

Leg. Finance - Finance Comte Files (1971-72) 8879

SB 423 cont., 424, SJR 5, SCR 19, 34, 44, 45, 5, 27 ~~145~~

For Marie Nick, one of the Native teachers, this is a memorable switch. For she remembers the day when, as a pupil in the same village, she had to go without lunch as punishment for uttering an Eskimo word on the school ground.

In the same school at Nunapitchuk the beginning Eskimo pupils spend about an hour a day being indoctrinated in English by a Caucasian teacher, Betty Perala. She sings, "Do you know what time is it?" and they pipe the reply, "It's time for English now". During this hour no word of Eskimo may be spoken.

Instead of "Kavireliq" they talk of red. Instead of "Uivik" they speak of December. In place of "Aipirin" they mention Tuesday.

They are following this routine in a five-year pilot project in bilingual education, introduced this year in the three B.I.A. schools and in the one at Bethel run by the state.

The University of Alaska is a key partner in the University-federal-state program endorsed last Spring by the U.S. Office of Education through the Federal Bilingual Education Act and the Bureau of Indian Affairs.

The University not only is training Native teachers to conduct the Eskimo language classes but its linguistics faculty has developed an Eskimo grammar and the University is making it possible for students to win a bachelor of arts degree with a minor in Eskimo.

Dr. Bruce R. Gordon, head of the department of linguistics and foreign languages, remarked that the University of Alaska is the only one in the country listed by a Modern Language Association survey as teaching Eskimo.

The catalog for the 1971-72 academic year will include not only elementary Eskimo in the Yuk dialect but elementary Inupiaq Eskimo, the dialect of Natives in the Arctic; intermediate Eskimo with linguistic analysis of folklore material; a course in the preparation of teaching materials in Eskimo; a special topics course and an Eskimo language workshop. The alphabet consists of 18 of the symbols, plus the apostrophe, borrowed from the English alphabet.

Miss Irene Reed, who has been influential in developing a flourishing Eskimo curriculum, has eight Natives, mostly students working part time, on the workshop payroll. Paschal Alcan, an Eskimo writer, artist and sculptor, based here, has written a number of the 40 workshop books for children, either published or headed for the printer, some of them illustrated in cartoon style by Andrew Chikoyak of the village of Tununak off the southwest coast.

"The Eskimos are a remarkably creative people," Miss Reed observed. "The books, of course, are all culturally relevant but we deliberately do not exclude the outside world entirely. The Eskimos see it in the movies all the time anyway."

But the children's books, with titles such as "The Lazy Mouse", essentially deal with subjects familiar to the Eskimos. In "The Little Red Hen" there are ptarmigans, crows and shrews.

Miss Reed looks forward not only to the establishment of a major in Eskimo at the University, but "of a program of Eskimo studies linked with anthropology". On her return recently from an inspection trip to Nunapitchuk she described the bilingual program's first four months as a success and said that 10 trainees now were enrolled at the University of Alaska receiving instruction as bilingual teacher aids in state-operated schools in the Bristol Bay area in the Southwest. The program is to be initiated next Fall in the villages of Togiak, Twin Hills, Manokotak, Aleknagik and Kongiganok. Villages themselves vote on the question of instituting bilingual studies.

"We intend that Eskimo will continue throughout the Natives' lives as a meaningful language," Miss Reed said. "Some people have felt that the only goal of bilingual education should be to make these people as efficient as possible in English. I disagree. I don't think that should be the only goal. Competency in English does not have to be accomplished at the sacrifice of Eskimo."

The workshop has started publication of the first Yupik (Yuk) periodical--Naaqanenaqelriit (Things Worth Reading)--with contributions of prose and poetry submitted increasingly by villagers themselves.

Dr. Michael E. Krauss, known as the "father" of Eskimo studies at the University of Alaska, instituted them in 1961. A visiting Japanese scholar, Osahito Miyaoka, who came in 1967, undertook with Miss Reed the cooperative teaching of the Eskimo courses. While they taught, they, with Dr. Krauss and Mr. Afcan, developed the Yupik (Yuk) classroom grammar as a basis for college-level classroom instruction for those learning Yuk as a second language.

"It took some doing," Miss Reed recalled. "When teachers elsewhere in the country are teaching grammar they take a book off the shelves. We have had to write our own text and often were hard put to it to keep up with the classwork, Eskimo being a very difficult language."

Dr. Krauss, who has degrees from Harvard, Chicago, Columbia, Western Reserve, the University of Paris, and several other institutions, noted that Soviet Russia was far ahead of this country in developing textbooks for minority groups. He said texts had been printed in Eskimo in Siberia since 1932.

"The United States and Canada," he added, "are 30 to 40 years behind the Soviets in their policy, in spite of the fact that the Eskimos constitute a vastly larger minority in the northern regions of America than of Siberia."

NEWS SERVICE
UNIVERSITY OF ALASKA
PHONE 479-7541

RELEASE DATE:
July 22, 1970

BILINGUAL LANGUAGE
PROGRAM

College--This September, first graders participating in a pilot program in four Southwest Alaskan Eskimo village schools will study reading, writing, social studies and mathematics in the language they already know - Yuk Eskimo.

In these villages, where few students know any English when they start school, Eskimo will be the major classroom language for first grade. The children will learn English as a second language, with more and more of their work being in English as they advance in school.

This pilot project under the aegis of the Rural School Project, is sponsored by the Bureau of Indian Affairs, which runs three of the four village schools participating in this project. The Division of State Operated Schools will have one experimental kindergarten under the project this fall. The linguistics department at the University has worked since 1961, however, to develop a standardized writing system which was essential for this project.

"English is the 'language of survival' in Alaska," explains linguist Irene Reed, who heads the materials development for the project. "However, it should never be so at the expense of the Eskimo language. If this program succeeds, Eskimo will remain as a language of literature and culture throughout the lives of the students."

Miss Reed has worked in Yuk Eskimo since 1960, when she came to Alaska to work with linguist Michael Kraus on developing an Eskimo grammar. Mrs. Martha Teeluk, who works as one of Miss Reed's assistants for the project, started in 1960 as an informant in Yuk Eskimo, while she was a student at the University.

Irene Reed left Alaska for four years in 1963 to return to the University of Alaska in 1967 to work with Japanese linguist Osahito Miyaoka in developing an Eskimo classroom grammar.

This book, which is in the final stages of preparation, is based on the Yuk dialect used by Paschal Afcan, who is now working as Miss Reed's chief assistant in the development of instructional materials for the teaching project.

Through the research work in Eskimo, and the development of a grammar, the University has been able to offer courses in Eskimo as a foreign language, giving it equal status with other languages offered by the Department of Linguistics and Foreign Language.

The object of the program this summer, according to Irene Reed, is to train Eskimo-speaking people to teach in their villages at the primary level. They will teach reading, writing, social studies and math, using the standardized written language they have learned this summer. English speaking teachers receive special training in bilingual teaching methods, as they will be teaching the English language component, an obviously important part of the program.

At the same time as the teachers are learning the elements of the program, the development of instructional materials continues. This is a massive job, which requires developing a terminology in areas which have never been standardized in Eskimo.

"Many of the terms which need to be standardized are mathematical," Miss Reed illustrated. "For example, what do you call a 'set' in Eskimo, or an equation, or a fraction?"

Much of this work is done by the teacher-students, who use their cumulative experience to determine what terms are most widely used for various concepts in the villages. The learning materials are adapted so that they will be culturally relevant to the students and their teachers.

Teachers in the program, who come from Napakiak, Nunapitchuk, Akiachak and Bethel, are enthusiastic about the possibilities of the program continuing, which will depend upon results during the coming year. To determine results, a system of culturally unbiased tests are being developed by Dr. James Orvik of the Rural School Project. The picture-vocabulary test, which is the first of its kind for Alaskan children, will measure both receptive and expressive vocabulary in English and in Eskimo. Results will be compared with test results of children in neighboring "control" villages, where classes are taught in English

"What is important," Miss Reed emphasized, "is to have a truly bicultural program. Language is one of the most important vehicles of any culture. We're going into this particular area (the Kuskokwim) because the Eskimo language is still so strong here. In the villages we've selected, most of the children know almost no English when they enter school. Our program, we believe, will be most meaningful in such an area..

"We also think the program will increase parental support in the villages. The child will be able to share his learning with his family, rather than be cut off from them, by this education process."

-more-

The stories have been adapted to exclude concepts which are totally unfamiliar to the Eskimo child.

Members of the program also write original children's stories. They are illustrated by natives and "gussuks" directed by natives, to assure that the illustrations are ethnically accurate and culturally relevant.

"We're going to introduce the child to the outside world through Eskimo. We're using familiar stories, such as Goldilocks, and the Three Bears, Peter and the Wolf, Thumbelina, etc. and will tell the children these are stories known by children all over the world."

Teachers participating in the summer training program have already contributed original stories.

In August, these teachers return to their villages to teach first grade with a kindergarten class in Bethel. They will form three-teacher "teams," with two Eskimo teachers and one English teacher in each group. Unlike previous programs, where Eskimos served only as teacher aides, both Eskimo and English teachers have essentially the same status in the classroom.

