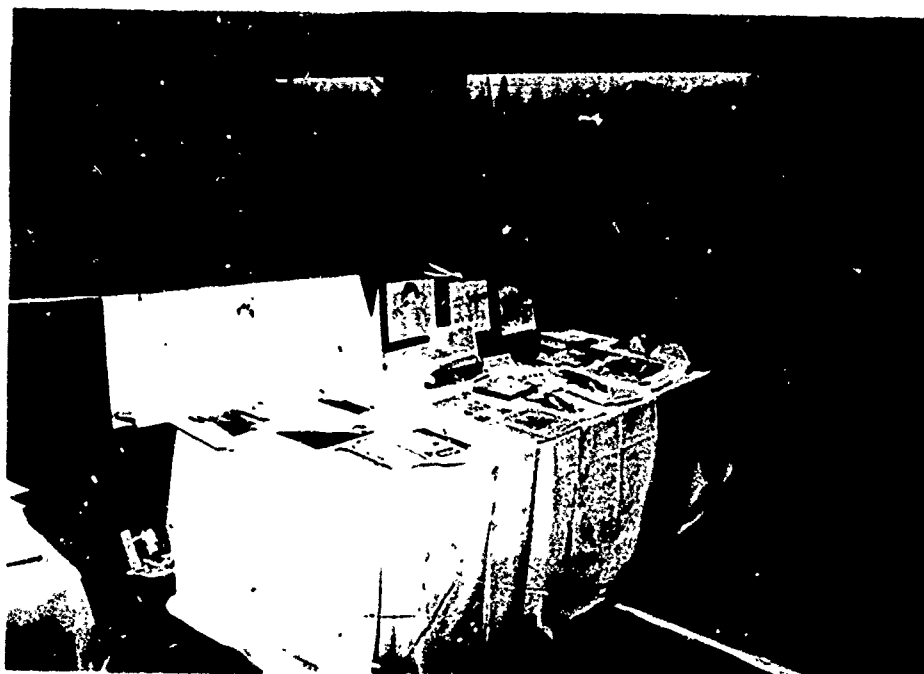
Judy Franklet and Emma Widmark looking at the materials which Minerva Correna of the National Clearinghouse for Bilingual Education in Rosslyn, Virginia had on exhibit



Susan Metsker, Jim Kari and Carlos Avando viewing materials from the Alaska Native Language Center of the University of Alaska in Fairbanks, Alaska



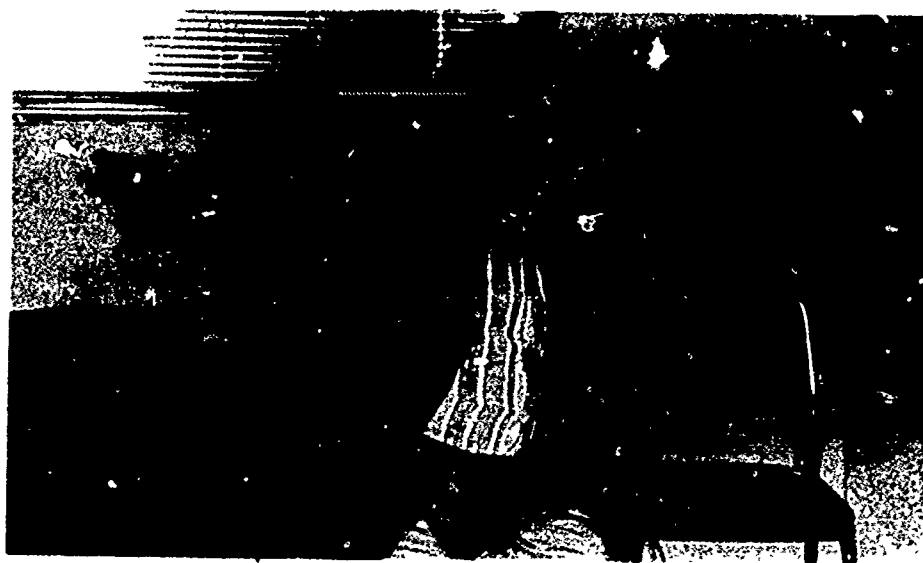
Seated is Angeline Newlin, Inupiat Native Language Specialist with the National Bilingual Materials Development Center, giving out information on the Center's displayed materials



WORKSHOP SESSIONS . . . Thursday, 8:00 A.M.—9:00 A.M.

