

LEGAL

Ed.

w/ Havelock's 7.47  
legal book

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

Part 3.000.0

Section

3.010.0 Introduction - Describe your community - geographical location population and percent Native and economic base. Additionally, state the problem and what needs to occur to correct the situation and, your target group. The number of eligible students in that target group and what percentage of your forecasted enrollment for school year 1975-76 this represents.

3.020.0 APPLICANT INFORMATION

3.021.0 Applicant agency Bristol Bay Native Association and Kodiak Area Native Association  
3.022.0 Address B. O. Box 179, Dillingham, Alaska 99576  
city state zip code  
3.023.0 Contact Person Trefon Angason, Executive Director - BBNA  
name title

3.030.0 PROJECT INFORMATION

3.031.0 Project Name/Title Bicultural Legal Education  
3.032.0 Project Dates July 1, 1975 June 30, 1976  
begin end  
3.033.0 Total JOM Request \$ 169,203

3.034.0 Is this JOM project to be a part of a comprehensive program effort for the school or for Native students?  
X Yes          No If "YES" describe briefly: This program will serve all the Native students in rural Alaska in grades K - 12.

3.035.0 Have other funds been sought for this project?          X  
Yes No

3.036.0 Have other funds been received for this project?          X  
Yes No

3.037.0 If "YES" to 5.0 or/and 6.0 - Indicate Source, Amount, Per Centage of JOM Project and how used. Indian Education, HEW  
Source Amount Percent How used  
If additional space is needed, indicate on a separate sheet and attach to this page.  
(see reference in Narrative)

3.038.0 Indicate total number of JOM staff to be employed in Project.  
Full-time 4 Part-time 1 Consultant 0 Student 0

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

Part 3.000.0

Section

3.040.0 JOM NATIVE EDUCATION COMMITTEE INFORMATION

We, the undersigned members of the Bristol Bay Native Association and Kodiak Area Native Association community/agency

JOM NATIVE EDUCATION COMMITTEE, have participated, in accordance with the current JOM Regulations, in the planning and development of this JOM Project.

PRESIDENT  
B.B.N.A.

<u>William Schueler</u> Chairman's signature	Parent of Eligible Native child(ren) <u>L</u> yes	no
<u>Nick F. Henry</u> Vice-Chairman's signature	<input checked="" type="checkbox"/> yes	no
<u>Robert Henry</u> Secretary's signature	<input checked="" type="checkbox"/> yes	no
<u>Andrew Soler</u> Other officer (if any)	<input checked="" type="checkbox"/> yes	no
<u>[Signature]</u> Members signature	<input type="checkbox"/> yes	no
_____	<input type="checkbox"/> yes	no
_____	<input type="checkbox"/> yes	no
_____	<input type="checkbox"/> yes	no

3.050.0 AFFIDAVIT: This application has been developed and approved for the Native Students of the State of Alaska by the JOM city / town / village

Native Education Committee in conjunction with our Local Education Agency.

Signed [Signature] 3/12/75  
(AUTHORIZED REPRESENTATIVE) DATE

Signed [Signature] 3/5/75  
(CHAIRMAN, JOM NATIVE EDUCATION COMMITTEE) DATE

The course work and/or other aspects of this program, if funded, will be accredited in the \_\_\_\_\_ community/school district.

Signed \_\_\_\_\_  
Superintendent of Schools or Principal DATE

Signed \_\_\_\_\_  
Chairman, Local School Board DATE

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

Educational Needs

Alaska Native people have no concept of their legal rights. A lack of lawyers in the bush coupled with the rapid influx of people from outside Alaska makes Alaska Natives vulnerable to exploitation. The passage of the Alaska Native Settlement Act further complicates their lives by imposing complex corporate structures on the regions and villages. Present school curriculum does not provide training in basic legal rights, information about Land Claims and a general understanding of governmental and legal processes.

Project Goal or Purpose

The Bristol Bay Native Association and Kodiak Area Native Association Committee has decided to seek funding from Johnson-O'Malley to provide statewide dissemination of the legal education materials which have been developed in a pilot project for the communities of Bethel, Selawik and Ft. Yukon by Alaska Legal Services.

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

BICULTURAL LEGAL EDUCATION CURRICULUM

Introduction

Over 40,000 Eskimos and Indians scattered across half a million square miles of the State of Alaska have no concept of their legal rights. Of this population more than 20,000 are school age children.

A lack of lawyers and inadequate delivery of justice to bush Alaska critically impairs their lives. In large areas of rural Alaska there are no attorneys or courts. Because of their isolation and cultural differences Native people have no knowledge of their legal needs and rights. The economy of these remote places cannot support attorneys in private practice and there are not enough attorneys available through public agencies to reach these widely scattered localities.

Alaska Eskimo and Indian cultures have been based on subsistence for hundreds of years. With a strong sense of survival these people had constructed a life that was complete within their villages and immediate community. Lifestyles evolved, based on the need for survival in a harsh and isolated land and a strong feeling of individuality, which stressed non-interference with others, passive acceptance or avoidance of conflict. In this setting, the Anglo-American legal system of defense and litigation has little relevance.

The encroachment of Western civilization into the bush is

making the old way of life increasingly difficult. Traditional law ways have been undermined, and no substitute has begun to function. With the rapid growth in Alaska through mineral development rural Alaskans are being faced with many complex legal problems.

The distribution of dividend checks under ANCSA makes Alaska Natives especially subject to exploitation. Their problems range from the rights, privileges and responsibilities resulting from Land Claims to the difficulties in switching from subsistence to a cash economy. Deadlines are not part of a traditional life way. When they receive notices or are served documents, it may take as long as a year for them to find out what to do. By then it is too late. They will have lost whatever property, wages or rights they may have had. They do not have access to legal defense when accused and as a result usually plead guilty to the charges. Court statistics reveal that 96% of cases brought in Bethel are decided without a hearing. \*

The construction of the Alaska Pipeline will ultimately settle more than 15,000 non-Natives in twenty-seven campsites in Bush areas. That pipeline is but the first of a series of three or four lines proposed for the next ten years. In addition, a bridge spanning the Yukon River is also scheduled for construction to provide an access road to Nome. This will open up all the country north of the Yukon River. Although this offers opportunities for employment

and improved transportation for Interior Alaska, it also destroys the natural protection from exploitation which existed as a result of the isolation.

Seventy per cent of Alaska Natives live in two hundred villages scattered over half a million square miles. Legal advice is delivered by a handful of attorneys employed by the Public Defender Agency and Alaska Legal Services. Because of the sparse population and low income of the inhabitants it is unlikely this will improve in the future.

Superior and District Courts are located in large urban centers. Magistrates, whose role is similar to a justice of the peace, dispense justice in 45 villages. Because of minimal training and limited jurisdiction they are ineffective and their function is largely ministerial. The Alaska State Troopers serve the area on a circuit-riding basis when needed.

Poverty in rural Alaska ranges from 50% to 100%. There is virtually no means of employment except commercial fishing which is confined to coastal villages. This resource is seasonal and fluctuates in productivity. There are five distinct cultural groups within the state, each with a different language. The resulting cultural gap makes for lack of trust of White men.

In this setting Western legal systems are anachronistic. Yet legal problems are mounting and contribute to the perpetuation of poverty. The Second Justice in the Bush Conference held in

Minto, Alaska June 9 - 12, 1974 concluded with a number of findings and recommendations pertaining to the lack of adequate delivery of justice to the bush. Almost all relate to a lack of knowledge and understanding of the Anglo-legal system. It was repeatedly pointed out by the delegates who were representative of villages from all over Alaska that "village people do not generally understand the State justice system and the State justice system does not generally understand the village people". They recommended that bicultural legal educational materials be developed to explain how the law works. A copy of the over-all findings from that conference, as well as a list of participants to the conference is included in the appendix.

In 1974 Alaska Legal Services Corporation applied for and was granted funding for the development of legal education curricula in a pilot project for delivery to Bethel, Selawik and Fort Yukon grades K through 12. That project is underway and three units of curricula have been delivered and are now being used and tested in those schools.

This application continues the program funded in 1974 which served Bethel, Selawik and Ft. Yukon and will provide legal educational curriculum to Alaska Native students in the entire state. The Johnson-O'Malley monies requested in this proposal will provide for the editing, revision and printing of the curriculum materials developed in this year's project and for

dissemination of those materials to all Native schools in the state. It will also provide for development of additional educational tools such as audio and video cassettes to aid non-readers and marginal or slow readers. These teaching aids have been suggested as necessary by teachers and parents in the pilot communities, Ft. Yukon, Bethel and Selawik during evaluation of the original curricula. Teachers' workshops to provide for training in the use of these materials are also a part of this project. In addition, a training conference will be held for Legal Services attorneys who will act as back up advisors to teachers in rural Alaska when this project has been concluded. Throughout the entire year of this project, the staff will act as a back up center for teachers and communities all over the state to assist with problems of delivery.

The need for this curriculum by Native children grows more critical each day. The problems faced by Natives are multiplying more rapidly than had been predicted by economists, educators and legislators. The rapid influx of people from outside Alaska as a result of the pipeline and oil development makes Alaskan Natives more vulnerable to exploitation than ever before. The people must be armed with knowledge of their rights and how to assert them in order to survive. The dissemination of education concerning the rights of a consumer, the complexities of corporate structure and Land Claims, knowledge of governmental processes, family problems and the law, criminal law and the rights of an individual are

essential in today's society. Most importantly, Native children need to learn how the law can help them and protect their rights.

The curricula being developed by the Alaska Legal Services Corporation legal education project provides this knowledge.

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

Student  
Information

Total of  
Children in  
Community  
Per 1974 Records

Early Childhood (3-5) years		Unknown
Kindergarten (5) years		412
Elementary Level	1	1137
	2	1128
	3	1239
	4	1226
	5	1249
	6	1223
Secondary Level	7	1154
	8	1117
	9	583
	10	490
	11	326
	12	262
Other Independent schools in rural Alaska - per grade		10,218
TOTAL STUDENT COUNT		21,865

See  
Attached  
Schedules

Student population of Independent School Systems - December, 1974  
 Rural Alaska  
 (figures provided by State Operated Schools Statistician)

<u>School</u>	<u>Number of Students</u>
Bristol Bay Borough Schools Naknek, Alaska	264 - grades 1 and 2
Dillingham City Schools Dillingham, Alaska	206 - Kindergarten - 6th grade 223 - grades 7 - 12
Galena City Schools Galena, Alaska	79 - Kindergarten - 6th grade 67 - grades 7 - 12
King Cove School King Cove, Alaska	110 - Kindergarten - 12th grade
Klawock School Klawock, Alaska	60 - ungraded
Kodiak School System Kodiak, Alaska	2,221 - Kindergarten - 12th grade
Nenana School Nenana, Alaska	211 - Kindergarten - 12th grade
Nome School Nome, Alaska	856 - Kindergarten - 12th grade
North Slope Borough Schools Barrow, Alaska	1,052 - Kindergarten - 12th grade
Petersburg School Petersburg, Alaska	682 - Kindergarten - 12th grade
St. Mary's Public School St. Mary's, Alaska	133 - Kindergarten - 12th grade
Selawik School Selawik, Alaska	196 - Kindergarten - 12th grade
Sitka School System Sitka, Alaska	1,808 - Kindergarten - 12th grade
Unalaska Public School Unalaska, Alaska	107 - Kindergarten - 12th grade
Valdez Public School Valdez, Alaska	496 - Kindergarten - 12th grade

Wrangell School Wrangell, Alaska	627 - Kindergarten - 12th grade
Yakutat Public School Yakutat, Alaska	140 - Kindergarten - 12th grade
Hoonah Public Schools Hoonah, Alaska	129 - Kindergarten - 6th grade 110 - grades 7 - 12
Bartlett Elementary High School Tyonek, Alaska	98 - Kindergarten - 12th grade
Wilwood Boarding School Kenai, Alaska	167 - grades 9 - 12
Nilnilchik Public Schools Nilnilchik, Alaska	176 - grades 1 - 12

Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS	GRADES 1-6 TOTALS						GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)							
		1	2	3	4	5	6											
ADAK/ALEUTIAN REGION ARTHUR W. HAMILTON																		
Adak (See On Base)	-	-	-	-	-	-	--	-	-	-	--							
Akutan	-	2	3	3	1	1	2	12	-	1	-	-	-	1	13	17	(4)	
Atka	-	2	-	2	1	1	2	8	3	2	-	-	-	5	13	15	(2)	
Belkofski	-	2	2	-	1	3	2	10	2	2	-	-	-	4	14	16	(2)	
Gold Bay	-	5	5	2	2	3	2	19	1	3	2	1	-	7	26	27	(1)	
False Pass	-	-	1	-	1	2	6	10	2	-	-	-	-	2	12	8	4	
Nelson Lagoon	-	1	2	1	1	1	2	8	3	-	-	-	-	3	11	11	-0-	
Nikolski	-	2	-	2	1	1	3	9	-	1	-	-	-	1	10	8	2	
St. George Island	-	4	3	5	6	6	6	30	5	4	-	-	-	9	39	41	(2)	
St. Paul Island Kg-6	11	11	11	19	6	17	13	77	-	-	-	-	-	--	88	95	(7)	
St. Paul Island 7-12	-	-	-	-	-	-	-	--	18	17	7	9	-	-	51	51	33	18
Sand Point Kg-6	4	17	9	11	11	11	17	76	-	-	-	-	-	--	80	84	(4)	
Sand Point 7-12	-	-	-	-	-	-	-	--	10	15	11	7	9	6	58	58	66	(8)
<b>TOTALS</b>	<b>15</b>	<b>46</b>	<b>36</b>	<b>45</b>	<b>31</b>	<b>46</b>	<b>55</b>	<b>259</b>	<b>44</b>	<b>45</b>	<b>20</b>	<b>17</b>	<b>9</b>	<b>6</b>	<b>141</b>	<b>415</b>	<b>421</b>	<b>(6)</b>









Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS							GRADES 1-6 TOTALS							GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
		1	2	3	4	5	6		7	8	9	10	11	12				
GLENNALLEN REGION MANFILL L. FANCHER																		
Alcontra Youth Camp	-	-	-	-	-	-	-	--	2	8	5	4	-	-	19	19	25	(6)
Chistochina	-	3	3	4	4	3	5	22	3	5	-	-	-	-	8	30	28	2
Copper Center	-	17	4	11	8	7	6	53	7	5	-	-	-	-	12	65	41	24
Gakona	-	4	4	2	3	11	7	31	1	-	-	-	-	-	1	32	28	4
Glennallen Kg-6	14	20	13	15	21	26	23	118	-	-	-	-	-	-	--	132	137	(5)
Glennallen 7-12	-	-	-	-	-	-	-	--	22	28	42	40	30	29	191	191	177	14
Kenny Lake	-	7	5	7	10	8	6	43	11	11	-	-	-	-	22	65	61	4
Paxson	1	2	-	-	1	1	4	8	1	-	1	-	-	-	2	11	14	(3)
Tatitlek	2	2	2	-	-	1	1	6	-	3	-	-	-	-	3	11	16	(5)
Whittier	-	5	3	4	4	1	2	19	-	2	1	3	1	1	8	27	15	12
TOTALS	17	60	34	43	51	58	54	300	47	62	49	47	31	30	266	583	542	41