Through the Eskimo language, the program aims to bring Eskimo children into the wider world, without destroying their culture or language in the process. and, without destroying the child's potential by forcing him to learn exclusively in a foreign language.

"According to many psychologists," Miss Reed explains, "much of a child's important learning takes place before age six or seven. The Eskimo children learn a great deal from their parents - a whole culture ^{in fact.} ~~in fact.~~ When you cut off Eskimo at age six or seven and try to switch completely to English, you cut off the learning process and make the child start almost from the beginning. For many it takes a lifetime to get caught up."



NEWS SERVICE
PHONE 479-7581
UNIVERSITY OF ALASKA

RELEASE DATE:
Immediate

FAIRBANKS--Southwestern Alaska's Bilingual Program--conceived as a means of preserving the Eskimo language and identity in that Yupik-speaking area of the state--is now in its second year, and an initial evaluation indicates students in the experimental program have made substantial vocabulary gains in both Eskimo and English.

Financed by the Alaska State-Operated School System and federal Bureau of Indian Affairs, the program is conducted in cooperation with the University of Alaska's Center for Northern Educational Research, assisted by the Department of Linguistics and Foreign Languages and its Eskimo Language Workshop.

Begun as a pilot study in 1970, the program turned upside down the traditional teaching method in rural schools which requires students to learn solely in English. Under the new experimental concept, students in the program are being taught mainly in the Yupik dialect with short periods each day devoted to study of English, a foreign language to most of them.

The estimated 18,000 Eskimos who speak Yupik live mainly in Southwestern Alaska, in the lower Kuskokwim and Yukon river region between Bristol Bay and Norton Sound. This is nearly twice the number living in Arctic Alaska and speaking the Inupiaq dialect.

Since Yupik is the predominant language in Southwestern Alaska, this area was deemed the best place to implement this particular Bilingual Program.

"We're doing it there because it can be done there--it's not too late," says Miss Irene Reed, director of the Eskimo Language Workshop. "Eskimo is the basic language and the people there are very proud of it. If this program succeeds, Eskimo will remain as a language of literature and culture throughout the lives of the students."

TEACHING - PUBLIC SERVICE - RESEARCH

- more -

First graders in BIA schools at Nunapitchuk, Akiachak, and Napakiak, and a kindergarten class in a state-operated school at Bethel were involved in the original Bilingual Program, begun in September 1970.

Since it was an experimental program, it was necessary to develop some means of measuring the students' progress, compare it with progress made by students in similar grades in village schools being taught primarily in English. This task fell to Dr. James Orvik of the university's Center for Northern Educational Research.

Through a series of tests in English and Eskimo, administered in September 1970, Dr. Orvik gained the base line data with which subsequent data would be compared to measure linguistic competence. A second round of tests was given in May 1971. The testing technique employed involved the use of pictures in conjunction with a prearranged set of Yupik and English stimulus words to elicit responses from the students.

The special pen-and-ink drawings used were produced by John Angaiak of the Eskimo Language Workshop in collaboration with Miss Reed and workshop language specialists Paschal Afcan, Martha Teeluk, and Marie Nick Blanchett who established the stimulus word lists.

From this initial testing, Dr. Orvik concluded the students made substantial vocabulary gains in Eskimo and English in the first year of the Bilingual Program.

"The fact that the rate of acquisition of English vocabulary is accelerated by the Bilingual Program speaks to a very immediate issue relevant to the acceptance of the entire program concept," he wrote in an evaluation of the program. "The reservation most often expressed by potential recipients of a bilingual program is that the children are going to get behind or 'lose ground' in their ability to use English and thus will be retarded in their capacity for participating in the mainstream of the dominant culture. That such retardation doesn't seem to exist, on the contrary, acceleration is more likely the case, is probably the most important finding...at this early stage of the Bilingual Program."

Both parents and students are enthusiastic about the program, say Dr. Orvik and Miss Reed.

Teaching only in English "tended to divorce kids from the home," says Miss Reed. "In many ways it was an alientation process. Eventually many kids would be unable to speak Eskimo, and they could not share their learning with their Eskimo-speaking parents."

"Parents are becoming more and more interested in the schools since the Bilingual Program was started," says Dr. Orvik. "The children are coming home singing songs in Eskimo and the parents are pleased. They want their children to know both languages. The program is helping to end the estrangement brought about by the language cutoff."

Dr. Orvik stresses that much more evaluation of the program remains to be done and only very limited observations can now be made. But he is optimistic about it. A major question is whether students can make adequate academic gains under the program. Science and mathematics especially have to be looked at carefully. Such a limitation would stem not from the Eskimo language itself but from the present lack of teaching materials and resources.

"For example, there are no physics books in Eskimo," he explains.

The objective of the Bilingual Program is to help students become literate in Eskimo and English. Each year, more and more English will be taught with the emphasis gradually shifting from Eskimo. By about the fourth year, students would be learning mainly in English.

The Bilingual Program this year is continuing in the original four schools and has been extended to nine others--state schools at Togiak, Twin Hills, Manokotak, Kongiganak and North Aleknagik and BIA schools at Kasigluk, Tuntutuliak, Kipnuk and Quinhagak.

Without the pioneering work of the University of Alaska's Department of Linguistics and Foreign Languages and the Eskimo Language Workshop, there would be no Bilingual Program. Dr. Michael E. Krauss initiated Eskimo studies at the university in 1961. A visiting Japanese scholar, Osahito Miyaoka, undertook with Miss Reed in 1967 the teaching of Eskimo courses. They with Dr. Krauss, Paschal Afcan and Martha Teeluk developed the uniform system of Yupik for classroom instruction.

The Eskimo Language Workshop provides most of the textbook materials used in the in the Bilingual Program--workbooks for language training, science and mathematics workbooks, story books. Helping to develop these special materials are Winifred Lande, an associate professor of education, and John W. Dudley, coordinator for the teaching of English as a second language. Both are assigned to the Center for Northern Educational Research.

Once a uniform system of writing in Yupik and supplemental teaching materials had been developed, the university began training bilingual Eskimos from Southwestern Alaska as teachers.

These Eskimos are now teaching in Yupik in their own villages. They use the standard writing system which they learned in training sessions at the Eskimo Language Workshop. At these sessions they were also taught methods of teaching by personnel of the Center for Northern Educational Research, the BIA and the Alaska State-Operated School System.

The English language portion of the Bilingual Program is taught by the regular English-speaking classroom teachers assigned to the participating BIA and state-operated schools. These teachers also undergo special training--to learn the philosophy behind the bilingual program and methods of teaching English as a second language. This summer they will have the opportunity to take a basic course in Yupik which would strengthen their teaching in the bilingual situation.

Page 5 - Bilingual Program

With the Bilingual Program in its second year and a third year in prospect ,
the Eskimo Language Workshop is busily engaged developing new teaching materials.
One major project: an English-Eskimo and Eskimo-English dictionary.

GEB/5/01/72/160

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RECORDS CERTIFICATION



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James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

HOUSE OF REPRESENTATIVES

5/2/72

_____ Date

Mr. Speaker

The Committee on FINANCE has had SP 121

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends: do not pass

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ CHAIRMAN

The Legislature of the State of Alaska
FISCAL NOTE
Second Session - Seventh State Legislature

I. REQUEST

Bill Identification: SB 424 "AN ACT RELATING TO THE
 Title: ESTABLISHMENT OF THE ALASKA LANGUAGE CENTER, ETC."
 Requested by: LEGISLATIVE FINANCE Date: MAY 3, 1972
 Return Date Requested: AS SOON AS POSSIBLE
 Agency: _____ Program: _____

II. FISCAL DETAIL

Budget Request Unit(s) Affected: _____
 A. EXPENDITURES: (Thousands of dollars)

OBJECT	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL						

B. FUNDING: (Thousands of dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						

C. POSITIONS:

PERMANENT/TEMPORARY	/	/	/	/	/	/
MAN MONTHS (P./T.)	/	/	/	/	/	/

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

IV. ATTACHMENTS

V. DATE: 9 May 1972 PREPARED BY: [Signature]

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

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TO: SENATOR JOHN BUTROVICH CHAIRMAN, SENATE FINANCE COMMITTEE
POUCH V JUNEAU, ALASKA 99801

SIGNED : HAROLD BYRD

APPROVE REVISED VERSION OF SENATE BILL 423 FOR THE ALASKA
NATIVE LANGUAGE CENTER IN THE AMOUNT OF \$200,000.00 TO BE
USED IN THE FOLLOWING WAYS:

100 PERSONAL SERVICES	\$150,100.00
200 TRAVEL	10,000.00
300 CONTRACTUAL	10,000.00
400 COMMODITIES	7,400.00
500 EQUIPMENT	5,500.00
600 LAND AND STRUCTURES	0
700 GRANTS	0
800 MISCELLANEOUS, POSTAGE FIXED COSTS & STAFF BENIFITS	17,000.00
	200,000.00