★ "Cultural Expression Through the Arts"

Ron Senungetuk



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## WORKSHOP SESSIONS . . . Thursday 8:00 A.M.—9:30 A.M.

- ★ "Individualized Bilingual Instruction (Nationally Validated Bilingual Program)"

Dianne Bar-Cole

IBI was designed to provide a comprehensive direct instructional program for preschool through third grade children, and systematically train instructional staff in the skills necessary to implement the instructional program. Instruction is provided to children in English and Spanish oral language, English and Spanish reading, math, handwriting and cultural heritage. The material used is the Spanish Distar.

- ★ "The Selection and Sequencing of Vocabulary in Developing ESL Reading Skills"

Marianne Inman

Introduction: theoretical bases for selection and sequencing of vocabulary, specification of course or unit objectives, importance of register analysis—bases for vocabulary selection: frequency counts, other strategies—bases for sequencing and presenting: list order, semantic similarity, parts of speech, learning in context, optional number of items—analysis of sample texts: vocabulary categories, selection of items to be taught, proposed sequencing of items.

- ★ "Culture and Language Revitalization in American Schools: Implications for Bilingual-Multicultural Program Development" (Part Three of three continuous presentations)

Carlos Dvando

- ★ "Learning Kits: Multi-Media Ideas for Classroom Use" (Part Two of two continuous presentations)

- ★ "Teaching Reading to the Bilingual Child"

Troy Sullivan

- ★ "Strategies for Effective Parent/Community Involvement"

Virginia Wiley

Reasons for parent and community involvement—benefits of parent and community involvement to teachers, parents, schools, community, and children—problem areas in parent involvement and possible solutions to them—avenues for parental involvement: community liaison, meetings, parent advisory council and committee meetings, open house, student performances, special events, training activities for parents.

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- ★ MEETING NABE-TESOL Organizational Meeting—all interested participants were invited to attend

Ramon Santiago  
Mike Travis

Ramon Santiago, Vice President  
for the National Bilingual Education  
Association during the organiza-  
tional meeting for the Alaska  
members of NABE and TESOL



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## WORKSHOP SESSIONS . . . Thursday, 8:00 A.M.—11:00 A.M.

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- ★ "Designing and Implementing Programs for Indochinese Students: Cultural, Linguistic, Educational Backgrounds, Program Models"

Phu Dinh Hoang

- ★ "Foundations and Methodologies for Teaching English as a Second Language"

Vicki Ross

Review of grammar translation method, direct method, and audio-lingual method—cognitive-code, the silent way—comparison and discussion of the five methods presented and selecting a method or an approach

- ★ "Communicative Style and Discrimination in Alaskan Schooling"

Ron and Suzanne Scollon

Introduction to Session II, Athabaskan-English interethnic communication—an Alaskan example of difference in communicative style—film "The Long Walk of Fred Young"—discussion groups: Alaska Education—final general session and end of Session II

## WORKSHOP SESSIONS . . . Thursday, 9:30 A.M.—11:30 A.M.

### ★ Developing a Bilingual/Bicultural Program: Integrating the Program into the Regular Classroom

Virginia Juettner, Panel Leader

Donna MacAlpine

Focus of presentation was on the history of the Iditarod's program, the process used by the district to conduct research, develop materials, involve parents, teach in the classroom and evaluate the programs—provided participants with specific examples of how students are taught and how support services are delivered—discussed group problems unique to small language groups in rural areas

Students from the Iditarod Area School District demonstrating spruce root basket weaving



### ★ 'The Ramifications of Lau vs Nichols'

Edward H. Steinman

What new programs and plans are necessary to comply with the decision? What skills must a teacher have in a bilingual classroom? How does **Lau** affect teachers' rights? How will funding be affected by Lau? Will current educational programs satisfy the law?