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS							GRADES 1-6 TOTALS							GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
		1	2	3	4	5	6		7	8	9	10	11	12				
LOWER YUKON/MCGRATH REGION JAMES F. TOZER																		
Aniak Kg-6	-	8	7	8	9	11	7	50	-	-	-	-	-	-	-	50	55	(5)
Aniak 7-12	-	-	-	-	-	-	-	--	8	12	11	8	3	4	46	46	26	20
Anvik	-	3	2	3	4	2	3	17	4	2	-	-	-	-	6	23	27	(4)
Chuathbaluk	-	8	4	-	3	6	5	26	13	2	-	-	-	-	15	41	46	(5)
Crooked Creek	-	9	8	4	2	5	6	34	4	4	-	-	-	-	8	42	37	5
Fertuna Ledge	-	5	6	5	10	5	7	38	2	9	-	-	-	-	11	49	44	5
Holy Cross	-	8	6	14	9	3	6	46	8	7	10	6	-	-	31	77	73	4
Line Village	-	-	2	2	5	2	1	12	2	3	-	-	-	-	5	17	12	5
McGrath Kg-6	-	8	4	5	8	11	9	45	-	-	-	-	-	-	-	45	86	(41)
McGrath 7-12	-	-	-	-	-	-	-	--	10	7	22	12	8	3	62	62	55	7
Nikolai	-	3	-	3	4	5	-	15	5	2	-	-	-	-	7	22	31	(9)
Pitka's Point	-	5	2	7	4	5	3	26	2	1	-	-	-	-	3	29	26	3
Red Devil	-	1	2	-	2	3	2	10	3	1	-	-	-	-	4	14	15	(1)
Russian Mission	-	6	4	6	1	-	5	22	5	2	-	-	-	-	7	29	25	4
Sleetmute	-	4	4	4	3	7	3	25	5	1	-	-	-	-	6	31	30	1
Stony River	-	2	1	2	3	3	2	13	3	4	-	-	-	-	7	20	18	2
Takotna	-	-	1	1	1	2	-	5	2	-	-	-	-	-	2	7	9	(2)
Telida																	12	(12)
TOTALS	-	70	53	64	68	70	59	384	76	57	43	26	11	7	220	604	627	(23)

Alaska State-Created Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS							GRADES 1-6 TOTALS							GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
		1	2	3	4	5	6		7	8	9	10	11	12				
N.W./BERING STRAIT REGION RONALD HOHNAN																		
Ambler	-	12	13	6	6	6	6	49	11	4	-	-	-	-	15	64	53	11
Buckland	-	10	2	4	1	11	3	31	5	4	-	-	-	-	9	40	41	(1)
Council	-	-	-	-	2	2	-	4	2	-	-	-	-	-	2	6	8	(2)
Deering	-	2	-	3	3	3	4	15	2	5	-	-	-	-	7	22	25	(3)
Kiana	-	-	-	-	-	-	-	--	-	-	8	3	2	1	14	14	30	(16)
Kivalina Kg-6	4	2	7	8	4	15	10	46	-	-	-	-	-	-	--	50	49	1
Kivalina 7-12	-	-	-	-	-	-	-	--	3	5	5	8	9	4	34	34	37	2
Kobuk	-	1	-	2	2	5	1	11	1	3	-	-	-	-	4	15	15	-0-
Koyuk	-	3	2	8	5	2	8	28	6	-	-	-	-	-	6	34	35	(1)
Nootak	-	9	11	9	6	14	12	61	6	7	10	-	-	-	23	84	82	2
Noorvik Kg-6	-	13	22	22	21	20	23	121	-	-	-	-	-	-	--	121	114	7
Noorvik 7-12	-	-	-	-	-	-	-	--	17	15	16	19	9	7	83	83	86	(3)
Shishmaref	-	6	10	10	12	10	12	60	9	12	-	-	-	-	21	81	92	(11)
Shungnak	-	7	3	8	8	8	11	45	3	6	1	-	-	-	10	55	58	(3)
Teller	-	8	4	3	5	1	2	23	7	6	-	-	-	-	13	36	41	(5)
Wales	-	2	1	1	2	2	6	14	2	4	-	-	-	-	6	20	22	(2)
White Mountain	-	1	1	4	4	3	3	16	1	5	-	-	-	-	6	22	23	(1)
TOTALS	4	76	76	88	81	102	101	524	75	76	40	30	20	12	253	781	806	(25)

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS							GRADES 1-6 TOTALS							GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
		1	2	3	4	5	6		7	8	9	10	11	12				
SOUTHEASTERN REGION																		
NORCE H. HILL																		
Angoon	-	11	7	12	14	13	11	68	16	15	16	8	-	-	55	123	127	(4)
Cape Pole	-	3	3	8	2	2	4	22	5	3	-	-	-	-	8	30	34	(4)
Cotman Cove	-	6	1	6	3	3	4	23	3	2	-	-	-	-	5	28	35	(7)
El Capitan	-	4	3	2	2	2	1	14	1	1	-	-	-	-	2	16	14	2
Elfin Cove	-	1	2	1	2	4	1	11	-	-	-	-	-	-	-	11	12	(1)
Gildersleeve	-	1	1	1	1	3	2	9	2	3	-	-	-	-	5	14	15	(1)
Gustavus	-	3	2	-	2	4	-	11	1	2	-	-	-	-	3	14	11	3
Maukati Bay	-	1	3	2	1	-	1	8	1	-	-	-	-	-	1	9	10	(1)
New Kasauk	-	3	2	2	-	1	2	10	-	-	-	-	-	-	-	10	12	(2)
Port Alice	-	1	5	2	1	2	2	11	2	2	-	-	-	-	4	15	16	(1)
Roosevelt Harbor	-	2	-	2	3	1	4	12	-	-	-	-	-	-	-	12	7	5
Fowan Bay	-	2	1	-	1	1	2	7	1	2	-	-	-	-	3	10	10	-0-
St. John's Harbor	-	1	-	2	1	2	2	8	1	-	-	-	-	-	1	9	11	(2)
Shakan Bay	-	-	-	1	-	2	2	5	2	1	-	-	-	-	3	8	14	(6)
Thorne Bay Kg-6	-	7	7	7	8	11	11	51	-	-	-	-	-	-	--	51	54	(3)
Thorne Bay 7-12	-	-	-	-	-	-	-	--	8	10	5	7	6	6	42	42	42	-0-
Tuxekan	-	1	4	-	2	1	-	8	2	1	-	-	-	-	3	11	4	7
Whale Pass	-	4	6	4	3	2	2	21	6	4	-	-	-	-	10	31	21	10
TOTALS	-	51	47	52	46	52	51	299	51	46	21	15	6	6	145	444	449	(5)

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS							GRADES 1-6 TOTALS							GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
		1	2	3	4	5	6		7	8	9	10	11	12				
SOUTHWESTERN REGION LITWOOD-LAUGHY																		
Aleknagik	-	3	2	3	1	3	4	16	8	6	-	-	-	-	14	30	33	(3)
Aleknagik North Shore	-	1	3	3	5	-	-	12	-	-	-	-	-	-	12	13	(1)	
Chignik	3	-	1	5	1	2	4	13	2	2	-	-	-	4	20	19	1	
Chignik Lagoon	-	-	-	2	2	3		9	2	2	-	-	-	4	13	8	5	
Chignik Lake	-	2	2	6	5	4	1	20	3	2	-	-	-	5	25	29	(4)	
Clark's Point	-	2	2	3	3	1	5	16	3	4	-	-	-	7	23	19	4	
Egegik	2	3	3	3	2	3	2	16	5	5	-	-	-	10	28	33	(5)	
Ekuk								CLOSED								12	(12)	
Ekwok	-	3	1	7	4	2	3	20	4	3	-	-	-	7	27	27	-0-	
Igiugig	-	1	2	1	-	3	-	7	3	2	-	-	-	5	12	13	(1)	
Ivalof Bay	1	-	1	2	-	2	-	5	2	1	-	-	-	3	9	11	(2)	
Kakhanok	-	-	5	4	6	3	5	23	2	3	-	-	-	5	28	30	(2)	
Koliganek	3	5	6	6	6	3	6	32	2	5	-	-	-	7	42	37	5	
Levelock	4	2	2	1	4	3	2	14	4	3	-	-	-	7	25	26	(1)	
Manokotak	-	6	8	13	14	11	15	67	8	16	7	-	-	31	98	100	(2)	
Newhalen	-	5	3	3	10	5	2	28	3	10	-	-	-	13	41	33	8	
New Stuyahok	-	12	8	11	10	6	11	58	8	15	8	-	-	31	89	77	12	

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURAL SCHOOLS	K TOTALS	1	2	3	4	5	6	GRADES 1-6 TOTALS	7	8	9	10	11	12	GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
SOUTHWESTERN CONT'D.																		
Nondalton Kg-6	-	4	7	7	5	6	8	37	-	-	-	-	-	-	37	50	(13)	
Nondalton 7-12	-	-	-	-	-	-	-	--	11	12	8	6	-	-	37	37	27	10
Ongsenakale	-	2	2	1	-	3	1	9	2	2	-	-	-	-	4	13	20	(7)
Pedro Bay	-	1	1	1	2	-	1	6	3	2	-	-	-	-	5	11	11	-0-
Perryville	-	3	6	1	3	5	1	19	3	3	-	-	-	-	6	25	21	4
Pilot Point	-	2	2	3	2	3	2	14	-	1	-	-	-	-	1	15	16	(1)
Platinum	-	2	1	2	3	1	3	12	4	-	-	-	-	-	4	16	13	3
Port Heiden	-	1	3	-	4	2	3	13	2	4	-	-	-	-	6	19	23	(4)
Togiak Kg-6	-	14	8	15	19	13	10	79	-	-	-	-	-	-	-	79	88	(9)
Togiak 7-12	-	-	-	-	-	-	-	--	14	16	9	14	-	-	53	53	51	2
Twin Hills	1	1	2	3	4	6	3	19	3	5	-	-	-	-	8	28	25	3
TOTALS	14	75	81	106	115	93	94	564	101	124	32	20	-	-	277	855	865	(10)



Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

RURALS	K TOTALS	1	2	3	4	5	6	GRADES 1-6 TOTALS	7	8	9	10	11	12	GRADES 7-12 TOTALS	GRADES K-12 TOTALS	EST. FY-75	INCREASE (DECREASE)
UPPER RAILBELT/FT. W. W. REGION-STEVE SPENGLER																		
Anderson Village Kg-6	8	14	8	8	11	13	10	64	-	-	-	-	-	-	--	72	88	(16)
Anderson Village 7-12	-	-	-	-	-	-	-	--	14	11	15	15	9	8	72	72	64	8
Brown's Court	-	2	1	1	3	3	-	10	1	1	-	-	-	-	2	12	11	1
Cantwell	-	2	3	6	-	6	1	18	4	3	-	-	-	-	7	25	23	2
Ft. W. W. (See On Base)	-	-	-	-	-	-	-	--	-	-	-	-	-	-	--	--	--	-
Tri-Valley Kg-6	12	9	15	12	20	12	14	82	-	-	-	-	-	-	--	94	94	-0-
Tri-Valley 7-12	-	-	-	-	-	-	-	--	12	16	10	15	7	7	67	67	61	6
TOTALS	20	17	27	27	34	34	25	174	31	31	25	30	16	15	148	342	341	1
RURAL TOTALS KG-6	220	635	598	707	742	755	757	4194	-	-	-	-	-	-	--	4414	4813	(399)
RURAL TOTALS 7-12	-	-	-	-	-	-	-	-	720	709	583	490	326	262	3090	3090	2765	325
RURAL TOTALS Kg-12																7504	7578	(74)

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS  
 Taken from Dec. School Reports School Year 74-75

School	K	TOTAL HS												TOTAL ELEM & HS			
		1	2	3	4	5	6	7	8	U	N	9	10	11	12	N	NN
Kiachak	8	11	15	12	15	11	14	10	6		102					102	*3
Kiak		6	3	6	8	8	5	8	2		46					46	
Alakanuk		30	24	22	17	12	13	11	11		140					140	*2
Barter Island		3	8	2	7	6	0	4	4		34					34	*1
Beaver		0	0	6	1	2	3	1	3	2	18					18	
Brevig Mission		4	2	4	7	6	6	7	5		41					41	*1
Cheforak		5	12	8	9	5	6	7	2		54					54	
Chevak		16	24	15	16	11	13	18	15		128					128	
Diomede		8	6	9	2	4	1	5	3		38					38	
Hek		8	8	3	5	12	4	6	6		52					52	
Elim		3	3	3	6	10	2	5	6		38					38	
Emmonak	22	21	21	26	20	18	17	13	12		170					170	*4
Gambell		18	20	9	9	8	11	12	10		97					97	*3
Golovin		7	3	3	2	3	3	3	2		26					26	
Goodnews Bay		5	9	20	9	13	9	6	10		81					81	
Gravling		0	4	9	2	6	8	3	9		41					41	*2
Hooper Bay	15	17	22	20	22	20	26	18	21		181	10				191	*1

\*Non-Native students are not shown except where noted.

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS  
Taken from School Reports School Year

School	K	1	2	3	4	5	6	7	8	U	N	9	10	11	12	TOTAL		
																IIS N	ELEM & IIS N NN	
Kalskag		9	3	3	4	3	10	5	1		38						38	
Kasiġluk		7	7	8	16	9	8	8	9		72						72	
Kiana	2	9	5	14	12	15	7	9	13		86						86	*2
Kipnuk	9	5	11	11	15	18	19	13	10		111						111	
Klukwan		2	2	3	0	1	1	0	0		9						9	
Kotlik	14	11	14	11	6	8	11	10	14		99						99	*1
Kotzebue	EC/K 39/34	38	51	53	66	73	55	56	54		519	28	40	35	24		646	*55
Kwethluk	10	11	15	21	12	16	18	11	13		127						127	*3
Kwigillingok		10	18	8	4	6	7	7	5		65						65	*5
Lower Kalskag		6	10	11	7	11	3	0	0		48						48	
Mekoryuk		4	9	11	4	10	6	7	9		60						60	*1
Mt. Village	19	24	24	29	8	19	12	23	11		169						169	*1
Napakiaġ		8	7	12	12	13	7	9	10		78						78	
Napaskiaġ		8	19	6	9	7	10	5	8		72						72	*4
Newtok		4	6	8	7	5	4	9	1		44	1					45	*2
Nightmute		11	6	6	0	3	5	3	8		42						42	
Nunapitchuk		8	12	11	16	8	10	11	10		86	8					94	
Oscarville		2	2	1	0	1	0	2	0		8						8	

\*Non-Native students are not shown except where noted.