FUNDING:

GENERAL	\$200,000.00
FEDERAL	\$300,000.00
OTHER	0

POSITIONS:	PERMANENT/	TEMPORARY	MAN/	MONTHS
	3	14	36 /	115

ANALYSIS CALLS FOR STAFFING AT:

1	5 MOS	11.5
1	TIMES 12 MOS	20.1
1	TIMES 12 MOS	18.0
1	TIMES 12 MOS	9.5
1	TIMES 12 MOS	8.0
ABOVE LINE SHOULD READ 1 TIMES 10 MOS		
1	2 TIMES 6 MOS EA AT 7.5	15.0
3	TIMES 6 MOS EA AT 6.33	19.0
7	TIMES 10 MOS EA AT 7.0	49.0
		150.1

FROM HAROLD BYRD DIRECTOR OF BUDGET

STATE LIBRARY PLEASE DELIVER IMMEDIATELY

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UNIVERSITY OF ALASKA
COLLEGE, ALASKA 99701

May 9, 1972

Mr. Jay Hogan
Fiscal Analyst
Division of Legislative Finance
State of Alaska
Pouch WF - State Capitol
Juneau, Alaska 99801

Dear Mr. Hogan:

Fiscal Note Request - SB 424

Your Fiscal Note Request for SB 424 was received today. The same fiscal projections made for SB 423 would apply to SB 424. Fiscal Note for SB 423 was sent to you May 3, 1972.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Harold A. Byrd".

Harold A. Byrd
Executive Director
Budget Development and
Legal Affairs

HAB:ey
Enclosure

SB 424

The Legislature of the State of Alaska
FISCAL NOTE
Second Session - Seventh State Legislature

I. REQUEST

Bill Identification: SB 423
 Title: U of Alaska Native Language Center
 Requested by: Senate Finance Committee Date: 4/27/72
 Return Date Requested: _____
 Agency: University of Alaska Program: _____

II. FISCAL DETAIL

Budget Request Unit(s) Affected: _____
 A. EXPENDITURES: (Thousands of dollars)

OBJECT	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77
100 PERSONAL SERVICES	-0-	232.5	232.5	232.5	232.5	232.5
200 TRAVEL	-0-	19.0	19.0	19.0	19.0	19.0
300 CONTRACTUAL	-0-	11.0	11.0	11.0	11.0	11.0
400 COMMODITIES	-0-	7.5	7.5	7.5	7.5	7.5
500 EQUIPMENT	-0-	5.5	5.5	5.5	5.5	5.5
600 LAND & STRUCTURES	-0-	-0-	-0-	-0-	-0-	-0-
700 GRANTS, CLAIMS, ETC.	-0-	-0-	-0-	-0-	-0-	-0-
800 Misc. Postage		1.5	1.5	1.5	1.5	1.5
Incidental costs		32.7	32.7	32.7	32.7	32.7
TOTAL		310.0	310.0	310.0	310.0	310.0

B. FUNDING: (Thousands of dollars)

GENERAL FUND		310.0	310.0	310.0	310.0	310.0
FEDERAL FUNDS		440.0	390.0	340.0	*	*
OTHER		*	*	*	*	*

C. POSITIONS:

PERMANENT/TEMPORARY	/	24 /	24 /	24 /	24 /	24 /
MAN MONTHS (P./T.)	/	168 /	168 /	168 /	168 /	168 /

*See attachments

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)
 See page attached...

IV. ATTACHMENTS

- A. Estimated budget for Alaska Native Language Center, FY 73
- B. Prospectus for the establishment of Alaska Native Language Center
- C. Resolution to the Thlingit-Maida Council
- D. Selected documents and releases on the present Eskimo Language workshop and its bilingual education activities.

V. DATE: 5/2/72 PREPARED BY: _____

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

II. Fiscal detail: B.

FUNDING:

The present University funding for bilingual education programs and materials development for Fiscal 1972 is \$196,555 (\$79,380 from ASOS, and \$117,175 from the Bureau of Indian Affairs). The National Science Foundation granted Krauss \$25,000 for work on St. Lawrence Island Eskimo. Funds allocated by the University for native language teaching by Krauss, Reed, and Nageak totalled \$33,750. Total funding: \$255,325.00.

Future funding is stated here according to present levels of commitment only:

Fiscal 1973:	Title VII	\$150,000.00
	Title I	190,000.00
	ASOS	90,000.00
	BIA	100,000.00

338,111.
FY 72
\$200,000
75,000
33,111

Fiscal 1974:	Title VII	\$100,000.00
	Title I	190,000.00
	ASOS	
	BIA	100,000.00

Fiscal 1975:	Title VII	75,000.00
	Title I.	190,000.00
	ASOS	
	BIA	100,000.00

Fiscal 1976:	Title VII	,
	Title I	190,000.00
	ASOS	
	BIA	100,000.00

OTHER:

* Additional funding (beyond the current \$100,000 figure) is anticipated from the Bureau of Indian Affairs as they expand into more schools with the bilingual program. Title IV also offers funding possibilities, but this is difficult to predict. Also support can be expected on the basis of past commitments, excellent results and maintained good relations, from the National Science Foundation for research work and from the National Endowment for the Humanities for research and applied programs. Individual grants have varied in size from \$10,000 to \$38,000. Finally, increasing interest and perhaps financial support can be expected from Alaska Native regional groups or corporations. Commitment by the State of Alaska to support these programs will doubtless pay a very positive role in generating outside funds.

III. Analysis

A. The assumptions upon which the fiscal detail is based are that qualified or potentially qualified personnel can soon enough be found.

B. Program summary.

The proposed operating program is described generally in the first three pages of Attachment 1 and the situation of and needs for each language described in the following nine pages thereof. The tentative operating program (no capital program is immediately foreseen) of the Center is summarized in SB 424: (1) Scientific study of Alaska Native languages (Aleut, Eskimo, Athapaskan, Eyak, Tlingit, Haida, Tsimshian) which would include also the collection in the field of manuscript and taped materials, their duplication and safekeeping at the Center, (2) Development of literacy materials, (3) Assist in the translation of important documents, (4) Provide for the development and dissemination of Alaska Native literature, and (5) Train Alaska Native language speakers to work as teachers and aides in bilingual classrooms. In fact, the bulk of the personnel would be native speakers of Alaskan languages, trained not only as teachers and aides in bilingual classrooms, but also as linguists and writers specialized in their own languages for writing dictionaries, grammars, native traditional history, lore, mythology, new creative literature, journalism, as well as materials designed primarily for the schools. Much of the work of the Native Language Specialists will be carried on in the field or in central regional locations for each language, e.g. Sitka for Tlingit, Fort Yukon for Kutchin Athapaskan, where regional centers for the cultivation of these languages are expected to develop, largely in connection with the schools, and where production of language materials may eventually develop into small local industries.

Funds are requested not only for travel within Alaska (mostly for Native Language Specialists between Fairbanks and home or the field), but also for staff to travel outside (e.g. to visit federal foundations in Washington for research funds, or to attend conferences), and especially internationally, for cultural exchange between Alaskan Natives and their close Canadian (Eskimo, Athapaskan, Tlingit, Haida, and Tsimshian) and Greenlandic and Siberian (Eskimo) relatives.

IV. Attachments

- A. Estimated Budget for the Alaska Native Language Center, Fiscal Year 1973
- B. Prospectus for the establishment of the Center
- C. Resolution to the Tlingit and Haida Central Council
- D. Selected documents and releases on the present Eskimo Language Workshop and its bilingual education activities

Attachment A

Estimated Budget

FISCAL 1973

Alaska Native Language Center

100 Personnel

Director (Krauss 5/12 time)	11,500 +
Executive Officer	20,100 +
Linguist (1)	18,000 +
Administrative Secretary (10A)	9,422 +
Technical Assistants (part-time 2)	8,000
Illustrators (part-time 2)	15,000
Steno-Clerk-Typists (part-time 3)	19,000
Native Language Specialists (14) <i>e.g.</i>	98,000
<i>1</i> Aleut, 2 St. Lawrence Island	
Yupik, 1 Gulf Yupik, 3 Inupiaq,	
<i>3</i> Athapaskan, 2 Tlingit, and	
1 Haida) <i>(Simpshen)</i>	
	<hr/>
	199,022

+ Full time: 59,022	
Leave Benefits .16	
9,440	9,440
	<hr/>
	208,462

Staff Benefits at 11.52%	24,015
	<hr/>

TOTAL SALARIES 232,477 \$232,477

200 Travel

Travel and Subsistence in Alaska	
14 Native Language Specialists	
2 trips each at \$150.00	4,200
Subsistence for above at 5	
days each trip, average \$30.00	
per day	4,200
Staff Travel and Subsistence <i>= Alaska</i>	1,600
Travel and subsistence outside Alaska	
(Staff)	3,000
Travel and Subsistence for international	
Travel (Staff)	6,000

TOTAL TRAVEL 19,000 19,000

300 Contractual

Informants' and Contributors' Fees	8,500
Duplicating Services	1,500
Telephone	1,000
	<hr/>

TOTAL CONTRACTUAL 11,000 11,000

Estimated Budget, Alaska Native Language Center
Fiscal, 1973

400 Commodities

Recording tapes, printing paper,
and ~~other~~ office supplies

7,500

7,500

500 Equipment

Typewriters (5)

2,000

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500

TOTAL EQUIPMENT

5,500

5,500

800 Miscellaneous

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1,500

TOTAL DIRECT COSTS 276,977

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penses: space rental, accounting,
library services, heat, electricity
and other utilities, maintenance and
janitorial services) at 11.8%

32,683

TOTAL COST

\$309,660

Resolution submitted to the Tlingit and Haida Central Council
by Ms. Rosita Worl, younger generation Tlingit leader and spokesman:

A Hadman C

Tlingit Renaissance

The Tlingit and Haida Languages are death bound. There are no more than 1500 adults who speak the languages and virtually no children. Unless action is initiated immediately, the knowledge and oral traditions of the Tlingit and Haidas who had achieved one of the most sophisticated and complex cultures in North America will be lost forever without written record. The oral traditions in potlatch oratory remains unexcelled by any other society. The greatest heritage we can leave to future generations of Tlingits and Haidas will be lost forever unless action is initiated immediately.