Edward H. Steinman presenting the workshop on **Lau vs. Nichols**





## WORKSHOP SESSIONS . . . Thursday, 9:30 A.M.—12:00 P.M.

### ★ "Yup'ik Language Materials: An Approach for Nonspeakers"

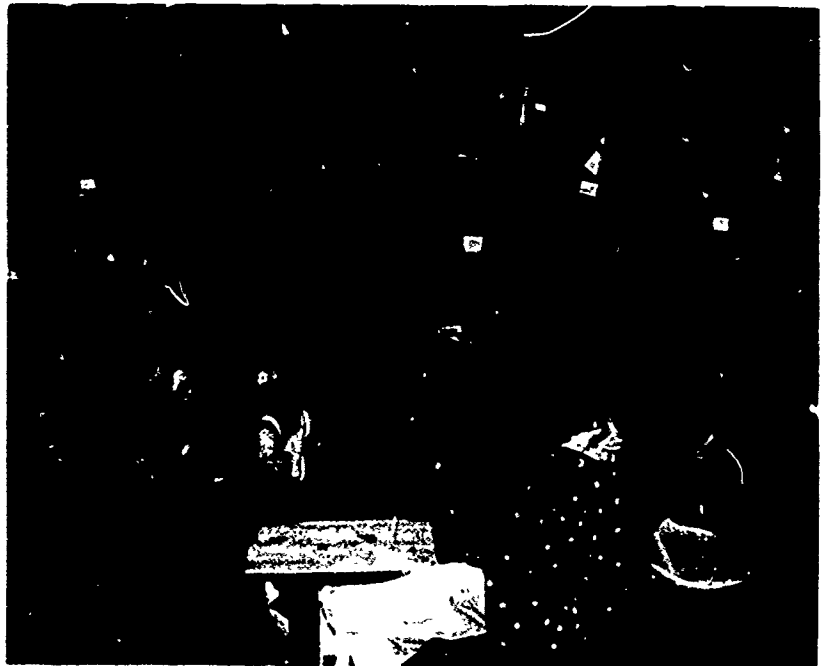
Judy May

Discussed materials developed in the Lake and Peninsula School District village settings by Irene Reed of the Alaska Native Language Center and Yup'ik instructors as well as other Yup'ik speakers. These materials provide a complete approach to teaching Yup'ik orally. They include teacher's manuals, taped directions for the teachers, language master cards, dialogues, flash cards, other pictorial materials, songs, and games.

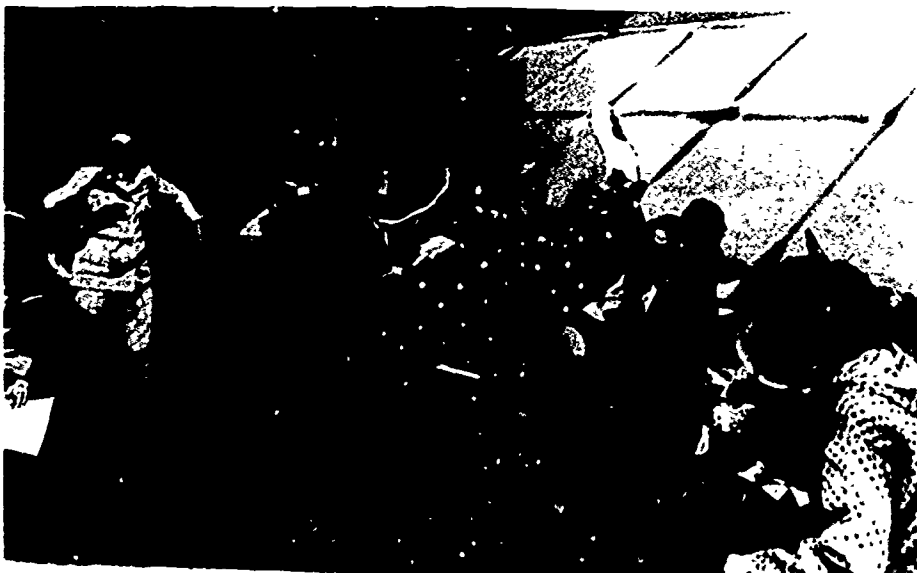
### ★ "Bilingual-Bicultural Instructional Materials: What's Available and How to Use Them"

Tupou L. Pulu

At this session explanations of what materials available in the Native languages of Alaska was once more given. Native games and materials for use in the classroom were demonstrated. Demonstrations on music and how to use Eskimo dance rhythms for learning and appreciation was also given by Dr. Johnston of the Music Department and the Center for Cross-Cultural Studies of the University of Alaska. A number of Native people from the Northwest region assisted with both demonstrations. Finally, participants were given a tour of the Center and were shown a video program on how to teach Inupiaq numbers 1—10. Handout on how to adapt traditional stories for children was also discussed and distributed to all participants.



David and Dinah Frankson demonstrating an Eskimo game — Napaatchaq.



Emily Brown danced out to join Dinah Frankson and Margaret Seganna.