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS  
Taken from School Reports School Year

TOTAL ELEM  
& HS

School	K	1	2	3	4	5	6	7	8	U	N	9	10	11	12	N	N	NN
Pilot Station		24	12	11	5	8	6	10	8		84						84	
Quinhagak		5	8	19	24	7	12	9	7		91						91	* 1
St. Michael		4	4	7	2	8	10	7	7		49						49	
Savoonga		23	15	11	12	13	12	14	12		112	10					122	* 1
Scammon Bay		10	4	8	6	7	6	4	10		55						55	* 1
Shageluk		3	7	6	3	5	4	4	3		35						35	* 2
Shaktoolik		3	5	2	5	3	3	3	4		28						28	
Sheldon Point		3	6	7	5	2	5	2	2		32						32	
Stebbins		21	12	8	4	4	6	1	8		64						64	
Tetlin		5	3	2	3	6	3	2	3		27						27	
Toksook Bay		26	9	9	12	4	8	9	10	3	90						90	* 2
Tuluksak		6	10	7	12	6	7	8	5		57						57	* 1
Tuntutuliak		11	8	11	10	11	8	7	3		69						69	
Tununak	9	6	9	5	10	11	22	8	8	1	89						89	
Unalakleet	11	11	13	11	13	14	22	20	15		130						130	*12
Venotie		2	0	4	3	4	2	1	0	1	17						17	
Wainwright																		
Grand Total	192	502	530	532	484	494	466	434	408									

Non-Native students are not shown except where noted.

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS  
 Taken from School Reports School Year

TOTAL ELEM  
 & HS

School	U	N	9	10	11	12	N	N	NN
Langell	99							99	
St. Edgecumbe			98	110	91	85		382	
Chemawa					37	47		84	
Grand Total	106		155	150	163	154		4770	112

## NARRATIVE

The Native Parent Advisory Committees of Bethel, Selawik and Fort Yukon met in the Fall of 1973, and determined that development of legal education curricula was a priority. This information was conveyed to Alaska Legal Services Corporation through attorneys assigned in each region. As a result Alaska Legal Services designed a project to develop legal education materials and sought funding from several sources to produce it. In February, 1974, a proposal was submitted to Alaska Federation of Natives/Johnson-O'Malley Review Committee, which proposal was subsequently funded. The project was commenced in August, 1974 and is currently underway. The program calls for the curricula to be distributed on a pilot project basis to Bethel, Ft. Yukon and Selawik in grades K through 12.

In June, 1974 a statewide conference on Justice in The Bush was convened in Minto, Alaska. Participants included representatives of the Alaska court system, Alaska State legislature, Alaska Bar Association, Public Defender Agency, Alaska Legal Services, Attorney General, State Troopers, Health and Social Services and all agencies charged with the responsibility for delivering justice to rural Alaska. Also attending were more than 200 Alaska Native people representing all regions of the state. They included many members of Native Advisory Committees from villages all over Alaska. For three days the conferees discussed the many problems associated

with delivery of justice to the bush and the representatives from the various agencies listened to the Native participants describe the problems they are experiencing. At the conclusion of the conference all the delegates and participants worked together in developing a list of findings and recommendations. Throughout the conference and as outlined in the final recommendations, a need for legal education in the bush became paramount. A copy of those findings and recommendations as well as a list of participants in the conference is attached.

The legal education curriculum which is being developed, disseminated and tested in schools in Bethel, Selawik and Ft. Yukon has been met with great enthusiasm by the school administration, school board, teachers and parents in those communities. Full accreditation has been given to the course work. (See attached letters of support.)

The curricula is being developed after many meetings and consultations throughout the project year with members of the pilot communities, teachers, parents, administrators and students. It is written so that it relates directly to rural lifestyle and problems which occur in Bush Alaska. Emphasis is placed on how the law can help people who have legal problems, and identifies what those problems and legal rights are. The curricula is unique to the entire country inasmuch as, with the exception of materials developed for secondary schools on the Navajo reservation (Dinebeina

Nahiilna Be Agadithe), there has been no other curricula on this subject written for Indian and Native students. It is particularly unique in that it is aimed at all students, from kindergarten through grade 12. A copy of curricula developed to date is attached and made a part hereof.

The Alaska Federation of Natives has made application for funding for printing and dissemination of these legal educational materials under Indian Education Act on January 31, 1975. It is not known at this writing whether that grant application will be successful; however, this application is being submitted to Johnson-O'Malley in case that application is rejected. It is not our intention to suplicate this project with Johnson-O'Malley funds. We merely wish to do everything possible to ensure available funds for its completion.

## MISSION STATEMENT

The mission of this project is to provide basic legal education to every Alaska Native student in grades kindergarten through twelve in the state of Alaska. In order to do this is will be necessary to:

1. Edit, revise and redraft basic legal education curricula now being developed and tested by the Alaska Legal Services Corporation legal education project in Bethel, Ft. Yukon and Selawik.
2. Have sufficient copies of curricula printed for distribution to all rural elementary and secondary schools in Alaska with Alaska Native students.
3. Develop supplementary teaching aids for non and slow readers in the form of audio and video cassettes.
4. Conduct teacher workshops throughout the state during the school year.
5. Act as an advisory back-up center to teachers and parents to provide assistance with the delivery of this curricula.

## Objectives

1. To provide Alaska Native students in grades Kindergarten through 12 with legal education curricula so that they will gain a clear understanding of their basic legal rights, how the law can help them and how to get help.
2. To teach Alaska Native students to be more knowledgeable consumers and advisors of other Native consumers.
3. To help the student be more capable of exercising his legal rights within the criminal justice process; the student will be capable of employing customary and civil remedies as well as to solve conflicts which occur in the village.
4. To help the Native student be better equipped to protect the Native family unit by increased knowledge of the role law and custom play in familial relationships.
5. To make the student more capable of protecting his/her property rights and the land on which he lives under rights afforded him and her by the Alaska Native Land Claims Settlement Act.
6. To teach students how federal, state, and village law define the most important roles he plays with the village so that he can prosper within the legal framework.
7. To assist students develop a broad appreciation for the role of Native custom as well as law in early, present and future village life.
8. To provide students with basic training that can lead to possible future employment in the village in jobs such as

village policeman, magistrate, village councilman, parole officer, paralegal aide, legal secretary, judge and lawyer.

9. To provide students with an appreciation for the role of legislators and government workers in order that they will be encouraged and motivated to seek these positions when they become adults to better serve the villages and provide good representation to their people.
10. To conduct teacher workshops to better equip teachers who will be teaching this curricula.
11. To provide students who are slow or non-readers with audio and visual aids to ensure that they have an equally good opportunity to benefit from the legal education curriculum developed by this project.

## Activities

### Consumer Education: General

1. The student will discover how contract and contractual relationships are formed by members of the client group in order to sharpen his/her perception of conditional sales contract, sales negotiations and expectations that should flow from the contractual relationships.
2. The student will learn how contractual relationships are shaped by law and how law places rights and responsibilities on the consumer and seller to convey these difficult concepts to his parents. For these reasons examples of customary property relationships within the family and community will be used to lay the basis for comparisons with commercial dealings. These dealings will allow the student and his parents to view contractual relationships comparatively and to understand the importance of written contracts and their special legal jargon.

### Consumer Education - Elementary Level

1. Students will become aware that they are part of the village (community)
  - A. Students will name community people with whom they come in contact.
  - B. Students will become aware that they as consumers come in contact with certain community helpers

(storekeeper, community services, honey bucket service, telephone, electricity).

C. Students will chart and diagram the community, and the people who make up the community.

2. Students will become aware of how the villagers lived before there were stores and community services

A. Explore the customs of bartering, sharing.

B. Students will be able to compare and appreciate the old way with the new.

C. Compare the stores in the village.

3. Students will become aware of money as a means of bargaining

A. Students will realize that when buying something they expect to get their money's worth (warranties)

B. Students will become familiar with the term "credit" and learn that it costs more to buy on credit

C. Students will become aware of the credit systems used in their village.

1. Charge accounts at stores

2. Banks

3. Personal loans

4. Interest

3. Students will become aware of consumerism in their every-day activities

A. Shopping at local stores

B. Ordering from catalogs

- C. Selling of Native crafts
  - D. Receiving pay for services rendered
  - E. Selling fish to buyers
5. Students will enact salesman/buyer skits to show role each plays in consummating a sale.
  6. Students will visit local magistrate or legal services attorney and ask for explanations of what they can do if they are cheated when they buy or sell something.

Consumer Education - Secondary Level

1. Students will study the traditional way goods were exchanged or traded and how goods were shared.
2. Students will study the legal consequences of a consumer who orders goods from the urban stores either through the mail or in person. Also to be included are purchases made from the local merchant.
  - A. Making of the contract; contract theory and practice as an aspect of consumer problems encountered by the student and his parents.
  - B. Disputes over fraud; dispute over shoddy goods
  - C. Damaged goods; perishable goods; delayed shipping
  - D. Different kinds of implied and expressed warranties (guarantees)
  - E. What recourses for a consumer with consumer-related problems.
    1. Examination of federal and state laws which apply to consumer problems.

2. State and Federal agencies that a consumer can go to with a consumer problem.

3. The court system and how it can deal with consumer problems.

4. How to get legal assistance for consumer problems.

F.. Money management-securance of credit; understanding secured property; understanding credit and interest and the different kinds of credit; receiving credit in return for future goods, for example, receiving food during the winter in return for partial or the summer fish catch.

3. The student will study the legal consequences of a person who sells his goods, for example, fish or handcrafts, to a local merchant or a middleman in the village or urban area.

#### Criminal Laws, Custom and Village Disputes - General

For Natives, punitive sanctions by the police or other public entities often flow as immediate and expected results from encounters with the law. Participation in the adversary system is an option that is taken up by defendants only if they can perceive the necessity to challenge the interpretation of the police in securing evidence and making the arrest. Previous research has indicated that cultural attitudes toward law and authority may make Eskimos disinclined to participate in the adversary process because Eskimos have greater skill at conciliation. Similarly, the state correctional apparatus does not individualize the

correctional process and serve the victim or reintegrate the offender into the community as customary procedure did until the advent of the state legal process.

The teaching objective of this unit is to convey the appropriate roles of victim, offender and third party dispute resolver in the traditional and modern legal system. Expectations regarding kinds of conduct, proof of misconduct and relief by second parties or by entities such as village councils for Eskimos will form the basis for a comparison between criminal procedure in the courts and treatment of offenses within the group that do not result in court action.

The bicultural legal education program not only presents moot courts that hear relevant criminal justice matters but also alternative moot courts that dramatize treatment of behaviour outside of court. For student groups this means a detailed comparison of the accusatorial system (including plea bargaining when viewed against the likely impact of a court hearing) against the often conciliatory efforts of disputants in customary proceedings that may be familiar to students and their peers.

Criminal Laws, Custom and Village Disputes - Elementary Level

1. Students will recognize that we need rules to live by and to solve problems
  - A. Explore rules in the classroom and why we have them
  - B. Extend to exploring village rules

2. Students will become aware that village rules have changed as the village has grown and how old ways have combined with new.
  - A. Students will become aware of old ways of living in the village and how the village has changed
    1. How disputes were settled in past
    2. How disputes are settled now
    3. Why they are settled in the modern way
  - B. Students will compare the old with the new and develop an appreciation of both.
3. Students will become aware of the role in the community of people involved in criminal law
  - A. Policemen
  - B. Magistrate
  - C. Lawyers
  - D. Judge
  - E. Probation officer
  - F. Council

Criminal Laws, Customs and Village Disputes - Secondary Level

1. The student will study the dynamics of dispute resolution before the village council.
  - A. The conciliatory process for dispute resolution in the village council.
  - B. The jurisprudence of the village council, the particular

norms that the council articulates to govern future behavior of the disputants and the universal norms it defines to shape inter-personal relationships within the village.

C. The articulation by the village council of correctional sanctions or definition of compromise.

2. The student will study the dynamics of the accusatorial system in court.

A. Why there are criminal laws

B. Descriptions or kinds of crimes

C. Criminal penalties and why they are used and who decides to use them

D. Interrogation and confessions

1. Role of the police in proving the case.

2. Role of the police in settling disputes outside of the courts.

E. Trial

1. What the defendant must do to make the court work for him.

2. Role of the defense attorney

3. How the court looks at law and evidence and decides.

F. Juvenile law and procedure

3. Torts

Although torts is a subject not always covered in legal educational material, it is crucial to treatment of law from a bicultural

perspective. Usually clients do not readily perceive the different responses of the criminal law and the civil law without help from attorneys; they often seek private remuneration or restitution from the police and the criminal justice system because traditional law rarely distinguishes between the two. Also, rural justice systems are primarily criminal justice systems so that civil law remains a mystery to many client groups. Finally, the tort system is not a process for discovering comparative negligence. This problem, much criticized by scholars, puts particular burdens upon Native Americans to solve matters of comparative fault customarily. Informal mechanisms of dispute resolution offer a ready alternative to the justice system. In sum, Alaska Natives may mistakenly act as complaining witnesses when relief that they seek is private relief in the village. Fines and jail sentences may in fact deter their inter-personal resolution of a dispute.

The student will study the key issues of American torts.

- A. Kinds of fault-liability under law
- B. The reasonable man concept
- C. Suppose both parties are at fault
- D. Contributory negligence when you are also to blame
- E. How the court decides
- F. How traditional court or the village council would decide the case

## Law and the Family - General

Familial relationships regarding rights and duties with respect to property and changes of the familial relationships resulting from death, birth or marital disputes are relevant for viewing the combined influence of customary attitudes and imposed legal requirements of courts, welfare authorities and others.

Attempts to terminate parental or familial rights because of breakdowns in the nuclear family are constant sources of agony to Native American families and Native American communities. Cases such as these also set into relief conflicts between legal definitions of parental responsibility for children and traditional expectations that uncles, grandmothers, and other members of extended families will sustain the responsibility for child raising and support.