There has been an awakening and resurgence of interest in the languages and culture of Tlingits and Haidas by students in elementary, secondary, and institutions of higher learning, and by the general Tlingit and Haida population. Educators and social scientists are recognizing that a positive self image concept is essential for a well adjusted individual. One of the prescriptions has been knowledge of one's self. Students have been obligated to study ancient history of Western civilization and European languages. Tlingit and Haida students have advocated a desire for their own history, language and culture to be taught in educational systems. For generations our elderly have been prohibited and discouraged in offering their body of knowledge. Their oral traditions were deemed unworthy and not beneficial to education. Thus a communication gap not only of generation but of worlds has been created. The elderly have indicated a desire to record, preserve, and teach their children their language and knowledge.

For the benefit of Tlingits and Haidas and for the benefit of humanity, the following resolutions are offered:

Be it resolved that Tlingit and Haida Central Council adopt as a priority educational need the development and promotion of programs for the documentation, preservation, study, cultivation and dissemination of these materials in the forms of grammar, dictionaries, and textual and instructional materials of the languages and oral tradition of the Tlingit and Haida Peoples.

Be it resolved that the Tlingit and Haida Central Council video tape system be utilized to further the above named objectives, and in addition it be utilized as a literary training device geared especially for teaching literate Tlingit and Haida speakers the revised popular orthography of Naish and others, and that funds be sought from the Office of Aging, the Alaska State Humanities, or other agencies or foundations

Be it resolved that the Tlingit and Haida Central Council be directed to assist the Tlingit Language Workshop under the sponsorship of Sheldon Jackson College and the Tlingit Language Institute currently being formed at Alaska Methodist University in seeking funding for their activities.

Be it resolved that the Tlingit and Haida Central Council in view of high publication costs far beyond the means of individual scholars, authors and editors make available to the Tlingit Language Workshop the sum of \$5,000.00 to be used as a revolving fund for the publication of Tlingit and Haida language material. Costs for publication to be paid back into the fund as sale proceeds received to cover costs of publication.

Be it resolved that Tlingit Haida Central Council endorse to the Board of Regents, University of Alaska and to the Board of Trustees, Alaska Methodist University the establishment of a Native Language Center.

Be it further resolved that these institutions be requested to employ Tlingit and Haida speakers in the instructional setting for teaching of Tlingit or Haida languages.

Be it resolved that Tlingit and Haida Central Council recommend to Headstart and other pre school programs to employ Tlingit and Haida speakers for language instruction and cultural education to children.

The Eskimo Language Workshop has been preparing educational materials in Yupik Eskimo for 13 schools participating in the Bilingual Education Program. These schools are all located in Southwestern Alaska in the villages of Akiachak, Aleknagik, Bethel, Kasigluk, Kipnuk, Kongiganak, Manokotak, Napakiak, Nunapitchuk, Quinhagak, Togiak, Tuntutuliak, and Twin Hills. Currently 4 of these schools are in their second year of operation in bilingual education, the remainder in their first. The Workshop is trying to develop materials for all major parts of the elementary curriculum in the language indigenous to this area.

Books published so far consist of stories to be read to children, a set of four pre-primers and other simple stories the children will be able to read themselves. Included in this collection are original stories and songs by members of the workshop and the bilingual teachers, traditional Eskimo stories, and translations and adaptations of a few "Western" stories such as Goldilocks and the Three Bears, Peter Rabbit, Thumbelina, and Are You My Mother? In addition, the Workshop has produced a set of worksheets on the Yupik alphabet, teachers' guides for the pre-primers, a set of mathematics worksheets to accompany the standard arithmetic books used in the schools, and elementary level science material. Students training to be teachers in the program have also been experimenting with puppet productions on videoc-tape, mainly in language arts.

To date, the Workshop has published about ³⁵~~25~~ books in final form. There are approximately ⁴⁰~~30~~ more books in various stages of development, many of them currently being tested in the schools for adequacy and appropriateness. A good deal of the material produced by the Workshop is generated from the daily materials produced by the teachers in the bilingual classrooms. These are sent periodically to the Workshop where they are edited, revised, and reproduced for use in all the schools participating in the program.

An important affiliate in the program is the Rural School Project whose staff cooperates in the training of teachers and in the production of E.S.L. materials. While the Eskimo Language Workshop provides the necessary training in Eskimo literacy, A.R.S.P. provides the teacher training for both the Eskimo and English-speaking teachers. There are currently three people from the A.R.S.P. staff cooperating with the Workshop. *32 teachers have been trained and are now teaching in the villages.*

The staff of the Workshop itself consists of a director and five full-time writers, artists, and technicians, and secretarial assistants. Much use is made of student help, particularly trainees in the program.

So far, the response to the Workshop's materials--from the teachers and especially the students and adult community--has been quite good. In fact, the major difficulty the Workshop faces is to keep up with the demand for more materials of all kinds.

Kathy Morack
E. Irene Reed

THE LIVING LANGUAGE OF ESKIMO



University of Alaska photo



Above—Two principals in Eskimo language development at the University of Alaska, "Pat" Afcan, a consultant, and Professor Irene Reed check proofs of a new primer "Qessanquq Avelengaq," a story about "The Lazy Mouse." Below—Translated as "Things worth reading," "Naaqsugenarqelriit" is the official publication of the University of Alaska's Eskimo Language Workshop.

Story and photos by
LESLYE A. KORVOLA

"Kumelucaq" was the book the aged Eskimo woman was studying intently. Until recently she could find only religious materials printed in her native Yup'ik language, but times are changing.

Although Hans Christian Andersen might not have recognized it, "Kumelucaq" is his tale of "Thumbelina." It was one of the first traditional stories of white man's culture that was translated into Yup'ik Eskimo. It has become very popular with adults as well as children, for the Eskimos have long been fascinated with written language, although only recently has Eskimo been standardized in this form.

Just a decade ago, young Eskimos were punished if they spoke their native language in school. All subjects were

taught in English. To speak other than English was forbidden, even though the children often thought in their mother tongue, Eskimo.

In the fall of 1970 a bilingual program was initiated with first grade classes in the Bureau of Indian Affairs schools at Akiachak, Napakiak and Nunapitchuk and a kindergarten class in Bethel's state operated school. All subjects were taught in Eskimo, the language these children had learned at home, while English was introduced as a foreign language.

"At first the children were afraid to speak in Eskimo in school," recalls Marie (Nick) Blanchett, who taught in the bilingual class at Nunapitchuk. "They were afraid they were doing something they weren't supposed to do. It took them about a week to get over their astonishment."

In some areas the parents had mixed feelings. As the year progressed, however, it became apparent that the children not



Above—Eskimo and "kass'ag" (white) students are equally interested in studying Eskimo as a written language at the University of Alaska. Below—"Tukutukuaraller," the story of a common snipe is a traditional Eskimo story recently published. Told by Anna Rose Joe of Mountain Village, the story was transcribed into writing by "Pat" Afcan and illustrated by Andrew Chikoyak.



only did better in their studies in their native language, but they also learned English with greater ease.

This year there are five more state operated schools (Togiak, Manokotak, Twin Hills, Aleknagik and Kongiganak) and four additional BIA schools (Kipnuk, Kasigluk, Tuntutuliak and Quinhagak) in which first graders are speaking Eskimo.

This change is the result of much dedicated work during the last decade, much of which has been done at the University of Alaska at College.

When Dr. Michael E. Krauss arrived in 1960, he offered a course which was labeled as linguistics, but which was actually (through the use of Martha Teeluk as a native "informant") a course in Eskimo. By 1962, Miss Irene Reed, a student of Dr. Krauss who had become fascinated by the Eskimo language, was able to begin a class in the Yup'ik dialect.