★ The Alaska Native Land Claims Settlement Act and Me"

Thomas Richards  
Nelson Angapak  
Oscar Kawagley  
Matthew Nicola

Mr. Richards introduced three members of the Calista Corporation, Nelson Angapak, the Chairman of the Board of Directors of the Calista Corporation, Oscar Kawagley who is the President of the Corporation, and Matthew Nicola, the Assistant Vice President for Operations of the Corporation. These gentlemen went on to tell what the Calista Corporation means to its shareholders, and of present and future career opportunities available to individual young shareholders because of Calista's activities and unique status as a regional Native profit corporation established under the Alaska Native Claims Settlement Act. Mr. Richards went on to discuss some of the history behind the Native Settlement Act, and the relationship between the individual Alaska Native and his or her corporation. He also made one further point in his presentation, As Athabascans, Aleuts, Tlingits, Haidas and Tsimshians - the Alaska Native Claims Settlement Act is only one of a large body of Federal law which affects us.

★ "Model Training Course for Personnel in Bilingual Programs"

Ramon Santiago

CONFERENCE LUNCHEON . . . Thursday, 12:00 P.M.—1:30 P.M.

Introduction of the people at the head table was made by Millie Buck, Senior Member, Alaska State Advisory Council for Bilingual Bicultural Education of the Alaska State Department of Education. Vern Williams, Administrator, K-12 Programs, Alaska State Department of Education, acknowledged the contributions of the various school district and organizations which contributed to the Conference, and introduced the speaker, Dr. Carlos J. Ovando.

★ LUNCHEON PRESENTATION "Thanks to the Tower of Babel"

Dr. Carlos J. Ovando,  
Assistant Professor of Education,  
University of Southern California

And the Lord said, Behold the people is one and they have all one language. Let us go down and confound their language that they may not understand one another's speech. I suppose one could deduce from the Biblical passage that I just read to you that God's decision to pluralize the language experience was partially prompted by the motive to confuse the human race. This Biblical account, in many ways reflects a long standing tendency on the part of people, including educators, to perceive the development of multiple linguistic and cultural traditions as a devious polarizing misfortune. The appropriate adage would be, no thanks to the Tower of Babel - humans have metabolically been preoccupied with constructing fences and boundaries around each other based on linguistic and cultural differences. I believe we are entering a new age in the nature of cross cultural relations. We find ourselves right now celebrating cultural, bilingual efforts, language revitalization issues are world wide issues. As the world moves toward you and cultural and linguistic pluralism as an enriching and promoting positive aspect of human experience, we can at last say, Thanks to the Tower Builders. I would like to think God is sort of happy that we have come around, and we're beginning to see linguistic and cultural differences not as stumbling blocks in human communication, but as a possibility to bridge as you people seem to be doing in Alaska - all sorts of linkages to promote powers that are not going to threaten God but in fact will encourage Him to see us as creative builders and culture makers, until we examine the cultural assumptions under which we live for curriculum development we are not going to move far ahead.



Emily Ivanoff Brown and her friends were among those who attended the luncheon

## CULTURAL ARTS PROGRAM



The Anchorage School District Bilingual Program Staff presented a Hispanic entertainment program as well as singing a number of international songs during the luncheon

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Korean students from Fairview Elementary School, Anchorage, doing one of their entertaining numbers



Judy Ramos performing a Yakutat Tlingit Indian dance during the luncheon

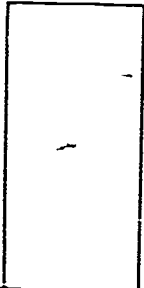
**WORKSHOP SESSIONS . . . Thursday, 1:30 P.M. — 3:00 P.M.**

- ★ Individualized Bilingual Instruction (Nationally Validated Bilingual Program)  
Dianne Bar-Cole
- ★ Responding to Title IV — Office for Civil Rights and Title VII Bilingual Education Needs in the State of Alaska  
Joseph Beard, Co-Panel Leader  
Pio DeCano, Co-Panel Leader  
Felix Sandoval  
Alfredo Aragon

- ★ "The Kindergarten Class of Hooper Bay: A Demonstration of the Developmental Yup'ik and Developmental English Language Program of the Lower Yukon School District"

Walter Brown  
Dorothy Napoleon

Students carrying on a demonstration as part of conference workshop sessions



- ★ "Functions of English in Bush Alaska"

Ray Collins, Panel Leader  
Virginia Juettner

The workshop began with a discussion of the language/cultural environment in the nine district schools—methods and process for conducting miscue analysis and its use as a research tool and classroom method—summary of some research findings

- ★ "Current and Future guidelines for Bilingual-Bicultural Education"