Besides raising the issue of conflict between family law and family tradition in this unit, the students will be introduced to governmental programs which could enhance their ability to sustain themselves and their families. The list includes not only state welfare programs but also the welfare programs offered by the Bureau of Indian Affairs. The legal education program is an opportunity to explain these programs to students as systems of affirmative legal rights to which they are entitled and not merely charitable enterprises. To accomplish this, we will emphasize the use of fair hearings as an avenue of appeal against decisions by program employees.

Law and The Family - Elementary Level

1. Each child will define his role in the family
  - A. Rights as a member of the family
  - B. Duties as a member of the family
2. The student will look at his role in the family as it might have been in the old days.
  - A. Rights
  - B. Duties
3. The student will recognize that he learns from living in the family
  - A. Traditional things he was taught
    1. Hunting
    2. Sharing property within the family group
    3. Caring for older relatives
  - B. Modern things he is taught
    1. Property within the family
    2. Duties in the family (jobs)
4. The student will become aware that the family looks to the law at certain times
  - A. Traditional ways of:
    1. Adoption
    2. Divorces
    3. Wills
  - B. Modern ways of:
    1. Adoption
    2. Divorces

3. Wills as a legal document
4. Welfare
5. Birth certificate as a legal symbol
6. Custody by government agent-acting parents
7. Child abuse

Law and The Family - Secondary Level

1. The student will study the parent and child relationships with regard to the present law and with regard to the Alaska Native custom
  - A. Parent's duties towards children
    1. Customary law ways
    2. Present law ways
  - B. Children's duties towards parents
    1. Customary law ways
    2. Present law
2. The student will study the role of the state in parent-child relationship
  - A. Child abuse
  - B. The child's rights in court custody proceedings
3. Adoption
  - A. Customary law ways
  - B. Present law
    1. Private adoption
    2. Public or private adoption agency
      - a. Selection process
      - b. Rejection on what grounds

3. The child's rights in adoption proceedings
4. Guardian, foster parents, boarding homes and others who have the legal obligations similar to parents
  - A. Who is placed and how they are placed
  - B. Rights of the person placed
5. Illegitimacy
  - A. Customary law ways
  - B. Present law-right of financial support from his/her father
6. Divorce
  - A. Customary law ways
  - B. Present law
    1. Separation agreement
    2. Legal separation
    3. Division of property
    4. Child custody and support
7. Inheritance
  - A. Custom
  - B. Present law
    1. Wills
    2. No wills
8. Support for needy families
  - A. Unemployment
  - B. Retirement
  - C. Disability or injury insurance
  - D. Survivor's benefits or life insurance

E. Public assistance

1. Custom
2. Present law
  - a. Old age assistance
  - b. Aid to the blind
  - c. Aid to the permanently and totally disabled
  - d. Aid to families with dependent children
  - e. Food stamps
  - f. Fair hearings

Native Land Claims - General

The importance of the Alaska Native Claims Settlement Act has been emphasized by Natives, Native leaders, non-Native leaders and educators. The intent of this unit is to concentrate on two areas, land and corporations.

The major part of the land selection process has been completed so the future concern will be in land protection and potential land development. The present law concepts of land ownership in comparison to customary land ownership will be explored. Also to be covered is why Native leaders are concerned about land ownership and why they pursued land ownership and management by Natives.

The corporate structure will have a continuing effect on Natives. This unit will deal with some basic concepts of corporate existence: How the corporations are formed, their responsibilities, and the rights and responsibilities of the share holders are questions to be studied. The role of the corporation in business ventures, investment and management will be studied.

It will be strongly emphasized that investing your money in property, stocks, or bonds is not a game for amateurs.

Native Land Claims - Elementary Level

1. Students will become aware that the land has many uses.
  - A. Explore how the land was used in the past
    1. People used any land they needed at any time
    2. No legal ownership of the land
  - B. Now it is necessary to protect the land
    1. Need for private ownership of property
    2. Need to protect land, fish and wildlife
2. Alaska Native Claims Settlement Act is a law
  - A. ANCSA gives each Native a right to land
  - B. Students will understand the corporation as manager of the land.
    1. Students will understand that he is a shareholder in the corporations.
    2. Students will understand rights and duties of a shareholder.
3. Students will become aware of different kinds of ownership and usage of land and water.
  - A. Land we hunt on
  - B. Land we look for oil on
  - C. Land our house is on
  - D. Water we fish in

Native Land Claims - Secondary Level

1. The student will learn the meaning of the word "Act" or "Bill".

A. Brief discussion of how an Act or Bill is passed in a legislative body.

B. Brief discussion of how and why the ANCSA was written and passed in Congress.

1. State selection

2. Land freeze

3. Discovery of oil

2. The student will learn the meaning of some basic concepts in ownership of land.

A. Legal title and patent

B. Survey

C. Acre

D. Section .

E. Townships

F. Tier and range

G. Land selection

3. The student will study the customary and present laws in relationship to land.

A. How the Alaska Native customary viewed the use of land

1. No boundaries as presently defined

2. Disputes over territorial rights

B. Land action by Congress

1. Native Allotment Act
2. Indian Reorganization Act
3. Townsite
4. ANCSA

4. After learning the basic land regulations in the ANCSA the students will study the customary ways and present law ways to protect or develop his land.

- A. How did hunters preserve the land
- B. Subsistence
- C. Subsurface and surface rights
- D. Development
- E. Environmental law
- F. Politics and how that affects the status of land

5. The student will then study the corporation structure.

A. How Alaska Natives shared in a cooperative effort in the past.

B. Make-up of a corporation

- a. State laws regulating
- b. Regional corporation and village corporation
- c. Stockholders
  1. Rights and responsibilities
  2. Shares and stocks
  3. Proxy and cumulative voting
- d. Board of Directors
- e. Corporations Officers

C. Other general areas to view

- a. Principal
- b. Interest and interest rates
- c. Investments
- d. Profit vs. non-profit corporations
  1. Advantages
  2. Disadvantages
- e. Possible conflicts between corporations
  1. Between regional corporations
  2. Between regional and village corporations
- f. Possible joint ventures between corporations
  1. Between regional corporations
  2. Between regional and village corporations
- g. The responsibilities of the village and regional corporations to their shareholders
- h. Business management
- i. Taxation

Law and Village Life - General

Outside of the home in the village the student takes up new and old legal identities as villager, employee, Alaska citizen and Alaska Native. Each of these identities has legal ramifications. This unit will explore important legal results of daily life in the village.

Law and Village Life - Elementary Level

1. The student will realize that he is a Native citizen of

both the State of Alaska and the village.

A. The student will realize that the State of Alaska has certain laws.

1. Individuals from the villages are elected to make up the state laws in the legislature.

2. These laws affect everyone who lives in a village.

B. The student will explore how the village makes and uses law

1. Village council in traditional functions

2. Village council in present day

3. He will learn how the magistrate, council and policeman work with village law

2. The students will realize that in a given role the law affects him (individual rights)

A. As a citizen

B. As a student

C. When he needs PHS

D. As an employee

#### Law and Village Life - Secondary Level

1. The student will study his role as a member of the village

A. The student will learn how customs are transformed into legal rules with the passage of ordinances

B. The student will learn how to influence the above process and how it affects the way village people treat

each other.

2. The student will study his role as a wage earner or food provider. As either a subsistence hunter or fisherman or employee of Alyeska Pipeline or the local electrical cooperative, the relationship of the student to his work is governed by law and rules.

The student will study:

- A. Fish and game rules
- B. Limits on childhood and adult employment
- C. Law and regulation as rights

3. The student will view his role as a student within the school. The student will examine:

- A. His rights and responsibilities and how these relate to individual rights granted him as a citizen of the state and nation. The bill of rights contained in both the state and federal constitution should come alive for the student through an exploration of decisions about school matters which balance necessary constraints on his conduct in school with political freedom outside.
- B. How members of his village once taught their students and the customary rights the young had under that system.

#### Evolution of Law in the Village - General

Throughout the five previous units the student will study both traditional law ways and modern law which affects his

life. Consequently the last unit will achieve the final behavioral objective by presenting a broad-based, problem-oriented synthesis of law, custom and problems already treated as viewed against the historical evolution of law ways and law and traditional and modern institutions in the village.

The Evolution of Law in The Village - Elementary Level

1. Traditional Law

- A. The students will become aware of how customs became laws.
- B. The student will become aware of traditional Native legal relationships.
- C. Students will become aware that Western law has had a definite impact on traditional law in the village.

2. Modern Law

- A. The students will become aware of the evolution of police in Native villages.
- B. The students will become aware of how courts were established in some villages.
- C. Children will become aware that bush justice will continue to grow and change in the future.

The Evolution of Law in the Village - Secondary Level

1. Traditional Law

- A. How does custom become law?
- B. Traditional Native legal relationships

C. The coming of Western law and its impact on traditional law in the village

2. Modern Law

A. The evolution of police in Native villages

B. The coming of courts in the village

C. Modern bush justice: today and tomorrow

Delivery of Units - Primary Level

1. Students will use a casebook of problems relevant to village life for each subject unit. The problems, drawn from actual cases, will be employed.

A. Discussion and analysis of problems from the perspective of community norms and western legal norms.

Comparison of each approach.

B. In the discussions use of manipulatives such as flannel boards, puppets and pictures.

2. Role playing - problems will be viewed from the point of view of village figures - legal agents.

A. Magistrate

B. Policeman

C. Leaders

D. Councilmen

3. Visits to the classroom by members of the community

A. Policemen

B. Magistrate

C. Councilmen

4. Mock trials portraying both the traditional and modern approaches to dispute settlement

5. Selective integration into other areas of the school curriculum such as art and math where unit material is appropriate.

Delivery of Units - Secondary Level

1. Students will use a casebook of problems relevant to village life for each subject unit. The problems, drawn from actual cases, will be employed in the following manner;

A. Discussion and analysis of problems from the perspective of community norms and Western legal norms. Comparison of each approach.

B. Role play - problems will be viewed from the point of view of various village figures - legal agents (magistrate, constable) and traditional agents (leaders, councilmen) Dramatization will occur in secondary school grades.

C. Community contribution - actual adults in the test communities will be invited into the classroom to discuss the problems.

D. Mock trials will test both traditional modern approaches to dispute settlement.

2. Possible avenues to prevention of legal problems which employ traditional and modern strategum will be developed by students and communicated through drawings, videotapes, newsletters and other education material directed to other students or adults.

CURRICULUM OUTLINE (See attached copies of first three units)

Unit I. Consumer Education

1. Role in the family
2. Responsibilities of family members
3. Role in the school community
4. Responsibilities of members of school community
5. Definition of a consumer
6. Definition of a producer
7. People consume services as well as goods
8. How people obtained goods before the modern way of life
9. Trading and bartering
10. Money as a means of bargaining
11. Warranties and Guarantees
12. Invoices, bills and receipts
13. Banks and their services
14. Credit
15. Advertising as a means of sometimes tricking the consumer
16. Contracts
17. Puffing and Bait-and-Switch
18. Responsibilities of Airlines

Unit II. Criminal Laws, Customs and Village Disputes

Elementary Level

1. Conforming to norms of behavior
2. Responsibility for our actions
3. Rules in school
4. Why people need laws
5. Awareness of consequences when a rule or law is broken
6. Laws in the community
7. Role of policeman and state trooper
8. Role of lawyers
9. Role of magistrates and judges
10. Role of council in the community
11. Interaction of people involved in the legal process

Secondary Level

1. The conflicts between white man's law and Native law
2. The Robert James Murder Trial at Pond Inlet by Alex Stevenson
3. A transfer of legal power in Alaska (from Old Yukon, Tales-Trails and Trials by Judge James Wickersham)
4. How civilized do you feel this morning?

5. The law as a rule and the law as a process, a way to solve problems
6. What are customs and laws?
7. Questionnaire on the old law ways
8. Readings on custom (teacher and senior high level only)
9. From People of the Deer, Farley Mowat
10. From Book of the Eskimos, Peter Freuchen
11. From The Netsilik Eskimos, Asen Balikci
12. Comments on the readings
13. From Alaskan Eskimos, Wendell H. Oswalt
14. From Cultures of the North Pacific Coast, Philip Drucker
15. From Lieutenant Zagoskin's Travels in Russian America, 1842 - 1844
16. Activities on new and old ways  
Part two - torts and criminal law
17. The Legal System in Alaska
18. Activity: Criminal cases, civil cases
19. Torts
20. From contracts to torts, protecting the consumer in a complicated market place
21. Criminal law in the village
22. Activity: arrested
23. Activity: Party and Bust
24. Activity: Bail, Jail or O.R.
25. Activity: Plea Bargaining
26. Proof or evidence
27. Activity: Characters in the courtroom
28. Activity: Preparation for a mock trial
29. Activity: How a case is handled in the courtroom
30. Activity: Working towards creating a mock trial
31. Activity: Sentencing: You be the judge
32. Juveniles and criminal law
33. Juvenile justice in the bush
34. Activity: Putting together the family court
35. Activity: What is it really like?
36. A picture of Bush Justice (summary for teachers)
37. Interview with ex-bush trooper William Nix
38. Recommendations of the second bush justice conference
39. Wedding U. S. Law to Eskimo Tradition by Stephen Conn and Arthur E. Hippler
40. Glossary
41. Evaluation
42. Sample test, Units one and two

### Unit III. Family Law

#### Elementary Level

1. Family Life - old and new

2. Rights and Duties of family members
3. Learning within the family
4. Extension of nuclear family in villages of long ago
5. Marriages and divorces - custom and law
6. Adoption - old ways and new
7. Rights and duties of foster parents and foster children
8. Social Services available to families

### Secondary Level

1. Marriage
2. Marriage in Alaska
3. Support
4. What does divorce end for Native people?
5. Divorce as an Alliance Mechanism among Eskimos
6. Marriage Law Activities
7. Child abuse
8. Children's Rights: The latest Crusade
9. Indian Family Defense - Child Welfare Crisis
10. How Civilized do you feel today - part two
11. Carle v. Carle, Supreme Court of Alaska
12. What is a guardian
13. Family court: part two
14. Child Welfare Problems in an Alaskan Native Village
15. Where there's a will. . .
16. Domestic Relations Problems - List of Things to Bring to Lawyer
17. Welfare
18. Application Forms
19. Activity: Person in Need of Assistance
20. BIA
21. Fair Hearings - Appeals!
22. Activity: Mock Fair Hearing
23. Food Stamps
24. Exhibit A
25. Exhibit B
26. Exhibit C
27. Exhibit D
28. Exhibit E
29. Supplemental Security Income (SSI)
30. Activity: So you want Welfare
31. Activity: What is wrong?
32. Activity: Role Playing - Welfare Worker
33. Rights and Responsibilities
34. Get a lawyer
35. Why are You Trying to Change My Way of Doing Things?
36. Poverty and Welfare - Right to Welfare

37. Bits and Pieces
38. Teacher - Reading suggestions
39. Glossary

Unit IV. Native Land Claims (Curriculum to be written)

1. Importance of ANCSA
2. Concepts of land ownership in comparison to customary ownership
3. Corporate structure
4. Rights, responsibilities of the shareholders
5. Role of the corporation in business ventures, investment, etc.
6. Possible conflicts between corporations

Unit V. Law and Village Life (Curriculum to be written)

1. Citizenship - of the village, the state and United States
2. Laws of Alaska and how they are made
3. Village council functions today and in the past
4. How the law affects the individual
5. How customs become legal rules
6. The law and regulations as rights
7. How the old systems worked

Unit VI. The Evolution of Law in the Village (Curriculum to be written)

1. Traditional Native legal relationships
2. How Western Law affects traditional village laws
3. Modern Law
4. Policemen, the courts and the justice system in the village
5. Modern bush justice: today and tomorrow

## Evaluation

### MEASURING TECHNIQUES - PRIMARY LEVEL

For each objective the following devices will be employed to measure all objectives for primary school students.