Through the support of the National Science Foundation (1961-1963), the Institute of Social, Economic and Government Research (1967-1968) and the National Endowment for the Humanities (1968-1969) studies in Alaskan Eskimo were carried out. The sounds were carefully analyzed and put

into writing, and thus a new standardized orthography developed.

In 1967 Professor Osahito Miyazaki, who is now at Otaru University in Hokkaido, Japan, arrived as a Carnegie visiting professor. His linguistic studies in Eskimo contributed greatly to the understanding of Eskimo grammar and phonology.

Then, in 1968, reflecting this nation's growing interest in minority ethnic groups, Dr. Theodore Anderson of the Southwest Educational Development Laboratory came to Alaska to collect material about the use of native languages as a part of his study of bilingualism.

Thus when the Bureau of Indian Affairs held a Bilingual Conference in the fall of 1969, the University's Department of Linguistics and Foreign Languages had the information needed to spark interest in Eskimo language usage and teaching, even if some officials were skeptical of bilingual education. The job of training native speakers in teaching techniques was assumed by the BIA. The entire program was established on the firm foundation of research, linguistic analysis and careful planning.



Skilled in its use since childhood, these Eskimo students are now learning to analyze and reduce to writing their native tongue.

Today the enrollment in Yup'ik is growing faster than in any other language of the Department of Linguistics and Foreign Languages at the University of Alaska. It has been given equal status with the study of European foreign languages.

Eskimo is actually a family of languages, just like the Germanic or Romance languages. The northern Eskimos along the Arctic coast speak the Inupiat dialect. Yup'ik, Yup or Yup'iq is spoken by the Eskimos of the lower Kuskokwim, Yukon and Nushagak Rivers and surrounding areas. This dialect is spoken by the greatest number of Alaskan Eskimos and over the largest area.

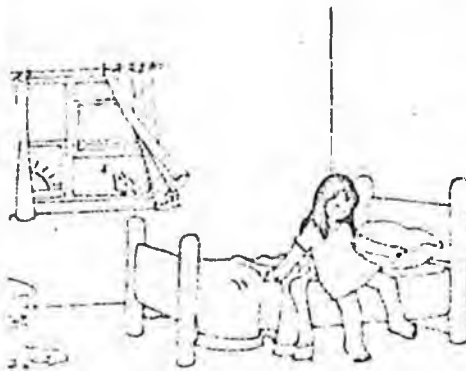
Still other Eskimo languages exist, like Greenlandic Eskimo and the Siberian

variety, which is spoken by the Eskimos of St. Lawrence Island in Alaska. Each dialect differs from others as much as Dutch from German or Italian from Spanish.

As a result of the growing interest in Eskimo, there is need for research and expansion of the Eskimo program at the University of Alaska. Recently Dr. Krauss was given a grant by the National Science Foundation to study the sound system of



Inarten.



Maketen.

Used as a reading primer textbook for Eskimo first graders on the lower Kuskokwim, "Cacirkat" was developed at the University of Alaska's Eskimo Language Workshop.

the Eskimo dialect spoken on St. Lawrence Island. Last fall courses began in Inupiat, the dialect of the northern Eskimos. Meanwhile, a great deal of work still remains to be done in the Yup'ik dialect.

At the Eskimo Language Workshop the traditional spoken literature is being transcribed into written language, original materials are being written in Yup'ik and

commentary of concern to the Eskimos is being translated.

In the fall of 1969 Mike Wallace of CBS television did a program on the native land claims issue for "60 Minutes." Two months after the program was shown in Fairbanks, the commentary appeared in Eskimo in the first issue of *Naaqsugenarqelriit* ("Things Worth Reading"), the publication of the Eskimo Language Workshop.

Even an excerpt from the *Congressional Record* has been translated into Eskimo and published in *Naaqsugenarqelriit* (February, 1970 issue). It was Martha J. Sara's testimony, "Do not Refuse Us," made before the Subcommittee on Indian Affairs.

Although few translations are yet available to the general public in published form, over 50 items have been prepared for school use in the Yup'ik Eskimo. They include book lists, classroom materials and stories such as "Tukutukuaraller," traditional Eskimo story of a common snipe (a bird); "Cessanquq Avelengaq," an original story about "The Lazy Mouse," and "Qimalleq," the tale of "Flopsiq, Mopsiq, Pameyuq" and "Qimalleq-Ilu," the translation of "Peter Rabbit."

In the Eskimo language classes taught by Professor Irene Reed, Eskimo and "kass'aq" learn side by side. (Commonly written "gussock" in English, "kass'aq" means "white man" in Yup'ik Eskimo and is from the Russian "cossack.") There is a good deal of give and take, and laughter is not uncommon. At times a slight variation in pronunciation produces a word quite inappropriate such as "aan iq" which means "the mother" being confused with "anaq" which means "excrement"!

Learning Eskimo is like learning any foreign language; the student must first analyze what he means in his mother tongue before he can express himself in the second language.

In study of Eskimo all of the students must learn to use the linguistic tools for analysis. For the "kass'aq" half of the class it is a struggle to learn this complicated language where a whole sentence such as, "He doesn't want to eat," is written as a single word, "Nereyunerituq." Sentences are not always a single word, but the fact that a complete thought can be written thus is at first startling.

"Tengessuuteccuaraliyukapigtelruericugenarqarpetegenga," is an unusually long word-sentence. Yet a seven-year-old Eskimo of Southwest Alaska would be able to understand its meaning. "You two probably didn't really want very much to make a little airplane for me."

By breaking word-sentences into component parts, the Eskimo students

Continued on page 67

chum and I boarded an Alaska Railroad train for a pack trip into Mount McKinley National Park, then just opening to visitors. We then back-packed down the old Richardson Highway to Valdez.

This was 1923-style tourist travel in Alaska, and we are happy indeed to have been there in those good, old days.

THE LIVING LANGUAGE OF ESKIMO

Continued from page 25

learn to analyze the language they have heard since childhood. Most of them are in a special program being trained to teach Eskimo in their native villages.

The Eskimo, often quiet and bashful in classroom situations, is a lively participant in Professor Reed's classes. He is often called upon to give the correct pronunciation for a word, or Miss Reed may ask him how to best express a particular thought. Thus he acts as an "informant," a role that is vital if the understanding of his language is to be broadened.



Much of the classroom material is based on the Yup'ik spoken along the Yukon, but many of the Eskimo students in the current classes are from Bristol Bay or the Kuskokwim area. Classes thus provide the opportunity for students to discover and understand differences within their dialect. The students provide good representation of the Bristol Bay and Kuskokwim areas, and the Yup'ik of the Yukon is represented by Paschal Afcan or Martha Teeluk, who regularly attend the classes and serve as Miss Reed's chief consultants.

"Pat," as Paschal Afcan's friends call him, has particular pride and interest in the writing of his language. Certainly he never imagined that he would become involved in such a program when he left his native village. Born in Akularak on the lower Yukon, he left home in 1951 to attend college in Great Falls, Montana. Then he entered the Navy for four years. His interest was art. But when Mr. Miyaoka and Miss Reed were looking for someone to assist in their research into Eskimo, Paschal Afcan, who was studying at the University of Alaska at that time, became involved in the research and preparation of Eskimo language materials. Today he is editor of the Eskimo Language Workshop's *Naaqsugenaarqelriit* and one of the journal's most prolific contributors. He recently conducted a successful workshop on his language at St. Marys. Afcan sums up his commitment, "I feel I am doing something useful for my people."

In the workshop Irene Reed directs a talented group which includes Martha Teeluk, Marie (Nick) Blanchett, Paschal Afcan and other writers and artists, all of


Continued on page 71

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OR USE ORDER FORM ON PAGE 72

THE LIVING LANGUAGE OF ESKIMO Continued from page 67

whom are involved in the development of materials to use in the classroom. This entails the preparation of a textbook for classes in the Eskimo language, as well as recording as written literature tales that were previously passed on by word of mouth.

Pat Afcan has been particularly valuable for his contributions in translating and creating poems and prose for both general use and the periodical put out by the Eskimo Language Workshop. The most difficult task, however, has been the translation of materials in other subject areas such as arithmetic and the preparation of stories for the teaching of reading.

Problems arise when concepts never before expressed in Eskimo must be written. Until now the language of instruction was always English. Care must be taken in coining new terms to find expressions meaningful in the framework of already existing language. Standardization of Eskimo must be established in order that materials can be truly useful.

For the children who are beginning their education in the bilingual program it is important that a variety of classroom and reading materials be available in Eskimo. Thus Martha Teeluk and Marie Blanchett are presently preparing a series of elementary graded readers. Both have taught in village schools in their native language and understand the needs of the children.