Dean Coon with  
Vern Williams and  
Judy Franklet as respondents

Copies of the new **Guidelines** were made available for participants in each session—the content of the book was discussed and they included Bilingual-Bicultural Education in Alaska, Provisions for Bilingual-Bicultural Education, Planning and Operating Bilingual-Bicultural Programs, Resources, and an Appendix

- ★ "Languages Across Cultures and Language Interferences"

John Kon

- ★ "Incorporating the Asian-American Culture in Bilingual ESL Curriculum"

Daisy Lu

The meaning of an ethnic experience is communicated when the deep structure of a culture is understood. Only then can the surface structure of that culture be integrated and fully appreciated. With this framework and philosophy in mind, aspects of Asian-American cultures are examined as they emerge in content areas such as reading and language arts, social studies and science. These meaningful reflections of culture can be viewed from the perspective of a number of disciplines. Viewed as a process of curriculum reform, educational programs must be conceptual, broadly conceptualized, interdisciplinary, comparative, decision-making and social-action focused."



- ★ "National Association of Bilingual Education: How It Works for You"

Ramon Santiago

- ★ "Cultural Expression Through the Arts"

Ron Senungetuk

- ★ "Student Presentations of Bilingual Programs in Alaskan School Districts"

Mike Travis, Moderator

Presentations were given by students from the Northwest Arctic School District, Iditarod Area School District, Sitka Borough School District, Bering Strait School District and North Slope Borough School District. Presenters told of their involvement in bilingual-bicultural education classes or activities in their schools.

- ★ "Strategies for Effective Parent/Community Involvement"

Virginia Wiley



## GENERAL SESSION . . . Thursday, 3:00 P.M.—4:30 P.M.

**Remarks and Introduction** were made by Robert Davis, Deputy Director, Division of Management, Law and Finance, State of Alaska

**Presentation** "Teacher Responsibility and Bilingual Education"

Dr. Edward H. Steinman,  
Professor of Law,  
University of Santa Clara,  
California

the most important thing that you, the teacher, can do is to have the right attitude, because bilingual education is no longer a legal issue. It's really no longer an educational issue. It's a political issue—your major responsibility as a teacher beyond your students is to understand that political issue—the **Lau vs Nichols** affects approximately five million children in this country—the reallocation of hundreds of millions if not billions of educational dollars. That's the political issue—in the responsibilities of bilingual teachers, you must become bilingual, or not be in a bilingual program—you've got to be a bilingual-bicultural teacher to teach LAU children, children who are non- and limited-English speaking. Well, what's a bilingual-bicultural teacher? The LAU guidelines say, "Teachers who are familiar with linguistic and cultural backgrounds of students," where do we find the teachers with the necessary competencies? go to those colleges and universities—put greater pressures on your universities and colleges—take advantage of fellowship programs, in-service training, use of aide—plan the curriculum, develop the materials, try to adapt programs that meet the individual needs of the children you have—come to me, there are two ways that you can make the bilingual education programs effective, one is working with parents, and the second is a meaningful identification—it is important that there be effective personal communication between the teacher and the parent—do all that is in your power to make sure that children in your school district that you think might be LAU children are properly tested and assessed—There's a lot of hell being argued about bilingual education. Teachers are right in the midst of it, and your responsibilities are not just to understand the law, but your responsibilities are to overcome a lot of negative attitudes—(if the educational program offered the child is not good) you, as teachers, have the responsibility to make sure the program is changed."

## SOCIAL HOUR and STUDENT PERFORMANCES . . . 4:30 P.M.—6:00 P.M.

The Alaska State Advisory Council for Bilingual-Bicultural Education and students hosted a cultural hour serving hors d'oeuvres for conference participants in one of the ballrooms. Many people attended the activity and were delighted with the opportunity to mingle with each other and to relax while being entertained by student talent provided by the Tuna Theatre, the Hooper Bay School Dancers and the Wainwright Dancers.

Hooper Bay School Dancers  
at the conference doing traditional  
rapak dances. Their teacher  
is dancing on the right.