1. Teachers will make a pre and post evaluation of unit materials; they will be measuring them against the stated objectives of the curriculum.
2. The students' growth as defined by the objectives will be measured by means of pre and post observation sheets to be filled out by the teacher before and after each instructional unit. These sheets will cover the students' levels of awareness of the content material in each of the units.
3. Art projects and use of manipulatives such as puppets, flannel boards and pictures will be employed to measure levels of awareness in the content areas of each unit.
4. Teacher will initiate and observe role-playing activities to evaluate levels of awareness against the relevant objective for each unit.
5. Parents will be invited into the classroom to participate in small group discussions. They will discuss problems related to each unit and assess students increased awareness of the legal implications in everyday events, as defined by the objectives to which each unit relates.

## MEASURING TECHNIQUES - SECONDARY LEVEL

Objectives will be measured uniformly with the following devices:

1. Test after each unit to discover if student can spot legal problems.
2. Test by means of role play and problem analysis to see if students know how various legal or traditional figures or bodies will respond to the issues.
3. Pre and post tests on each unit.
4. Precourse and post course evaluation of student knowledge by legal services attorneys and community representatives.
5. Pre and post course evaluation of materials by teachers.
6. Classes will develop legal education materials (pamphlets, newsletters, videotapes.)
7. Class will be graded as they prepare for videotape by writing a script, directing, etc.
8. Class members will perform simulation games of salient pre-legal and legal transactions to be evaluated by instructors, curriculum developers and peers.
9. Secondary school students will instruct primary school students and be observed.
10. Selected students will serve as interns with members of the village and state legal system and be evaluated as to objectives in the process.

## JOB DESCRIPTIONS

### Job Description: Attorney/Project Director

Hired by and responsible to:

Graduate ABA accredited law school.

The attorney will be responsible for ensuring that all materials produced are legally accurate and not misleading in content. It will be essential that the person hired for this position have experience and interest in rural Native legal problems and knowledge of traditional law ways.

Responsible for overseeing entire project, contractual obligations and personnel hire and management. Project manager will be responsible for providing all legal content and interpreting legal language and technicalities accurately to teacher/curriculum specialists.

Responsible for preparation and submission of monthly program reports and fiscal reports.

- Duties:
1. Overall responsibility for total project.
  2. Review all evaluations resulting from pilot testing of 1974 project.
  3. Direct curriculum specialists and assist when necessary in editing, revision, redrafting of curricula.
  4. Seek publisher for curricula.
  5. Develop teacher training workshop.
  6. Conduct workshop for Legal Services attorneys who will act as backup persons to bush teachers.
  7. Conduct teacher workshops for bush teachers.
  8. Cause printed curricula to be distributed to all Native schools in state.

(See attached resume of present Attorney/Project Director)

2. Job Description: Curriculum specialists-teachers (2)

Hired by: Project manager

Responsible to: Project manager

BA degree in Education

Must have experience working in rural village school systems and be knowledgeable about problems of delivery of educational materials to rural Native children. Must have demonstrated ability in producing attractive and appealing classroom techniques and sincere interest in providing legal education curricula to Native students. Prior experience in writing and development of curricula essential. One person must have training and experience for elementary grades and one for secondary grades.

Duties:

1. Under direction of project director, review all evaluations from pilot testing of 1974 curricula.
2. Edit, revise and redraft curricula where necessary.
3. Develop scripts for use in audio and visual cassettes for use by non and slow readers.
4. Assist in development of teacher workshops
5. Conduct rural teacher workshops
6. Provide backup assistance to rural teachers when required.

(See attached resumes of present Project Staff)

3. Job Description: Communications specialists ( 6 mos. only)

Hired by: Project Manager

Responsible to: Project Manager

Qualifications: Training and experience in development of audio and visual teaching aids. Specific knowledge of rural

villages and cultural gap between rural Alaska and urban modern life. Ability to transpose information from one lifestyle to another.

- Duties:
1. Develop, with direction from Project Manager and curriculum specialists audio and visual aids for non and slow reading Native students.
  2. Develop audio and visual aids for use in teacher workshops under direction of project staff.

4. Job Description: Secretary

Hired by: Project Director

Responsible to: Project Director

Ability to type accurately, 70 wpm, transcribe from dictation equipment. Excellent spelling, grammar and composition sense essential. Ability to work under pressure. At least two years prior secretarial experience.

- Duties:
1. Type all manuscripts prepared by project staff
  2. Act as office manager, i.e., order supplies, handle messages, arrange travel.
  3. Keep accurate records of project for reports required by JOM
  4. Other secretarial duties, i.e., correspondence files, etc. as required.

January, 1975

Institute of Social, Economic and Government Research  
University of Alaska  
Fairbanks, Alaska 99701

(907) 479-7448

R E S U M E

STEPHEN COHN

Education

- 1964 . Colgate University; B.A., cum laude, Phi Beta Kappa;  
honors in major (Political Science)
- 1964 University of Mexico, Summer School
- 1966 University of Coimbra (Portugal), Summer School, diploma  
in course
- 1968 Columbia University Law School, Juris Doctor
- 1968 Columbia University School of International Affairs, M.I.A.

Professional Expertise

- 1975 Project Director, BASICS (American Bar Association), grant  
to Alaska Bar Association
- 1974 - present Board Member, Alaska Public Interest Research Group
- 1974 - 1975 Director, Legal Education Project for Alaska Natives in  
Primary and Secondary Schools, Alaska Legal Services
- 1974 Ford Travel Grantee, International Seminar on Eskimo  
Culture and Law, (Montreal and Frobisher Bay)
- 1974 Consultant to Chief Justice, Alaska State Supreme Court,  
on reforms of the court system in rural Alaska
- 1974 Co-organizer. Second Conference on Justice in the Bush,  
Minto, Alaska
- 1974 Teacher, "Law in the Village," first undergraduate course  
in clinical legal education for Alaska Natives
- 1974 Consultant, American Bar Association, Alaska Project on  
comparative standards of criminal justice
- 1973 - 1974 Unpaid consultant, Center for the Study of Responsive Law  
(Ralph Nader), Complaint Management Project
- 1973 - 1974 Project co-director, Structural Reforms in Alaska Rural  
Justice, National Science Foundation grant

Professional Expertise (cont'd.)

- 1973 Consultant, A Look at Bush Justice (film produced by Ed Isenson for the state court system)
- 1972 - present Associate Professor of Law, Institute of Social, Economic and Government Research, University of Alaska, Fairbanks, Alaska
- 1971 - 1972 Ford Travel Grantee (Alaska)
- 1971 Consulting Attorney, Ramah Navajo Legal Education Project, Ramah, New Mexico
- 1971 Staff Attorney, Shiprock New Mexico office of Navajo Indian Legal Services Program, Dinebeilna Nahiilna Be Agaditahe
- 1971 Research Associate of the Faculty of Law, University of Texas at Austin
- 1970 - 1971 Special Award Grantee, Foreign Area Fellowship Program of the Social Sciences Research Council. Research affiliation in Brazil with Centro Latino Americano de Pesquisas em Ciencias Sociais (Rio de Janeiro), UNESCO
- 1969 Coordinator, New Mexico, Call to Research and Action to Stop Hunger Program (1969 CRASH program of the Society of Friends)
- 1968 - 1969 Attorney-in-charge, Crownpoint, New Mexico office of Dinebeilna Nahiilna Be Agaditahe
- 1967 Comments Editor, Columbia Law School, Columbia Journal of Transnational Law
- 1967 (Summer) Metropolitan Graduate Summer Field Training Program in Latin American Grant to study the legal position of residents of favelas in Rio de Janeiro
- 1966 (Summer) Grantee, Fundacao Calouste Gulbenkian (Portugal)
- 1963 - 1964 Editor-in-chief, campus newspaper Colgate Maroon (Colgate University)
- 1963 Internship, Advisory Commission on Intergovernmental Relations, Washington, D.C.
- 1963 Internship, Office of Congressman Thomas Downing (Virginia)
- 1963 (Summer) Reporter, Daily Press, Newport News, Virginia; Wallstreet Journal Newspaper Fellow

As associate professor of law at the University of Alaska, engaged in extensive research with an anthropologist on Alaska Native law ways and their relationship to the modern justice system in rural Alaska. Also defined and tested new legal procedures for the court system which incorporate traditional techniques of dispute resolution in Native villages, and prepared policy papers for justice agencies which serve Native constituencies. As teacher, developed and initiated the first course in law directed to Native undergraduates on clinical legal education for Natives in Alaska villages in collaboration with Alaska Legal Services attorneys.

As attorney-in-charge of a Navajo Indian Legal Services office, developed an in-service training program for Navajo lay persons who became lay advocates in the Navajo tribal courts; engaged in practice before state and federal courts; organized the first welfare rights groups for Navajo Indians in New Mexico and conceived of and organized the first Indian consumer cooperative for rural Navajo people in Torreon, New Mexico, utilizing food stamps as seed capital for that endeavor. My work, at Ramah, New Mexico was the development of original curriculum materials with Navajo lay advocates for a bilingual legal education project for high school students that emphasizes a comparative legal approach with traditional means of dispute resolution and law ways receiving parallel course emphasis along with important aspects of formal civil and criminal law. The long-term objective of this project was to develop materials to be used in all Navajo high schools, in community education projects conducted by the Navajo Indian Legal Services and to provide materials for in-service training of attorneys and lay advocates who work with Navajo clients.

Other field research conducted concerning the impact of law on social problems:

1. Study of customary law ways of Alaskan Natives as Ford Foundation travel grantee.

2. Study of internal law and dispute resolution in squatter colonies of five Brazilian cities as well as the legal rights and recourses of residents, in 1970 as a special award grantee of the Foreign Area Fellowship Program of the Social Sciences Research Council. Research affiliation in Brazil was the UNESCO organization., Centro Latino Americano do Pesquisas em Ciencias Sociais (Rio de Janeiro). The year-long study involved residing and working in favelas, alagados, and mucambos; the urban squatter settlements in the cities of Rio de Janeiro, Salvador, Fortaleza, Recife, and the satellite city of Taguatinga (Brasilia).

3. Study of the legal position of residents of favelas in Rio de Janeiro during the summer of 1967 as a grantee of the Metropolitan Graduate Summer Field Training Program in Latin America.

4. Study of the policy implications of royal Portuguese decrees upon Indians in colonial Brazil in Lisbon and Coimbra, Portugal, in the summer of 1966 as a grantee of the Gulbenkian Foundation.

Other Academic Distinctions

At Columbia University, International Fellow, Edward John Noble Leadership Fellow

At Colgate University, Austin Colgate Scholar, Allen-Lasher Prize for Distinction in English Composition

Colgate Washington Study Group

Conferee

Alaska invitee, Regional Conference on Law-Related Education, American Bar Association (Seattle) 1974

Alaska invitee, international seminars on the process of legal acculturation among Eskimos of the Canadian North, International Center of Comparative Criminology (Montreal and Frobisher Bay), 1974

Panelist, Third Annual Alaska Criminal Justice Conference (Eagle River, Alaska), 1974

Keynoter, Lawyers Panel, Second Conference on Justice in the Bush (Minto, Alaska), 1974

Magistrates Advisory Committee of the Alaska State Supreme Court, 1973

Magistrate Training Program (Bethel and Nome, Alaska), 1972

Symposium of Paraprofessionalism and Bush Justice, 23rd Alaska Science Conference (College, Alaska), 1972

Panelist, "Quality of Justice in Bush Alaska, A Review of Recent Developments and Improvements," Second Annual Criminal Justice Conference, Alaska Methodist University (Anchorage), September, 1972

First Legal Services Colloquim (Vail, Colorado), 1969

First Graduate Student American Assembly (Arden House), 1968

Inter-American University Foundation Program in Developmental Policy for Brazilian Students (Harvard), 1968

Professional Memberships

Member: State Bar Associations of New Mexico and New York  
American Bar Association  
Organization of Paralegal Educators  
Law and Society Association

Personal

Born: October 21, 1942

Address: Institute of Social, Economic, and Government Research  
University of Alaska, Fairbanks, Alaska 99701

Language Qualifications

Speak Portuguese  
Working use of Spanish

Professional Publications

1974

"Conciliation and Arbitration in the Native Village and the Urban Ghetto," (with Arthur E. Hippler), Judicature 58,5:228-235.

"Bicultural Legal Education for Native Americans," Law in American Society, Journal of the National Center for Law-Focused Education, Vol. 3, No. 2, May, 1974, pp. 18-21.

"Wedding U.S. Law to Eskimo Tradition," (with Arthur E. Hippler), Juris Doctor 4,4:40-44.

"The Changing Legal Culture of the North Alaska Eskimos," (with Arthur E. Hippler), Ethos 2,2:171-188.

"Bilingual Legal Education," reprinted in Dr. Merwin Deever, ed., American Indian Education (anthology of articles from Vols. 1-12, Journal of American Indian Education), Bureau of Educational Research and Services, College of Education, Arizona State University, 1974, pp. 115-121.

1973

"Bilingual Legal Education," Journal of American Indian Education, January 1973, Vol. 12, No. 2, 3-10.

"Native Paralegals and Culture Change in Alaska," distributed by National Clearing House for Legal Services, Clearing House No. 9995.