With each passing year the bilingual program will enlarge. This year there are 13 schools where children in their first year are learning in Eskimo. Four schools have youngsters continuing their education in Eskimo for the second year while English is beginning to play an ever-expanding role. By the fifth grade they will be ready to assume the study of most subjects in English. Meanwhile, additional materials are needed, not only

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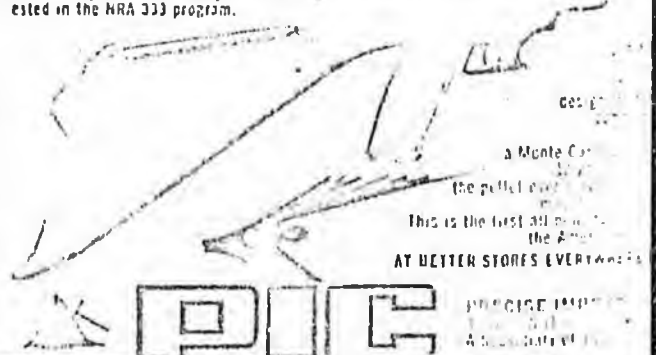


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for those presently in the bilingual program as they progress through the elementary grades, but also for the children starting school.

Once education alienated children from their parents, their Eskimo traditions and heritage of oral literature. Children grew up ashamed of their native language and yet they were unsure in expressing themselves in English, the imposed language of learning.

But this is an exciting time of transition! With the first years of school taught in the language which children have learned at home, parents can be involved in their children's education.

Now their native language has new value to the Eskimos. With it they can educate their children, preserve their literature and record the history of their people. They have a chance to maintain their identity.

The awakening awareness of their history and hope for the future is well expressed by Tupugnaq (Martha Teeluk) in her lead article in the first issue of *Naaqsugenarqelriit*.

"... Our ancestors should be given more credit since they had such a harsh environment to cope with. We will make a history of their activities since we have acquired the techniques of a written language in Eskimo. This is our heritage from our forefathers." □

HOW SWEET IT IS

Continued from page 46

snow runs the boiler; wood cut from scrub timber on the hillside heats the boiler; and the back power of the two men is used to gather the bags of sap. (A five-gallon bag almost full weighs 30 pounds.)

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By experimentation, Carroll Phillips has found that the slower the syrup is reduced in liquid content, the more it

resembles molasses. Old-timers, attempting to satisfy their sweet tooth in the days when sugar was very expensive and hard to come by, had developed a similar product. They noted that when they bothered to speed up the process, the syrup was much better. Most of the time, however, they just tapped a tree or two, hung buckets and poured the daily contents into a container on the back of a cook stove to evaporate slowly, storing the results for their winter supply. Even a

molasses-tasting syrup was better than sourdough hot cakes than no syrup at all.

While men first tapped the ground gold and now tap the ground for these Alaskans are tapping the tree the tapping does no permanent damage to the trees, it may develop from a process used by the Gold Rushers to fill a into a process refined to build an agricultural industry in the days of latest Oil Rush.

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In the heart of Homer on the Kenai Peninsula's Kachemak Bay. An ideal vacation spot...

31 January, 1971

ESKIMO SYMBOLS TAUGHT IN ALASKA

Children Learning Alphabet
Along With English

Special to The New York Times

COLLEGE, Alaska, Jan. 30—A class of 15 Eskimo children, meeting in a small, yellow school building at Nunapitchuk in southwestern Alaska, has spent the first half of this school year learning a new alphabet for the language they and their families speak—the Yuk (pronounced yook) dialect.

They are the first members of a five-year pilot project in bilingual education introduced this year in three Bureau of Indian Affairs schools run by the State of Alaska. For all of these children, Eskimo is the first language, learned from the cradle at home, and English to them is a foreign language. Educators hope this new experimental language and curriculum will bridge the gap.

At the class in Nunapitchuk, two Eskimo teachers handle the classwork in conjunction with a white instructor. Other teacher teams work at Akiachak and Napakiak schools and at the state-controlled Bethel Elementary School.

Goldilocks in Eskimo

Recently, the students gave a visitor dramatized presentations of "Goldilocksaaq Pingayun—Ilu Taqukaat (Goldilocks and the Three Bears) and an enthusiastic rendition of "Twinkle, Twinkle Little Star" in the same Yuk dialect, one of the two most widely spoken by Alaskan Eskimos.

For the class's teacher, Miss Marie Niek, this is a memorable occasion. Years ago, when she herself was a student in the same Eskimo village, she had to go without lunch as punishment for uttering a single Yuk word on the school ground.

While the two Eskimo teachers concentrate on Yuk, in the same school, a Caucasian teacher, Betty Perala, spends an hour a day indoctrinating the students in English. During this hour no word of Eskimo may be spoken.

Instead of "kavireliq" the students carefully chant in unison "red." Instead of "Livik," they pronounce December. And in place of "Aipirin" they shout Tuesday.

With Federal Help

A key partner in this program is the University of Alaska, cooperating jointly with the United States Office of Education through the Federal Bilingual Education Act and parallel state programs for Eskimo education.

The university's functions include training of native teachers to conduct the Eskimo language classes, development of an Eskimo grammar by the university's linguistics faculty and origination of a special bachelor of arts degree with a minor in Eskimo.

Dr. Bruce R. Gordon, head of the department of linguistics and foreign languages, said the University of Alaska was the only one in the country listed by a Modern Language Association survey as teaching Eskimo.

Apostrophe Borrowed

The next academic year, participants in this program may choose from courses in elementary Yuk; Inupiaq Eskimo, the dialect of natives in the Arctic; intermediate Eskimo with linguistic analysis of folklore material; preparation of teaching materials in Eskimo; a special topics course, and an Eskimo language workshop.

The new language developed by the linguistics department, experts consists of 18 symbols, plus the apostrophe, borrowed from the English alphabet.

Miss Irene Reed, who has been influential in developing the curriculum, has eight natives, mostly part-time students, on the workshop payroll. Paschal Afean, an Eskimo writer, artist and sculptor who is based here, has written a number of the 40 workshop books for children, either published or in the works, some of them illustrated in cartoon style by Andrew Chikoyak of the village of Tununak off the southwest coast.

Calls Program a Success

"The Eskimos are a remarkably creative people," Miss Reed said. "The books, of course, are all culturally relevant but we deliberately do not exclude the outside world entirely. The Eskimos see it in the movies all the time."

"We intend that Eskimo will continue throughout the natives' lives as a meaningful language," Miss Reed said after a recent inspection trip to Nunapitchuk. She described the first four months of the program as a success.

"Some people have felt that the only goal of bilingual education should be to make these people as efficient as possible in English. I disagree. I don't think that should be the only goal. Competency in English does not have to be accomplished at the sacrifice of Eskimo."

The program first began at the university level in 1961, instituted by Dr. Michael E. Krauss of the University of Alaska. Recently, he remarked that the Soviet Union was far ahead of this country in developing textbooks for minority groups. He said texts had been printed in Eskimo in Siberia since 1932.

Ua NEWS

NEWS SERVICE
UNIVERSITY OF ALASKA
PHONE 479-7581

RELEASE DATE:
-Saturday P.M.'s, January 16, 1971-

COLLEGE, Alaska--In a one-story yellow school building at Nunapitchuk in Southwestern Alaska an inscription in Eskimo designates "The Eskimo Language Room".

Inside, since early last Fall 15 or 16 Eskimo children, not quite ready for the first grade, have been learning a newly developed alphabet for Eskimos speaking the Yuk (YOOK) dialect. They give visitors dramatized presentations of "Goldilocksaaq Pingayun--llu Taqukaat" (Goldilocks and Three Bears) and enthusiastically sing "Twinkle, Twinkle Little Star" in the same dialect, one of the two most widely spoken by Alaskan Eskimos.

All of these children, as well as some in similar schools of the Bureau of Indian Affairs (B.I.A.) in the lower Kuskokwim River area, come from homes where Eskimo is the first language and English is a foreign tongue.

Two Eskimo teachers handle the Eskimo class work at Nunapitchuk in cooperation with but not constant observation by a white instructor. Pairs of Native teachers work similarly at Akiachak and Napakiak schools and at Bethel Elementary school, which is operated by the state.

-more-

*Gene Reed
Linguistics*

For Marie Nick, one of the Native teachers, this is a memorable switch. For she remembers the day when, as a pupil in the same village, she had to go without lunch as punishment for uttering an Eskimo word on the school ground.

In the same school at Nunapitchuk the beginning Eskimo pupils spend about an hour a day being indoctrinated in English by a Caucasian teacher, Betty Perala. She sings, "Do you know what time is it?" and they pipe the reply, "It's time for English now". During this hour no word of Eskimo may be spoken.

Instead of "Kavireliq" they talk of red. Instead of "Uivik" they speak of December. In place of "Aipirin" they mention Tuesday.

They are following this routine in a five-year pilot project in bilingual education, introduced this year in the three B.I.A. schools and in the one at Bethel run by the state.

The University of Alaska is a key partner in the University-federal-state program endorsed last Spring by the U.S. Office of Education through the Federal Bilingual Education Act and the Bureau of Indian Affairs.

The University not only is training Native teachers to conduct the Eskimo language classes but its linguistics faculty has developed an Eskimo grammar and the University is making it possible for students to win a bachelor of arts degree with a minor in Eskimo.

Dr. Bruce R. Gordon, head of the department of linguistics and foreign languages, remarked that the University of Alaska is the only one in the country listed by a Modern Language Association survey as teaching Eskimo.