Young boys and girls dancing with Inupiat Eskimo drummer, Wier Negevanna and the Wanwright Dancers during the conference

The Tuma Theatre performed Raven Faces, the stories of Raven as expressed in the various indigenous cultural groups of the state of Alaska

TUMA THEATRE PRESENTS

**RAVEN FACES**  
DIRECTED BY JOSHUA WEISER

- |   |  |
|---|--|
| 1 Athabaskan Entrance Song                                  | 7 Athabaskan Raven Dance               |
| 2 Introduction  | 8 Athabaskan Story Raven Builds Alaska |
| 3 Tlingit Raven Dance                                       | 9 Yupik Dance Dancing Song             |
| 4 Tlingit Story How Raven Brought Fresh Water to the People | 10 Inupiaq Story Raven and the Owl     |
| 5 Yupik Dance Hunting Song                                  | 11 Haida Ending Dance                  |
| 6 Yupik Story The Crow and the Land Otter                   | 12 Conclusion                          |

CAST

IN ORDER OF APPEARANCE

- 1 Charles Natkong (Hydaburg)
- 2 Chuna McIntyre (Eek)
- 3 Elie Stickman (Nulato)
- 4 Omie Lincoln (Nome)
- 5 Donna Galbreath (Mentasta)
- 6 Christine Andrews (Togiak)
- 7 Silas Alexander (Fort Yukon)
- 8 Cammie Okitkun (Kotlik)
- 9 Charlotte Senungetuk (Nome)
- 10 Barbara Nick (Bethel)
- 11 Vernon Chingalrea (Bethel)
- 12 Theresa John (Toksook Bay)
- 13 Molly Galbreath (Mentasta)
- 14 Eva Mossit (Mentasta)
- 15 Micky Stickman (Nulato)
- 16 Mona Purdue (Fairbanks)
- 17 Carrie Beaver (Bethel)
- 18 Bobby Solomon (Fort Yukon)

ROLES PLAYED

- Haida Raven, Dancer, Gunuk
- Yupik Raven, Dancer
- Athabaskan Raven, Swan, Dancer
- Inupiaq Raven, Swan, Owl, Dancer
- Introduction, Narrator, Dancer
- Narrator, Swan, Dancer
- Raven, Swan, Dancer
- Smoke Hole, Swan, Dancer
- Swan, Dancer
- Smoke Hole, Dancer, Swan
- Narrator, Smoke Hole, Swan, Dancer
- Land Otter, Swan, Dancer
- Dance/Song Instructor, Drummer
- Dance/Song Instructor, Singer
- Raven, Dancer
- Swan, Dancer
- Swan Narrator, Dancer
- Swan Raven, Dancer

Costume Design: Christine Andrews, Chuna McIntyre, Molly Galbreath, and Joshua Weiser  
 Athabaskan mask carved by Tony Glazier from Northway  
 Yupik mask carved by Chuna McIntyre  
 Inupiaq mask loaned by Glen Simpson (art instructor at U of A, Fairbanks)





Drummers contributed to the exciting rhythms of the dance music which brought the second day of the conference to an unforgettable finale



CONFERENCE . . . Friday, February 15

Registration and viewing of the exhibits were continued at the Atrium

WORKSHOP SESSIONS . . . 8:00 A.M.—9:30 A.M.

★ "The Ramifications of **Lau vs Nichols**"

Edward H. Steinman

★ "Strategies for Classroom Management Using DYL (Developmental Yup'ik Language) and DEL (Developmental English Language) Programs"

Betty Huffmon  
Maureen Boyle  
Sandra Opalka

Cathy Tulim  
Karen Bayayok  
David Rodgers

Galriel Baker  
Dawn Samuelson  
Sophie Komakhok

Demonstrated lessons with teachers and students to show how both languages (English and Yup'ik) can be used to reinforce learning in a meaningful way. The Rich program was also presented, and a learning kit used as a resource for lessons on animals and how the Eskimos depended on them and hunted them was also introduced.



Many workshops were assisted by Native adults and children to clarify procedures and methodologies in bilingual-bicultural education



Students came from the Lower Kuskoswim and Lower Yukon School Districts to participate in workshop demonstrations

★ *Ax Toowú Yak'ei Lingítx Xát Sateeyi* (I am very happy that I am Tlingit!)"

Isabella Brady and  
Gajaa Heen Students

The program covered a history of Charlie Joseph Sr., who contributed to the success of the program. Other areas discussed were language sounds and sample sentences, carving and design, beading, developing a song in the Tlingit tradition, teaching drumming and song-calling and explanations and demonstrations of the dance movements, song words and language, and the dance regalia.