"Traditional Northern Eskimo Law Ways and their Relationship to Contemporary Problems of Bush Justice," (with Arthur E. Hippler), ISEGR Occasional Paper #10, Fairbanks: Institute of Social, Economic and Government Research, University of Alaska.

"Summary of Traditional Athabascan Law Ways and Their Relationship to Contemporary Problems of Bush Justice," (with Arthur E. Hippler), Alaska Bar Brief 2,5:5 and 2,6:3.

"Paralegals in the Bush," (with Arthur E. Hippler), UCLA-Alaska Law Review, 85-102, Vol. 3, No. 1, Fall.

Professional Publications (cont'd.)

1972

"Athabascan Law Ways and Their Relationship to Contemporary Problems of Bush Justice," in Occasional Paper #7, Fairbanks: Institute of Social, Economic and Government Research, University of Alaska.

"Legal Education in Navajo High School," Open Forum Clearinghouse Review, Vol. V, No. 9, p. 503, January.

The Law of the People: Dine Bibee Hazaanii, A Bicultural Approach to Legal Education for Navajo Students, (four vols.), Ramah, New Mexico, Ramah Navajo High School Press.

From Navajo Land: The White Trader System (with Richard Reichhardt, Esq.), (accepted by Scanlan's Magazine, 1972) published in Law of the People, Ramah, New Mexico.

"The Bicultural Legal Education Project at Ramah, New Mexico," Indian Historian, Vol. 5, No. 3., Fall.

1970

"Marginal Urban Communities in Latin American and United States Aid Policy," David Smith, ed., Prospects for Latin America, New York: The International Fellows Series, Columbia University.

1969

The Squatters' Rights of Favelados, Centrol Intercultural de Documentacion, Cuaderno No. 32 (Mexico), 1969; also included as an article in Ciencias Economicas e Sociais, Vol. 3, No. 2 (San Paulo, Brazil), 1970.

Contributor to Hunger Why?, American Friends' Service Committee, Philadelphia, Pennsylvania.

1967

"The Government, Research and the Integrity of the Scholar," International Studies Quarterly, Vol. XI, No. 3, September.

Publications in Press

"Action Plan for Village Justice", (draft distributed by the Clearinghouse Review), Clearinghouse No. 11, 919, March, 1974.

"Stock, Corporations and the Native Land Claims Settlement." University of Alaska: Center for Northern Educational Research, 1975.

"Comparative Analysis of the APA Standards in Light of Attendant Problems in Bringing Justice Services to Rural Alaska Natives," Alaska State Court System, 1975.

Publications in Press (cont'd.)

"Navajos as Paralegals: Advocates Who Listen" (with Norman Ration),  
University of Arizona Law Review, 1975.

"The Extralegal Forum and Legal Power, the Dynamics of the Relationship,"  
(in collection of papers delivered at the AAAS Conference, 1974), University  
of Texas, 1975.

Alaska Natives and the Law (with Frank Barthel and Pat McDearmon) (four  
volumes), 1975.

Publications in Preparation

Southwestern Eskimo Law Ways and Their Relationship to Bush Justice, 1975.

Southeastern Indian Law Ways and Their Relationship to Bush Justice, 1975.

Reader on Bush Justice, 1975.

Casebook of Village Council Records from Eskimo and Indian Village in  
Alaska, 1975.

Village Councils and Native Community Control of Justice in Alaska, Law Note,  
American Journal of Comparative Law, 1975.

Casebook on Favela Law, 1975.

Eskimos and Their Councils: New Trends from Old, UCLA-Alaska Law Review,  
1975.

Papers Delivered

"The Extralegal Forum and Legal Power, the Dynamics of the Relationship--  
Other Pipelines," American Association for Advancement of Science,  
San Francisco Meeting, February, 1974.

"Extralegal Forums and Legal Power: The Dynamics of the Relationship in  
Alaska and Other Places," First Anthropology in Alaska Conference,  
Anchorage, Alaska, March, 1974.

"Bicultural Legal Education for Native Americans and Others," Law in  
American Society, Third Annual Conference on Law-Focused Education,  
Chicago, April, 1974.

"Advocacy in the Bush: New Directions and Alternatives," Keynote address,  
Panel on Lawyers, Second Conference on Justice in the Bush, Minto, Alaska,  
June, 1974. Clearinghouse Review No. 12, 997 (1974).

Research Manuscripts

1975

Airlines and Alaska: The Ever Weakening Thread, paper prepared for Ralph Nader and Alaska PIRG.

1974

Report to the Chief Justice, recommendations for reform of the court system in rural Alaska, unpublished.

"Final Report, Emmonak Conciliation Board, A Model for a New Legal Process for Small Villages in Alaska," report of National Science Foundation project prepared for presentation to the Alaska State Supreme Court, unpublished.

A Public Interest Research Group in Alaska, Center for Study of Responsive Law (Ralph Nader), unpublished.

1973

Research Design and Comments on Citizens Consumer Complaint Center Proposal, Center for Study of Responsive Law (Ralph Nader), unpublished.

Co-authored with Arthur E. Hippler, ISEGR, Working Papers, Application of the conclusions of the American Bar Association on Standards for Criminal Justice to Bush Justice in Alaska, unpublished paper prepared for Justice John Dimond (retired), Comparative Analysis Project of the Alaska State Court System, March 20.

Bush Justice: Sentencing Reforms, a Role for the Council. Draft prepared for the Alaska Supreme Court and Alaska Division of Corrections.

1972

Informal Instructions for Defendants in the Magistrates Court. Paper prepared for magistrate training session in Bethel and Nome, Alaska.

Notes on Representation of Native Clients. Paper prepared for the Alaska State Public Defender Agency.

Cross-Cultural Videotapes for Magistrates, co-authored with Arthur E. Hippler, ISEGR. Law Enforcement Assistance Administration application, September.

Cultural Alternatives in Correction, co-authored with Arthur E. Hippler, ISEGR. Law Enforcement Assistance Administration application, September.

"Promise for Reform Recommendations," co-authored with Arthur E. Hippler, ISEGR. Letter to the Alaska Supreme Court, outline of verbal presentation to the court, November 14.

Frank Barthel  
340 E. 2nd Avenue  
Anchorage, Alaska, 99501

#### PROFESSIONAL EXPERIENCE

1974 to present

Employed by Alaska Legal Services as a Legal Education Curriculum Specialist to develop a six-unit legal education curriculum for Native students in rural Alaska.

Consultation with the Editor of a Native Land Claims Textbook sponsored by the Alaska Native Foundation.

Will give two workshops on legal education for secondary teachers at the Alaska Education Association convention in March.

Participating in a committee on how an Alaskan Native student, who is attending school in the city, can cope with prejudice in the schools and the urban environment.

1971-1974

Social Studies Teacher  
Bethel Regional High School  
Bethel, Alaska, 99559

In the Spring of 1972, I instituted a Native Land Claims Class. The program became a two semester program which offered an elementary survey of the Land Settlement; then a more advanced level of understanding for those students who wish to go further. In the future high schools will have to teach environmental law and land resource management courses along with business and corporate courses in order for people to protect their land and financial resources.

I initiated a Work Study program at the High School so that students would work at the elementary school, hospital, laboratory, dental clinic teen counseling center, radio station, fire station, day care center and receiving home. I wrote and received two grants from the Indian Education Act. One grant was to video tape a Native Land Claims Course, presented and produced by Bethel Regional High School Students. The second grant was to have eighteen students attend business management seminars presented in six villages by the Kuskokwim Community College.

1973

Taught a Native Land Claims Class at Kuskokwim Community College to a select group of students, some of whom were on the land selection committees in their villages. Part of the program was to bring in people with expertise in certain areas (construction, business management, law, environmental protection) to present a realistic picture for those interested in development.

1969-1970

Social Studies Teacher  
Pageland High School  
Pageland, South Carolina

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#### OTHER TRAINING

1973-1974

Attended numerous meetings here in Bethel and Anchorage (Alaska Foundation of Natives convention, Alaska Council of Village Presidents meetings, Calista.)

#### EDUCATION

1968

Graduated from the University of North Carolina at Chapel Hill with a BA with Honors in Political Science

1971-1972

Received from the University of Alaska 5 graduate credit hours for Secondary Curriculum Development

1972

University of Alaska; summer school in education

1973

Appalachian State University, Boone, North Carolina; summer school in education.

R E S U M E

PATRICIA E. MC DEARMON

Education

- 1968 Mount St. Agnes College, Baltimore, Md; B.A.,  
Speech and Hearing Therapy
- 1970 Old Dominion University; summer school in Education
- 1971 University of Alaska, Anchorage; summer school in  
Education

Professional Experience

- 1974 - present Primary Curriculum Developer, Legal Education  
Project, Alaska Legal Services Corporation
- 1973-74 Bethel, Alaska, taught first grade
- 1972-73 Bethel, Alaska, Special Education
- 1971-72 Shishmaref, Alaska, Taught grades 2,3,4
- 1970-71 Anchorage, Alaska, substitute teacher
- 1969-70 St. Mary's, Alaska, taught second grade
- 1968-69 St. Mary's, Alaska, taught fifth grade

Personal

- Born: March 1, 1945
- Address: 1627 W. 32nd #50  
Anchorage, Alaska 99503

## Time Frame

Months 1, 2 and 3 (July, August and September)

Staff will:

1. Edit, revise, redraft and publish legal education materials.
2. Plan and conduct workshop for Legal Services attorneys who will act as backup persons to bush teachers at conclusion of project.
3. Plan and conduct workshop at Anchorage Community College for bush teachers residing in Anchorage for summer.
4. As an outgrowth of foregoing two workshops, staff will develop outline for bush regional workshops to be conducted in rural locations during school year 1975-76.

Months 4, 5 and 6 (October, November, December)

Staff will:

1. Disseminate printed curriculum to rural schools.
2. Conduct regional teacher workshops in cooperation with Bureau of Indian Affairs, State Operated Schools and Alaska State Department of Education in Kotzebue, Bethel and Ft. Yukon to instruct teachers in use of materials.
3. Adapt curriculum for application to audio and video cassette use.

Months 7, 8 and 9 (January, February and March)

Staff will:

1. Conduct regional teacher workshops in Cold Bay, Barrow, Dillingham and Sitka.

2. Provide ongoing assistance statewide to teachers in use of legal education curricula.

3. Curriculum specialist will commence production of audio-video cassettes.

Months 10, 11 and 12 (April, May and June)

1. Provide ongoing backup assistance statewide to teachers in use of legal education curricula.

2. Disseminate audio-video curricula materials to schools and assist teachers in their application.

3. Evaluate effectiveness of project.

Bicultural Legal Education

BUDGET

100 Personnel

101	Attorney-project director (12 months x \$2,000)	\$24,000
102	Secondary school curriculum specialist (12 months x \$1,890)	22,680
103	Primary school curriculum specialist (12 months x \$1,890)	22,680
104	Communications Specialist (6 months x \$2,000)	12,000
105	Secretary (12 months at \$1,100)	13,200

TOTAL

\$94,560

200 Employer Contribution/Employee Benefits

201	Attorney-project director	\$ 1,651
202	Secondary school curriculum specialist	1,614
203	Primary school curriculum specialist	1,614
204	Communications specialist	1,230
205	Secretary	1,302

TOTAL

\$ 7,411

300 Consultants

400 Travel

401	Staff (3)	<u>\$ 4,145</u>
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TOTAL

\$ 4,145

500 Per Diem

501	Staff (3)	<u>\$ 1,260</u>
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TOTAL

\$ 1,260

600 Office Expenses

601 Rent	\$ 7,800
602 Consumable supplies \$60/month	720
603 Postage \$30/month	360
604 Telephone expense \$100/month	1,200
605 Copy service \$50/month	600

TOTAL

\$ 10,680

700 Equipment

701 Typewriter rental \$25/month	\$ 300
702 Sony TC 55 cassette recorder \$150	150

TOTAL

\$ 450

800 Staff - Inservice Training

900 Equipment - Instructional

901 Textbook printing	\$42,570
902 50 Audio cassettes (90 min.) \$4 each	200
903 100 Video cassettes (30 min.) \$30 each	3,000

TOTAL

\$ 45,770

1100 Indirect Costs

1101 3% of \$164,275

\$ 4,928

GRAND TOTAL

\$169,203

AFN, INC./JOHNSON-O'MALLEY FY-76 APPLICATION

BUDGET JUSTIFICATION BY LINE ITEM

100 PERSONNEL

101 Attorney/Project Director

This person must be an attorney who has had extensive background and experience in Alaska Native legal problems, and in the development of legal education curricula. The individual should have an understanding of the traditional law ways of Alaska Eskimo and Indian people. He will be able to organize the work of this project and see that the objectives are met in a timely manner. He will be responsible for all staff work in the project and be responsible for the filing of all records and reports required. He will account for all funds expended and materials purchased during the project.

102 Secondary school curriculum specialist-teacher

This person must be an accredited teacher of secondary education who has had experience teaching in rural Alaska. He must be aware of the need for delivery of legal education to Native students and have a sincere desire to do so. He will evaluate the curricula developed in 1974, take part in editing, revising and redrafting final curricula prior to publication. He will participate as an instructor of secondary education teachers in teacher workshops.

103 Elementary school curriculum specialist-teacher

This person must be an accredited teacher of elementary education who has had experience teaching in rural Alaska. He must be aware of the need for delivery of legal education to Native students and have a sincere desire to do so. He will evaluate the curricula developed in 1974, take part in editing, revising and redrafting final curricula prior to publication. He will participate as an instructor of secondary education teachers in teacher workshops.

104 Communications specialist

The communications specialist will be responsible for producing audio and video cassettes utilizing the legal education materials. The focus of these teaching aids will be slow and non-readers. This person must understand the cultural differences between Native and non-Native lifestyles and be able to bridge that gap by means of audio and visual communications techniques. He will be employed during the last six months of the project.

105 Secretary

The secretary must possess excellent secretarial skills, complete all reports and curricula at the direction of project staff.

200 EMPLOYER CONTRIBUTIONS/EMPLOYEE BENEFITS

A life and health insurance policy is provided for all employees. Figures computed on this line item are based on required tax contributions to salary as well as the health and life insurance policy.

FICA	.0585 x maximum of \$14,000
ESC	.0160 x maximum of \$10,000
Insurance	.0280 x gross annual salary

300 CONSULTANT/CONTRACTUAL

400 TRAVEL

401 Travel in this line item is to pay air fares for the attorney/project director and curriculum specialists/teachers to each of the following places in order that they may conduct 2 day regional teacher workshops for teachers in the area who will be using the curricula: Cold Bay, Kotzebue, Bethel, Ft. Yukon, Barrow, Dillingham and Sitka. Fares are based on figures provided by The Travel Center, Anchorage, Alaska.