The catalog for the 1971-72 academic year will include not only elementary Eskimo in the Yuk dialect but elementary Inupiaq Eskimo, the dialect of Natives in the Arctic; intermediate Eskimo with linguistic analysis of folklore material; a course in the preparation of teaching materials in Eskimo; a special topics course and an Eskimo language workshop. The alphabet consists of 18 of the symbols, plus the apostrophe, borrowed from the English alphabet.

Miss Irene Reed, who has been influential in developing a flourishing Eskimo curriculum, has eight Natives, mostly students working part time, on the workshop payroll. Paschal Alcan, an Eskimo writer, artist and sculptor, based here, has written a number of the 40 workshop books for children, either published or headed for the printer, some of them illustrated in cartoon style by Andrew Chikoyak of the village of Tununak off the southwest coast.

"The Eskimos are a remarkably creative people," Miss Reed observed. "The books, of course, are all culturally relevant but we deliberately do not exclude the outside world entirely. The Eskimos see it in the movies all the time anyway."

But the children's books, with titles such as "The Lazy Mouse", essentially deal with subjects familiar to the Eskimos. In "The Little Red Hen" there are ptarmigans, crows and shrews.

Miss Reed looks forward not only to the establishment of a major in Eskimo at the University, but "of a program of Eskimo studies linked with anthropology". On her return recently from an inspection trip to Nunapitchuk she described the bilingual program's first four months as a success and said that 10 trainees now were enrolled at the University of Alaska receiving instruction as bilingual teacher aids in state-operated schools in the Bristol Bay area in the Southwest. The program is to be initiated next Fall in the villages of Togiak, Twin Hills, Manokotak, Aleknagik and Kongiganok. Villages themselves vote on the question of instituting bilingual studies.

"We intend that Eskimo will continue throughout the Natives' lives as a meaningful language," Miss Reed said. "Some people have felt that the only goal of bilingual education should be to make these people as efficient as possible in English. I disagree. I don't think that should be the only goal. Competency in English does not have to be accomplished at the sacrifice of Eskimo."

The workshop has started publication of the first Yupik (Yuk) periodical--Naaqsugenarqelriit (Things Worth Reading)--with contributions of prose and poetry submitted increasingly by villagers themselves.

Dr. Michael E. Krauss, known as the "father" of Eskimo studies at the University of Alaska, instituted them in 1961. A visiting Japanese scholar, Osahito Miyaoka, who came in 1967, undertook with Miss Reed the cooperative teaching of the Eskimo courses. While they taught, they, with Dr. Krauss and Mr. Aican, developed the Yupik (Yuk) classroom grammar as a basis for college-level classroom instruction for those learning Yuk as a second language.

"It took some doing," Miss Reed recalled. "When teachers elsewhere in the country are teaching grammar they take a book off the shelves. We have had to write our own text and often were hard put to it to keep up with the classwork, Eskimo being a very difficult language."

Dr. Krauss, who has degrees from Harvard, Chicago, Columbia, Western Reserve, the University of Paris, and several other institutions, noted that Soviet Russia was far ahead of this country in developing textbooks for minority groups. He said texts had been printed in Eskimo in Siberia since 1937.

"The United States and Canada," he added, "are 20 to 40 years behind the Soviets in their policy, in spite of the fact that the Eskimos constitute a vastly larger minority in the northern regions of America than of Siberia."

NEWS SERVICE
UNIVERSITY OF ALASKA
PHONE 479-7381

RELEASE DATE:
July 22, 1970

BILINGUAL LANGUAGE
PROGRAM

College--This September, first graders participating in a pilot program in four Southwest Alaskan Eskimo village schools will study reading, writing, social studies and mathematics in the language they already know - Yuk Eskimo.

In these villages, where few students know any English when they start school, Eskimo will be the major classroom language for first grade. The children will learn English as a second language, with more and more of their work being in English as they advance in school.

This pilot project under the aegis of the Rural School Project, is sponsored by the Bureau of Indian Affairs, which runs three of the four village schools participating in this project. The Division of State Operated Schools will have one experimental kindergarten under the project this fall. The linguistics department at the University has worked since 1961, however, to develop a standardized writing system which was essential for this project.

"English is the 'language of survival' in Alaska," explains linguist Irene Reed, who heads the materials development for the project. "However, it should never be so at the expense of the Eskimo language. If this program succeeds, Eskimo will remain as a language of literature and culture throughout the lives of the students."

-more-

Miss Reed has worked in Yuk Eskimo since 1960, when she came to Alaska to work with linguist Michael Kraus on developing an Eskimo grammar. Mrs. Martha Teeluk, who works as one of Miss Reed's assistants for the project, started in 1960 as an informant in Yuk Eskimo, while she was a student at the University.

Irene Reed left Alaska for four years in 1963 to return to the University of Alaska in 1967 to work with Japanese linguist Osahito Miyaoka in developing an Eskimo classroom grammar.

This book, which is in the final stages of preparation, is based on the Yuk dialect used by Paschal Afcan, who is now working as Miss Reed's chief assistant in the development of instructional materials for the teaching project.

Through the research work in Eskimo, and the development of a grammar, the University has been able to offer courses in Eskimo as a foreign language, giving it equal status with other languages offered by the Department of Linguistics and Foreign Language.

The object of the program this summer, according to Irene Reed, is to train Eskimo-speaking people to teach in their villages at the primary level. They will teach reading, writing, social studies and math, using the standardized written language they have learned this summer. English speaking teachers receive special training in bilingual teaching methods, as they will be teaching the English language component, an obviously important part of the program.

At the same time as the teachers are learning the elements of the program, the development of instructional materials continues. This is a massive job, which requires developing a terminology in areas which have never been standardized in Eskimo.

"Many of the terms which need to be standardized are mathematical," Miss Reed illustrated. "For example, what do you call a 'set' in Eskimo, or an equation, or a fraction?"

Much of this work is done by the teacher-students, who use their cumulative experience to determine what terms are most widely used for various concepts in the villages. The learning materials are adapted so that they will be culturally relevant to the students and their teachers.

Teachers in the program, who come from Napakiak, Nunapitchuk, Akiachak and Bethel, are enthusiastic about the possibilities of the program continuing, which will depend upon results during the coming year. To determine results, a system of culturally unbiased tests are being developed by Dr. James Orvik of the Rural School Project. The picture-vocabulary test, which is the first of its kind for Alaskan children, will measure both receptive and expressive vocabulary in English and in Eskimo. Results will be compared with test results of children in neighboring "control" villages, where classes are taught in English.

"What is important," Miss Reed emphasized, "is to have a truly bicultural program. Language is one of the most important vehicles of any culture. We're going into this particular area (the Kuskokuim) because the Eskimo language is still so strong here. In the villages we've selected, most of the children know almost no English when they enter school. Our program, we believe, will be most meaningful in such an area.

"We also think the program will increase parental support in the villages. The child will be able to share his learning with his family, rather than be cut off from them, by this education process."

The stories have been adapted to exclude concepts which are totally unfamiliar to the Eskimo child.

Members of the program also write original children's stories. They are illustrated by natives and "gussuks" directed by natives, to assure that the illustrations are ethnically accurate and culturally relevant.

"We're going to introduce the child to the outside world through Eskimo. We're using familiar stories, such as Goldilocks, and the Three Bears, Peter and the Wolf, Thumbelina, etc. and will tell the children these are stories known by children all over the world."

Teachers participating in the summer training program have already contributed original stories.

In August, these teachers return to their villages to teach first grade with a kindergarten class in Bethel. They will form three-teacher "teams," with two Eskimo teachers and one English teacher in each group. Unlike previous programs, where Eskimos served only as teacher aides, both Eskimo and English teachers have essentially the same status in the classroom.

Through the Eskimo language, the program aims to bring Eskimo children into the wider world, without destroying their culture or language in the process. and, without destroying the child's potential by forcing him to learn exclusively in a foreign language.

"According to many psychologists," Miss Reed explains, "much of a child's important learning takes place before age six or seven. The Eskimo children learn a great deal from their parents - a whole culture ^{in fact.} ~~in fact.~~ When you cut off Eskimo at age six or seven and try to switch completely to English, you cut off the learning process and make the child start almost from the beginning. For many it takes a lifetime to get caught up."

Introduced: 4/20/72
Referred: Health, Welfare
and Education

1 IN THE SENATE

BY THE HEALTH, WELFARE
AND EDUCATION COMMITTEE

2 SENATE BILL NO. 424

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the establishment of the Alaska
7 Native language center at the University of Alaska."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 * Section 1. AS 14.40 is amended by adding a new section to read:

10 Sec. 14.40.117. ESTABLISHMENT OF ALASKA NATIVE LANGUAGE CENTER.

11 The university shall establish an Alaska Native language center, the
12 purposes of which are to:

- 13 (1) study languages native to Alaska;
- 14 (2) develop literacy materials;
- 15 (3) assist in the translation of important documents;
- 16 (4) provide for the development and dissemination of Alaska

17 Native literature; and

- 18 (5) train Alaska Native language speakers to work as teachers
19 and aides in bilingual classrooms.