Gajaa Heen Dance Group from the Sitka Native Education Program



★ Development and Use of Yup'ik Second Language Materials

Mark Hiratska, Panel Leader  
Andrew Paukan

★ Finding the Fantastic: Finding the Gifted Alaska Native Student

Barbara Doak, Panel Leader  
Diane LeResche  
Regina Brown  
Patsy Amodt

Discussions covered the legal background for programs where schools are required to provide special programs for gifted students ages 3 to 19, difficulties and barriers of operating a program and of identifying gifted students, the use of standardized tests and measurements, and some of the controversial issues. The greatest need is not for improved identification procedures but for more and better teacher training regarding how to teach the gifted.



★ Teaching Alaska Native Culture Through Dance and Drama

Chuna McIntyre and  
Nunamta Dancers

★ Oral Teaching Strategies for Alaskan Native Languages as Second Languages

Father Michael Claska

★ Linguistic and Cultural Considerations for Athabaskan Programs

Katherine Peter, by tape  
Eliza Jones  
Millie Buck  
Velma Schafer  
Madeline Solomon  
Zema Koiyaha  
Maxim Chikalusion

The session began with playing Katherine Peter's tape. Members of the panel introduced themselves and told about their work in the village schools. Then Ms. Jones explained about story telling in her area. The rest of the panel discussed when, how, why to whom, and where stories were told in their respective areas.



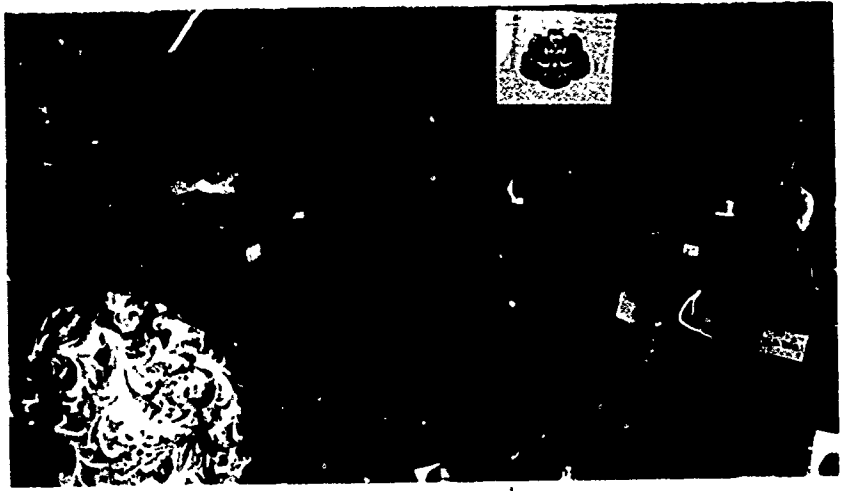
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★ "Guidelines for Proficiency Testing in Bilingual-Bicultural Education"

Tupou L. Pulu

Discussions followed the content of a booklet by the same title as the session. The booklet was written by Ms. Pulu and Robert Silverman of the Northwest Regional Laboratory. Topics covered were legal bases for testing, state of the art of language proficiency testing, current emphases, general testing techniques, selection of instruments, adaptation of instruments, and development of instruments.

Bilingual instructors and some district coordinators listened to Ms. Pulu's presentation.



★ "Model Training Course for Personnel in Bilingual Programs"

Ramon Santiago

★ Films and Video Tapes

WORKSHOP SESSIONS . . . Friday, 1:30 P.M.—4:00 P.M.

★ "Utilizing Visual Arts Exhibits in Multicultural Education"

Kes Woodward

WORKSHOP SESSIONS . . . Friday, 1:30 P.M.—4:30 P.M.

★ "Community School Relations Training for Community School Boards"

Celedonio Montes, Panel Leader  
Francisco Loera

WORKSHOP SESSIONS . . . Friday, 4:30 P.M.—5:00 P.M.

★ "Career Opportunities in Cross Cultural Education"

Levon Ahtone French, Panel Leader  
Mike Travis

This workshop for high school students focused on ways students could discover their interest in careers and included discussions of careers with well-known Alaskan educators.

★ "Developing and Using Multicultural Education Kits"

Tsuguo Arai and  
Jacques Bon Figlio  
Cynthia Rathbun  
Maria Heinrich  
Ned Lewis  
Jade Vittonen

The Bilingual Resource Teachers explained the various materials and how to make effective use of them as a part of the district's Bilingual Education Program. The multicultural education kits were developed by the Bilingual Education Program in the Anchorage School District. These kits are for the Spanish, Korean, Japanese, and Filipino cultures. Each box of cultural materials contains artifacts, maps, books, clothes, cassette tapes, records, posters, musical instruments, recipes and brochures. Also included in the kits is an instructor's manual on how to use these materials for regular classroom teachers who may not be familiar with them.