500 PER DIEM

501 Per diem in this line item is to pay 2 days of per diem to each staff member shown in 401 above who will be conducting seven teacher workshops shown in the above listed communities. Per diem is computed at \$30 per day x 2 days for each workshop x 3 persons x 7 trips.

600 OFFICE EXPENSES

601 Rent

65¢ sq. ft. x 1,000 sq. ft. x 12 mo. = \$7,800.

This figure is a reasonable office rent in Anchorage at this writing. With the tremendous increase in growth in Alaska it is impossible to obtain rental space for a lower per square foot cost.

602 Consumable Office Supplies

\$60/mo. This figure is based on present expenditures of Legal Education Project.

603 Postage

\$30/mo. This figure is based on present expenditures of Legal Education Project.

604 Telephone

\$100/mo. This figure is based on present telephone expense for Legal Education Project. Considerable long distance charges are incurred in this project.

605 Copy Service

\$50/mo. This is the average cost of making copies for the project. Legal Education Project presently utilizes copy machines owned by Alaska Legal Services and Rural Alaska Community Action Program and reimburses their costs.

700 EQUIPMENT

701 Typewriter rental

\$25/mo. This is the cost for renting an IBM selectric typewriter for the Legal Education Project. Cost of rental is less than the cost of purchasing a new typewriter and carrying maintenance contract thereon.

702 Sony TC 55 Cassette Recorder

\$150.00 Price estimated made by Northern Video Systems, Anchorage, Alaska. Necessary for making video cassettes

800 STAFF INSERVICE TRAINING

900 EQUIPMENT - INSTRUCTIONAL

901 Textbook printing

Costs are based on estimates provided by State Operated Schools for textbooks and workbooks. They have estimated their cost of printing a 1,000 page set of textbooks to be \$9 each copy. It is the intention of this project to provide one set of textbooks for each teacher in elementary school. There are 14,618 elementary school children in Native schools, with a ratio of 20 students for each teacher. Based on that, 730 copies of the elementary school textbook will be required. There are 6,055 secondary Native students in school in Alaska and approximately two-thirds will be studying Social Studies at the same time. It is the intention of this project to provide one text for each

secondary student, therefore approximately 4,000 secondary texts will be needed. Based on the cost estimates provided by S.O.S., we have budgeted \$42,570 for publication costs.

4,730 textbooks at \$9.00 each \$42,570

902 50 Audio Cassettes - 90 minutes

\$4.00 each. Price estimate given by Northern Video systems, Anchorage, Alaska.

903 100 Video Cassettes - 30 minutes

\$30.00 each. Price estimate given by Northern Video Systems, Anchorage, Alaska. Note: No equipment for recording video tapes is shown in either rental or purchase categories of this budget. A video rover and all necessary equipment is owned by Alaska Legal Services and is available to be used on in-kind basis in the production of these tapes.

1100 INDIRECT COSTS

1101 5% of \$164,275 - \$8,214

This figure is based on present actual costs of accounting, project direction and administration of Legal Education Project under the sponsorship of Alaska Legal Services.

HAVELOCK AND ASSOCIATES

513 WEST SEVENTH AVENUE  
ANCHORAGE, ALASKA 99501

JOHN E. HAVELOCK

March 13, 1975

TELEPHONE  
(907) 277-6570

Johnson O'Valley Review Committee  
c/o Alaska Legal Services Corporation  
524 West Sixth Avenue  
Anchorage, Alaska 99501

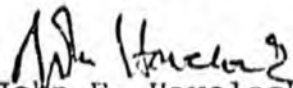
Gentlemen:

I understand that Alaska Legal Services Corporation is applying to you for renewed funding to continue their Legal Education Project.

It is no secret that the education of rural people in the nature of the American legal system is absolutely necessary and fundamental to the enjoyment of other rights and the exercise of the responsibilities of citizenship. Anything that can be done to move this project forward and to expand its influence in rural Alaska will be enormously helpful to the Native people of Alaska.

I encourage you to continue your support of this worthwhile project.

Sincerely,

  
John E. Havelock

JEH/mr

3/5/75

We the school Board are interested in  
a program for teaching hand (L)wms  
courses in our school

Boyd Partin  
Chairman School Board.

Spencer Wilson  
Chairman of Job. Commitee.

EKWOK, ALASKA

March 5, 1975

Alaska Legal Services  
Legal Education Project  
Anchorage, Alaska

We have heard about the Legal Education materials you have developed and are testing in Bethel, Selawik, and Fort Yukon.

We want to obtain copies of these materials for our schools. WE hope that you can get funding to make these materials available to all the schools in the state, since there is a very great need for this kind of legal education.

Signed

*Mary Andrea*  
*Annie Chocknok*  
*Evan Chocknok Sr.*  
*Kelly Best*  
*Wasily Simon*  
*Gregory Mofie*

March 4/75  
Portage Creek, Ak.

To Alaska Legal Services  
Anchorage, Alaska

From J.O.M. Committee in Portage  
Creek.

We the parents of children in  
Portage Creek, are interested in  
having the land claims thought  
to our children.

We understand there are materials  
developed for grades K-12  
and we would like these materials  
at Portage Creek.

Lena Kapotak  
Gregory Bedford  
Mary Kapotak  
Natalia Wassiliev  
Babe L. Paul



Alaska Judicial Council

303 K STREET  
ANCHORAGE, ALASKA  
99501

March 11, 1975

LAY MEMBERS

KENNETH L. BRADY  
LEW M. WILLIAMS, JR.  
ROBERT MOSS, SR.

LAW MEMBERS

MICHAEL A. STEPOVICH  
EUGENE F. WILES  
MICHAEL M. HOLMES

CHAIRMAN, EX OFFICIO

JAY A. RABINOWITZ  
CHIEF JUSTICE  
SUPREME COURT

EXECUTIVE DIRECTOR  
R. ELDRIDGE HICKS

Dear Johnson O'Malley Review Committee:

The Alaska Judicial Council has a particular interest in bush justice needs in accordance with our general constitutional responsibility to conduct studies for improvements in the administration of justice. Our endeavors in this area to date have included examinations of the deployment of judges into rural areas, a judicial districting proposal, and most recently a study of the disposition of native offenders in rural communities.

In the context of these investigations and studies, we have had an opportunity to become accutely aware of the need for legal education in village schools. I wish to support wholeheartedly your attempt to obtain funds under the Johnson O'Malley Act for publishing copies of texts to be distributed to all village schools, for holding teacher workshops in conjunction with SOS, BIA and others in the use of the material.

If this office can be of any assistance to you, please do not hesitate to contact me.

Sincerely,

  
R. Eldridge Hicks  
Executive Director

REH/jsh

March 4, 1975

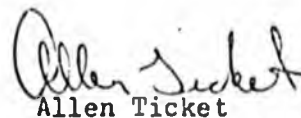
Johnson O'Mally Review Committee

As Mayor of Selawik, I would like to express my opinion toward the Legal Education Program that is being taught in our school. I feel that it should be continued or re-funded for another year.

My reason being that the Students has learned a lot about law and the City Ordinances. The Students now has respect for law. I feel that if the Legal Education Program is continued, the Students will grow up to be respected Citizens of Selawik. The Students will be graduating in a couple of years, It will be them who runs for Council positions. If they learn now, instead of later it would help them and Community.

I would also like to state that on the month of February, the City Council and myself had the law class take over our position for a day. I felt that it would be an experience for them, for in a couple of years from now, It will be them who will be Council Members. As one Student Stated, I have now realized what responsibility the Council has, and what is to be expected from the Council, and am glad, I was prepared for it.

I strongly feel that the Legal Program should be continued for the benefit of our Students and the Community of Selawik.

  
Allen Ticket

cc: Johnson O'Mally Review Committee

February 28, 1975

To Johnson O'Malley Review Committee

We have been using the legal education material, Alaska Native and the Law, developed by Alaska Legal Service for four months. Our staff finds the material highly useful and relevant to the students in the village. As one elementary teacher stated, "for once we have some material that the students can relate to. My students can learn what people do for jobs here in the village then we can talk about what kind of jobs people do in other villages or cities." Another elementary teacher stated, "the activities work and the students can do things rather than being read to. But more important the things they do for activities relate to life in the village. And when we discuss how things were done years ago they can compare that with how things are done now."

On the secondary level the Alaska Native and the law material is being taught to 11th and 12th graders. Besides my excitement and satisfaction with the material and the concept of getting students, at all grade levels, to understand the law and how it relates to them, is the satisfaction of my teacher and his students. Two measures of how the material is received come to mind. First, is the increase of knowledge of the material as measured by the teacher. During the first semester when the material was first being used, 16 of 23 students were receiving little or no credit and the mean grade score was 48. During the second semester only 2 of 23 students were receiving little or no credit and the reason why one student is receiving little credit is because of lack of attendance. The mean grade score increased from 48 to 76. A second indication of the use of the material is that some people in the village are beginning to ask for more police action and following that up to see that the police action is carried through.

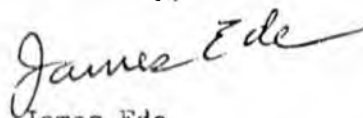
I need not explain the great need for this material. I have tried to convey that the material as tested here in Selawik is something the students want to learn, enjoy learning it and are putting their energy into learning the material. However as an educator I must mention that although the material is excellent, there is still a need for some revision. For example, we feel here that the first unit should deal with the old law and social ways then go into the newer ways of dealing with social interaction and law. Although the material the old and new is compared and that is fine. However by starting with the old way we lay a basis for continuing the comparison between the old and the new and try to understand the advantages and disadvantages of both. We can also try to understand why conflicts arise because of the newer ways of doing things.

Also as the writers of the material come each month we have shown them what is working, what methods results in facilitating learning. We also discuss what needs to be revised. But where is the time to revise? We understand the tremendous deadline the writers have been placed under. Programs of this magnitude are staffed by 4-5 times the number than the

staff of the legal education program. Furthermore whereas the legal education staff has one month, to read relevant material, rewrite and create material and methods that apply here, print the material and visit and consult with the users of the material, other programs have several years. The above is one reason why this program should be extended another year. This way the input of the teachers and students who are using the material can be included in the revision. We can also share the ideas of teachers and students from the other two schools under this study. Secondly, what about the Natives who live in the urban areas. One-half of Doyon's population lives in Fairbanks. Six thousand (6,000) natives live in Anchorage. Their problems are different. For example, buying a used car and the contractual arrangements that exist in that situation. What about the social agencies in the cities that deal with natives but who do not always understand the cultural ways of native. Material is needed in order to explain to urban natives how the law can help them. We can also prepare students for what to expect in the cities should they decide to live there. Thirdly, we are going to offer legal education material to older people in the village. We also hope that magistrates in the village would attend those courses.

We are in the business of preparing people to live today. The legal education material is a giant step in that direction.

Sincerely,



James Ede  
Director of Education

JE/as



**NOME PUBLIC SCHOOLS**

BOX 131, NOME, ALASKA 99762

January 22, 1975

RECEIVED JAN 24 1975

Mr. Gordon Jackson  
Alaska Federation of Natives  
1675 C Street  
Anchorage, Alaska 99501

Dear Mr. Jackson:

I am presently coordinating a legal education survey in conjunction with Alaska Legal Services. The social studies curriculum is being revised to meet the immediate needs of the students, and the 1975-1976 school year will offer classes particularly devoted to legal education in rural Alaska. Therefore, lesson plans and prepared materials from the legal education project would be a valuable resource for our social studies department.

Sincerely,

*Ron Gerton*

Mr. Ron Gerton  
Chairman, Social Studies Dept.  
Nome Public Schools

cc: Stephen Conn

OVERALL FINDINGS OF THE SECOND BUSH JUSTICE CONFERENCE

1. That police protection for village people is inferior and in need of improvement.

2. That the importance of fish and game protection to village people is underestimated by State authorities and fish and game laws are unequally applied between sport and subsistence users.

3. That village people do not generally understand the State justice system and the State justice system does not generally understand the village people.

4. That village people do not want their children or elderly removed from the village by the schools, courts or police or other agencies.

5. That participation of village people in virtually all agencies of the justice system is severely lacking.

6. That village life should be governed by village law and custom as much as possible.

7. That progress in the improvement of the bush justice system since December, 1970, has been much too slow.

DATED at Minto, Alaska, this 12th day of June, 1974.

OVERALL FINDING NO. 1

THAT POLICE PROTECTION FOR VILLAGE PEOPLE IS  
INFERIOR AND IN NEED OF IMPROVEMENT

1. Recommendation: that State law enforcement agencies establish a more equitable system of distributing law enforcement personnel throughout rural Alaska.
2. Recommendation: before assignment to a bush area, a State Trooper should be trained in village culture, with adequate continued training provided.
3. Recommendation: that every village have quick and effective access to a State Trooper.
4. Recommendation: that initial training of village police should be in the village of service or a culturally similar village.
5. Recommendation: that local village or city council control be maintained over the village police program.
6. Recommendation: that village police and village constable pay be increased to a professional level by the State.
7. Recommendation: that the number of village police and village constables be substantially increased.
8. Recommendation: that if a village council calls for a trooper, that one be sent immediately.
9. Recommendation: that State Troopers be accompanied by an interpreter wherever language problems for understanding are likely to be met.

OVERALL FINDING NO. 2

THAT THE IMPORTANCE OF FISH AND GAME PROTECTION  
TO VILLAGE PEOPLE IS UNDERESTIMATED BY STATE  
AUTHORITIES AND FISH AND GAME LAWS ARE UNEQUALLY  
APPLIED BETWEEN SPORT AND SUBSISTENCE USERS

1. Recommendation: that the number of fish and game protection officers be substantially increased in village areas.
2. Recommendation: that laws be enacted to ban airplane hunting and trapping since and where it conflicts with the subsistence harvest by village people.
3. Recommendation: that fish and game enforcement powers be placed within a village community wherever possible.

OVERALL FINDING NO. 3

THAT VILLAGE PEOPLE DO NOT GENERALLY UNDERSTAND THE STATE JUSTICE SYSTEM AND THE STATE JUSTICE SYSTEM DOES NOT GENERALLY UNDERSTAND THE VILLAGE PEOPLE

1. Recommendation: that every State agency should develop bilingual educational materials to explain how they work to village people.
2. Recommendation: that legal and other public notices to bush villages be simple, clear, and bilingual so that they can be understood.
3. Recommendation: that the justice system provide training to afford every village with at least one native person educated to work in criminal and civil law.
4. Recommendation: that each village council receive from either the troopers, or the district attorney, information as to the disposition of all cases coming from their village.
5. Recommendation: that more civil and criminal trials be held in all villages.
6. Recommendation: that all agencies respond to each inquiry or protest from a village community, and in each case where that agency cannot solve the problem, that they give specific information of what must be done, and who must be turned to.
7. Recommendation: that all judges be encouraged to gain better understanding of village people by spending increased time in village communities.