★ "Planning and Implementing Project Evaluations"

Marjorie Powell

The presentation covered major issues in managing evaluations of bilingual projects funded by ESEA Title VII and/or state moneys. The issues covered included those presented in the draft booklet, Program Evaluation as a Title VII Management Tool. Specific examples of projects in Alaska, often described at the sessions by project staff attending the session, were used as the basis for discussion of the evaluation issues. Several questions about problems which are unique to Alaska were raised by participants and discussed in terms of available evaluation methods, instruments and resources for assistance.

★ "Strategies for Classroom Management Using DYL, DEL, Learning Kit and Microrecordings"

Betty Huffmon  
Maureen Boyle  
Sandra Oralka

★ "Dealing with Eskimo Languages as They Change"

Lawrence Kaplan  
Steven Jacobson  
Edna MacLean

Introduction to the question of language change—general types of language change which are found throughout all languages—discussions focused on the question of changes which are taking place within the Eskimo languages and their effect.

★ "Conversational Tlingit"

Jeff Leer, Panel Leader  
Isabella Brady

★ "Stories, Poetry and Bicultural Learning"

Catherine McNamara

★ "Oral Teaching Strategies for Alaskan Native Languages as Second Languages" (Part Two of two continuous presentations)

Father Michael Oleksa

★ "Cross-cultural Inservice Training for Teachers of Culturally Different Students"

Sanchez Paris

★ "'Ikayunirit Unatet' Helping Hands (Community and Teachers Sharing Ideas)"

Andrew Paukan, Panel Leader  
Catherine Collier  
Flora Nicori

## POST CONFERENCE MEETING . . . Friday, 5:00 P.M.—6:00 P.M.

A post conference meeting for conference presenters, staff, the Advisory Council and the Department of Education staff was held. Moderating this meeting was Judith Strohmaier, conference Coordinator for the Sixth Annual Bilingual-Bicultural Education Conference.

## CONFERENCE BANQUET . . . Friday, 7:00 P.M.—10:00 P.M.

A large percentage of the conference participants attended the Conference Banquet. Friends and interested guests were also present to enjoy the closing activities during the banquet. It was a night worth remembering until the next conference.

Anna Maria Fernandez, Vice-Chairman of the Alaska State Advisory Council to Bilingual Education was Mistress of Ceremonies.



Thelma Langdon, President of the Alaska State Board of Education brought greetings from the State Board of Education and extended congratulations for a most successful conference.



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Marshall Lind, Commissioner of Education thanked the Bilingual-Bicultural Education staff and others from the Education Department for their fine work in taking over one of the biggest challenges in education—bilingual education

At the end of Marshall Lind's speech, presentations were made to all the supporters and donators of time and materials to the Conference. The presentations consisted of three little Native paper figures planted on a round piece of birchwood.

## Multicultural Arts Program, "Our People, Our Land"

All the people who attended the banquet were treated to a rare entertainment of an international flavor by the Casulucan Dancers, Anchorage Folkdance Consortium, Gajaa Heen Dancers, Sarah Jenkins, Nunamta Dancers, Tuma Theatre and the Gambell Dancers.



The Casulucan Dancers performing some of the dances of the Philippines, their native country

Ernest and Loretta

Ernest and Loretta





The Anchorage Folkdance Consortium performing folk dances of Europe

Men of the Anchorage Folkdance Consortium



The Gajaa Heen Dancers performed Tlingit dances from Sitka.



Judy Franklet, Bilingual-Bicultural Program Manager was presented a button blanket by the Gajaa Heen Dancers in recognition of her work and their love and respect for her





Sarah Jenkins sang some very beautiful Japanese songs for the enjoyment of everyone at the banquet.



The Nuriamta Dancers and the Tuma Theatre performed once more. Everyone marvelled at the dramatic talents of the Native Alaskan students. The final performance was given by the Gambell Dancers.

Many people came to attend the Conference—and be with each other to learn and do things together—



and then it was over, finished for another year. But friendships made, ideas gained, determination renewed—all continue to strengthen the Bilingual-Bicultural Programs. Evaluations from the participants, both written and oral, indicated that the Sixth Annual Bilingual-Bicultural Conference, like the five before it, was a great success.



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A Statement of the Policy  
of the  
Alaska State Board of Education  
concerning  
Bilingual and Cross-Cultural Education

"The Board strongly supports efforts to provide a thorough program of instruction in relevant foreign and indigenous languages and cultures."