OVERALL FINDING NO. 4

THAT VILLAGE PEOPLE DO NOT WANT THEIR CHILDREN  
OR ELDERLY REMOVED FROM THE VILLAGE BY THE SCHOOLS,  
COURTS, POLICE OR OTHER AGENCIES

1. Recommendation: that State and Federal laws, regulations, policies and programs in and for the villages be comprehensively reviewed and changed to insure the protection and fostering of family relationships and cultural values in the villages including:
  - a) secondary education and training in the villages,
  - b) care for the mentally ill, physically handicapped and the elderly in need of their home community,
  - c) adequate social and family counseling services in the villages to prevent the breakdown of family units,
  - d) foster, adoption and group homes in the villages for the care of children in need, and
- 3) village participation and approval in all decisions involving removal of children from their home and community environment.

OVERALL FINDING NO. 5

THAT PARTICIPATION OF VILLAGE PEOPLE IN VIRTUALLY ALL AGENCIES OF THE JUSTICE SYSTEM IS SEVERELY LACKING

1. Recommendation: every village should have at least one paid person who works with the Division of Corrections to supervise local young people and adults who get in trouble with the law.
2. Recommendation: that all phases of State Trooper personnel standards be reviewed for cultural bias and any standards that unfairly restricts participation of village people in the Trooper program be abolished.
3. Recommendation: that the State Legislature fund Public Defender services in second class cities.
4. Recommendation: that the State or regulated business provide funds to bring people to the administrative hearings that effect them.
5. Recommendation: that initial training of village police should be in their village or a culturally similar village.
6. Recommendation: that village council control be maintained over the village police program.
7. Recommendation: that all qualified Alaskan Native applicants be hired as State Troopers until a fair level of Native participation is reached.
8. Recommendation: that the Alaska State Troopers should actively recruit Native people and fully implement their affirmative action program.
9. Recommendation: that the justice system provide training to afford every village with at least one Native person educated

to work in criminal and civil law.

10. Recommendation: that all State programs in the villages funded by Law Enforcement Assistance Administration funds, especially discretionary funds from the Indian desk, be defined, approved and monitored by specifically appointed village people from areas that will benefit from these programs.

11. Recommendation: that Alaska Legal Services Corporation Board of Directors decentralize their overall program delivery and establish offices in Kodiak, Kotzebue and Barrow.

12. Recommendation: that all administrative agencies in the State and Federal government take all action necessary to insure the full participation of the people affected by their actions.

13. Recommendation: that legal and other public notices to bush villages be simple, clear, and bilingual so that they can be understood.

14. Recommendation: that all notices be given so that they reach the people, and that radio and tv be used more often to give these notices.

15. Recommendation: that administrative hearings and proceedings be held in the village to be affected.

16. Recommendation: that village people be appointed to policy making positions on all agencies that affect them.

17. Recommendation: that all complaints and requests from village residents be acted upon even though they might not meet strict formal requirements, and that where additional information is needed to determine the exact nature of the complaint or request that the agency do whatever follow-up is necessary to insure com-

18. Recommendation: that liquor licenses issued to unincorporated areas be revokable upon request by a majority of the residents of the area without those residents having to first organize a municipal government.

19. Recommendation: that the Alaska Bar Association be encouraged to establish a voluntary section to provide hearing officers to second class cities to preside over hearings, required by law to be held, when the city does not have the ability to otherwise obtain a hearing officer.

20. Recommendation: that all State regulatory agencies guarantee village input into agency decisions by visiting the villages, and making the villages' needs and wishes known to the decision body.

21. Recommendation: that legislation be enacted to enable a Native village to vote dry and enforce such legislation against residents of the village, visitors and any carrier who knowingly transports liquor into the village in violation of this legislation.

22. Recommendation: that all phases of city police personnel standards be reviewed for cultural bias and any standards that unfairly restricts participation of village people in the city police program be abolished.

23. Recommendation: that all qualified Alaskan Native applicants be hired as city police until a fair level of Native participation is reached.

24. Recommendation: that the city police should actively recruit Native people and fully implement their affirmative action

OVERALL FINDING NO. 6

THAT VILLAGE LIFE SHOULD BE GOVERNED BY VILLAGE  
LAW AND CUSTOM AS MUCH AS POSSIBLE

1. Recommendation: that a study of an independent system of State Police for rural Alaska be undertaken, and new service and personnel standards for rural Alaska be evaluated.

2. Recommendation: that the Department of Community and Regional Affairs should provide attorneys residing in regional village areas to work with villages and help them codify their customary and traditional laws.

3. Recommendation: that customary law, such as adoption and inheritance laws, be recognized within the State justice system and applied where desirable.

4. Recommendation: that existing, local judicial bodies, such as village councils, be funded and supported by the legislature through the State judicial system.

5. Recommendation: that, where desired by a village, experimental bodies such as conciliation councils should be encouraged and funded by the legislature, through the judicial system.

OVERALL FINDING NO. 7

THAT PROGRESS IN THE IMPROVEMENT OF THE BUSH  
JUSTICE SYSTEM SINCE DECEMBER, 1970, HAS BEEN  
MUCH TOO SLOW

1. Recommendation: that the court system is commended for establishing the service unit.
2. Recommendation: that the Alaska Supreme Court is commended for its sensitivity to problems of village people.
3. Recommendation: that the State Legislature is commended for establishing the Department of Community and Regional Affairs.
4. Recommendation: that the establishment of legal offices in Dillingham, Nome and Bethel is commended.
5. Recommendation: that much else of substance is the recommendations of the First Bush Justice Conference remains undone and that the executive, judicial and legislative branches of the State should take quick and positive action to carry out the resolutions of that conference.
6. Recommendation: that the Department of Public Safety is commended for establishing a village constable training program.

GENERAL RESOLUTIONS

A. RESOLVED THAT a committee of Alaska Legal Services, Alaska Public Defender Agency, Department of Law, Alaska Federation of Natives and other interested agencies be organized to draft proposed legislation and take positive action including adoption of regulation and new agency policies upon prior consultation with the Second Bush Justice Conference Monitoring Committee and other village organization to implement the recommendations of this conference.

B. WHEREAS, the Second Bush Justice Conference in Minto initiated judicial and administrative leaders to the unique problems of rural villages,

WHEREAS, this conference and its participating agencies exist to solve these problems,

RESOLVED THAT within one year three conferences similar to the Minto Conference be held in remote villages to deal specifically with the problems in the villages in which the conferences are held.

C. WHEREAS, the Second Bush Justice Conference has adopted many recommendations and

WHEREAS, a Monitoring Committee is necessary to secure the implementation of these recommendations,

BE IT RESOLVED THAT an interim Monitoring Committee be established with the following membership:

Phillip Guy  
Nick Gregory  
Gordon Jackson

Brenda Itta  
Mitch Leventieff

BE IT FURTHER RESOLVED THAT this interim committee secure funding for a permanent committee fairly representing all rural regions.

D. WHEREAS, the people of Minto have very graciously acted as hosts for the Second Bush Justice Conference, by providing a meeting place and sleeping facilities for the conferees; and

WHEREAS, the women of Minto have worked many hours to cook and have provided outstanding meals for the conferees during the entire three-day sessions; and

WHEREAS, the Minto dancers have honored the conference by performing and entertaining the conferees; and

WHEREAS, the citizens of Minto, by their individual participation, contributed immensely to better communication between all the participants,

THEREFORE, BE IT RESOLVED by the Second Bush Justice Conference that a proclamation of appreciation be endorsed by this body on behalf of the people of Minto.

E. WHEREAS, many problems of urban Native people were brought up at the Second Bush Justice Conference,

WHEREAS, these problems are of major concern to all persons and agencies involved in the Second Bush Justice Conference,

RESOLVED THAT within one year an urban Native Justice Conference be held similar to the Bush Justice Conference in Minto.

F. WHEREAS, the United States Civil Rights Commission invested much time, effort and funds in providing a representative for the Second Bush Justice Conference in Minto,

WHEREAS, DON STOCKS, the U.S. Civil Rights Commission representative, contributed a great deal to the discussions at the Second Bush Justice Conference,

RESOLVED THAT the Second Bush Justice Conference commends the U.S. Civil Rights Commission and Don Stocks for their involvement in the Conference and encourage their further activity in solving the problems of "Bush Justice" in Alaska.

## MINTO RECOMMENDATIONS

1. Recommendation: that the Superior Court appoint a Juvenile Intake Aide at Minto who would be provided with court system funds to pay for necessary phone calls to the Juvenile Intake Office and Superior Court Judge handling children's matters.
2. Recommendation: that the letter and Fish and Game laws and regulations of the State of Alaska be rigidly enforced in the Minto area for the protection and benefit of both the residents of Minto and its visitors, and that Minto residents be employed in such enforcement with authority and back-up from the State of Alaska.
3. Recommendation: that the rules of the Village Council of Minto be rigidly enforced with fairness to all, with special attention to the restricted parking on the road down to the river at the east end of Minto.
4. Recommendation: that the U.S. Public Health Services repair and maintain the water and sewer system which it installed in Minto.
5. Recommendation: that the Alaska Transportation Commission actively seek a resident of Minto to operate a bus line on the Minto-Fairbanks highway, and provide all the expertise necessary for the village applicant to comply with the State requirements of a bus line.
6. Recommendation: that since the FAA presently allocates funds for maintenance of the air strip in the uninhabited site of Old Minto, it is recommended that the FAA transfer this maintenance budget to the heavily utilized air strip at the Village of New

Minto, and actively seek and pay residents of the village to bring the air strip to safety standards and provide all season maintenance.

7. Recommendation: that the U.S. Postal Service seek and utilize every possible avenue for providing Minto with surface mail delivery over the Fairbanks-Minto highway, including a contract with the bus line operating scheduled service on the Fairbanks-Minto route when such a line is established, and which contract will supplement or possibly even replace the present air mail contract which now provides mail delivery to Minto only twice a week.

Second Justice in the Bush Conference, June 9-12, 1974----Minto, Alaska

Funding by Alaska Humanities Forum, Alaska Native Foundation and State Economic Opportunity Division, Department of Community and Regional Affairs

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Master of Ceremonies: Francis L. Flavin

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THE FOLLOWING PAGES WERE TREATED AS  
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7.14 Legal Educ.  
7.47

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May 4, 1975

MAY 7 REC'D

RECEIVED  
MAY 6 - 1975

DEPT. OF COMMUNITY  
AND REGIONAL AFFAIRS

Mr. Mike Harper  
Assistant Director  
Community and Regional Affairs  
Juneau, Alaska 99801

Dear Mike,

As you know we have prepared legal education materials which cover consumer law, family law, criminal law, land claims, village government, employment law and the evolution of the legal process in 200 Alaska Eskimo and Indian villages. This six units of material is suitable for introduction into schools from K - 12 and for adult legal education. It has been tested and criticized by teachers, students and villagers in Bethel, Selawik and Fort Yukon. It deals with village problems and deals with customary approaches to law as well as state law. Tim Kennedy and the Skyriver Foundation are developing audiovisual materials to accompany the material.

This material is the first fullblown attempt to develop legal education material which relates both to custom and law for Native American children and adults in Alaska. The single other example of similar material, Navajo legal education materials developed by me and Navajo paralegals at Ramah Navajo High School was evaluated and praised by scholars concerned with the failure of law to relate to the needs of Native Americans and others as follows:

"[It] is unique in developing a basic legal literacy course useful in and outside of the school system. The program is particularly valuable for groups with strong alternative legal traditions, found commonly in developing countries but present in almost all societies. The project not only conveys knowledge (substantive legal competence), but also enhances a critical, evaluative framework for deciding how and why to mobilize legal machinery (psychosocial legal competence)."

From Legal Socialization: Strategies for an Ethical

63 village school applicants

Mr. Mike Harper  
May 4, 1975

page 2

Legality by June Louin Tapp and Felice J. Levine, 27 Stanford Law Review 1, at 68 (November, 1974).

The project for Alaska Natives is superior to the Navajo project. It has won praise from Judge Nora Guinn, the Chief Justice and, most importantly, from Native communities which have learned about or received the materials and the Native magistrates, police and others who have reviewed the materials. The materials are being used by the court interpreter project of the court system.

We attempted to secure funding for the project from Johnson-O'Malley. However, Alaska Legal Services was not able to reapply for a grant to publish the materials for all villages, conduct workshops for teachers and community people, and undertake revision based upon the comments and criticisms of village people who have experienced the materials and evaluated them. Each region has its own special priorities all of which cannot be met by available JOM funding. The State Operated Schools offered to print the materials but now informs us that their budget will be cut. The state Bureau of Indian Affairs was hostile to the project from its inception perhaps because they recognize that legal education can produce a new kind of accountability for all federal and state programs. The Alaska Federation of Natives applied for Indian Education monies to continue the program. However, we have learned that there is no strong support for funding for Alaska Natives on the board from other Indian groups.

Our budgetary needs as spelled out in the enclosed proposal require \$43,000 for publication and editing of the books and an additional \$86,000 for workshops and backup support for over 200 villages which will be served by the project in the coming school year.

I am well aware that at this late date no state agency can provide all of the funding. However, if even symbolic appropriations can be secured from any state agency, we are prepared to secure the remainder of the funding necessary directly from the Department of the Interior through the Solicitor's Officer or the Department of Education, the American Bar Association or Foundations.

If there is no symbolic commitment to legal education for

Mr. Mike Harper  
May 4, 1975

page 3

Natives from any state agency I have been warned that no national entity will realize the significance of teaching law to village people.

Legal education is no panacea. However, it speaks directly to the twin problems of delivery of justice services and comprehension of legal process raised again and again by professionals and by Natives at two state conferences on justice in the bush.

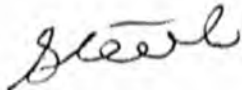
If the project does not reach all villages it will gather dust in a closet while confidence in a system of laws and customs erodes in all villages.

Don Clocksin has a copy of three of the units of the material which you can show to agency people.

I would urge any agency who has an interest to realize the positive contribution they will make to Native villages in Alaska, one that will further enhance the reputation of any agency that provides this unique material to Native Americans in Alaska.

I am sure you will do your best to help.

Sincerely,



Stephen Conn  
Professor of Law

SC:pb  
Encl.

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