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I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

HOUSE OF REPRESENTATIVES

2/18/71

Date

Mr. Speaker:

The Committee on _____ has had _____

under consideration. A majority of the members of the Committee

recommends it do pass

recommends it do not pass

recommends it do pass with attached amendment(s)

recommends it be replaced with CS for _____ and that
CS for _____ do pass

(and) recommends it be referred to the _____
committee

reports it back without recommendation

(other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:

CHAIRMAN

Offered: 1/26/71
Referred: State Affairs

BY CROFT, HENSLEY, BRADSHAW,
CHRISTIANSEN, GROH, HAMMOND,
JOSEPHSON, MERDES, MILLER,
POLAND, RADER, RETTIG, THOMAS,
YOUNG

1 IN THE SENATE

2

SENATE JOINT RESOLUTION NO. 5

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SEVENTH LEGISLATURE - FIRST SESSION

5

Relating to settlement of the Alaska

6

Native land claims.

7

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8

WHEREAS the Alaska Legislature, in enacting the Alaska Native Land
9 Claims State Settlement Act of 1968, AS 38.30, has declared the state's
10 policy "to join with the federal government in a legislative effort to pro-
11 vide a fair, speedy and equitable method for the settlement and satisfaction
12 of the Alaska Native land claims", and proposed a program of joint federal
13 and state legislative action to settle the land claims; and

14

WHEREAS the immediate need for a fair and just settlement of the land
15 claims is of the utmost importance to and is in the best interests of every
16 Alaskan, whether the basis of his concern or motivation is justice, legality,
17 the state's social or economic welfare, or otherwise; and

18

WHEREAS a generous federal grant of land and money to the Alaska
19 Natives, in compensation for rights extinguished by legislation, is essential
20 to meaningfully provide them the option of joining the social and economic
21 mainstream of Alaskan life; and

22

WHEREAS the United States Department of the Interior has established
23 a "freeze" on the transfer of lands in Alaska until June 30, 1971 to allow
24 time for Congressional action to settle the land rights of the Alaska
25 Natives; and

26

WHEREAS, although the state recognizes that Congress has historically
27 assumed the responsibility for settling land claims, the legislature never-
28 theless anticipates making a reasonable state contribution to the settlement;

29

BE IT RESOLVED that the Seventh Alaska State Legislature, in recognition

1 of the vital importance of this issue to Alaska, indeed to all of the United
2 States, strongly urges the Congress of the United States to enact a fair,
3 generous and early settlement of the Alaska Native land claims, and ex-
4 presses it's intent to participate and cooperate in such a settlement.

5 COPIES of this Resolution shall be sent to the Honorable Richard M.
6 Nixon, President of the United States; the Honorable Spiro T. Agnew, Vice
7 President of the United States; the Honorable Fred Russell, Acting Secretary
8 of the Interior; the Honorable Henry M. Jackson, U.S. Senator and Chairman,
9 Committee on Interior and Insular Affairs, U.S. Senate; the Honorable
10 Wayne N. Aspinall, U.S. Representative and Chairman, Committee on Interior
11 and Insular Affairs, U.S. House of Representatives; and to the Honorable
12 Ted Stevens and the Honorable Mike Gravel, U.S. Senators, and the Honorable
13 Nick Begich, U.S. Representative, members of the Alaska delegation in
14 Congress.

Offered: 1/26/71
Referred: State Affairs

BY CROFT, HENSLEY, BRADSHAW,
CHRISTIANSEN, GROH, HAMMOND,
JOSEPHSON, MERDES, MILLER,
POLAND, RADER, RETTIG, THOMAS,
YOUNG

1 IN THE SENATE

2 SENATE JOINT RESOLUTION NO. 5

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 Relating to settlement of the Alaska
6 Native land claims.

7 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8 WHEREAS the Alaska Legislature, in enacting the Alaska Native Land
9 Claims State Settlement Act of 1968, AS 38.30, has declared the state's
10 policy "to join with the federal government in a legislative effort to pro-
11 vide a fair, speedy and equitable method for the settlement and satisfaction
12 of the Alaska Native land claims", and proposed a program of joint federal
13 and state legislative action to settle the land claims; and

14 WHEREAS the immediate need for a fair and just settlement of the land
15 claims is of the utmost importance to and is in the best interests of every
16 Alaskan, whether the basis of his concern or motivation is justice, legality,
17 the state's social or economic welfare, or otherwise; and

18 WHEREAS a generous federal grant of land and money to the Alaska
19 Natives, in compensation for rights extinguished by legislation, is essential
20 to meaningfully provide them the option of joining the social and economic
21 mainstream of Alaskan life; and

22 WHEREAS the United States Department of the Interior has established
23 a "freeze" on the transfer of lands in Alaska until June 30, 1971 to allow
24 time for Congressional action to settle the land rights of the Alaska
25 Natives; and

26 WHEREAS, although the state recognizes that Congress has historically
27 assumed the responsibility for settling land claims, the legislature never-
28 theless anticipates making a reasonable state contribution to the settlement;

29 BE IT RESOLVED that the Seventh Alaska State Legislature, in recognition

1 of the vital importance of this issue to Alaska, indeed to all of the United
2 States, strongly urges the Congress of the United States to enact a fair,
3 generous and early settlement of the Alaska Native land claims.

4 COPIES of this Resolution shall be sent to the Honorable Richard M.
5 Nixon, President of the United States; the Honorable Spiro T. Agnew, Vice
6 President of the United States; the Honorable Fred Russell, Acting Secretary
7 of the Interior; the Honorable Henry M. Jackson, U. S. Senator and Chairman,
8 Committee on Interior and Insular Affairs, U. S. Senate; the Honorable
9 Wayne N. Aspinall, U. S. Representative and Chairman, Committee on Interior
10 and Insular Affairs, U. S. House of Representatives; and to the Honorable
11 Ted Stevens and the Honorable Mike Gravel, U. S. Senators, and the Honorable
12 Nick Begich, U. S. Representative, members of the Alaska delegation in
13 Congress.



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James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

HOUSE OF REPRESENTATIVES

4/27/72

6/17/72 Date

Mr. Speaker

The Committee on FINANCE has had SCR 19

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) to be referred to the Finance Committee

MEMBERS SIGNING THE MAJORITY REPORT:

[Signature] _____

[Signature] _____

[Signature] _____

[Signature] _____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

[Signature] recommends: [Signature]

[Signature] recommends: [Signature]

[Signature] recommends: [Signature]

[Signature] recommends: _____

[Signature] recommends: _____

CHAIRMAN

Introduced: 3/6/72
Referred: Judiciary

1 IN THE SENATE

BY THE JUDICIARY COMMITTEE

2 SENATE CONCURRENT RESOLUTION NO. 19

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 Relating to the establishment of a
6 law center, including a law school
7 in Alaska.

8 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 WHEREAS Alaska stands virtually alone as a state that currently does
10 not offer the opportunity of a legal education to its citizens; and

11 WHEREAS there exists in Alaska no facilities or established programs
12 for continuing legal education for members of the profession; and

13 WHEREAS the need for at least paraprofessionals trained in certain
14 areas is becoming more apparent each day; and

15 WHEREAS there exists in Alaska no basic research facilities for members
16 of the profession; and

17 WHEREAS the creation of a law center which could offer all of the
18 above and more would be unique in America, able to utilize innovative ideas
19 and programs as well as offer traditional legal facilities and training; and

20 WHEREAS the concept of a law center has been discussed widely by
21 members of the bench and bar and it has received favorable reactions; and

22 WHEREAS the establishment of such a center would upgrade the profes-
23 sion in every way and the citizens of Alaska would realize benefits hereto-
24 fore unavailable;

25 BE IT RESOLVED by the Alaska Legislature that the Legislative Council
26 is requested to undertake a study, in cooperation with the bar, and all
27 other appropriate groups and persons, of the feasibility of the establishment
28 of a law center, including a law school, in Alaska; and be it

29 FURTHER RESOLVED that the Legislative Council issue its report together

1 with any recommendations it may have, to the Eighth Legislature - First
2 Session.

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James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

HOUSE OF REPRESENTATIVES

5/20/72

5/23/72
Date

Mr. Speaker

The Committee on FINANCE has had SCF 34

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

<u>[Signature]</u>	<u>[Signature]</u>	_____
<u>[Signature]</u>	_____	_____
<u>[Signature]</u>	_____	_____
<u>[Signature]</u>	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

<u>[Signature]</u>	recommends:	<u>[Signature]</u>
<u>[Signature]</u>	recommends:	
_____	recommends:	
_____	recommends:	
_____	recommends:	<u>[Signature]</u>

CHAIRMAN

Introduced: 4/21/72
Referred: Resources

BY THE LOCAL GOVERNMENT
COMMITTEE BY REQUEST

1 IN THE SENATE

2 SENATE CONCURRENT RESOLUTION NO. 34

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 Requesting a Legislative Council
6 study of the Cook Inlet king
7 salmon resources.

8 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 WHEREAS king salmon in Cook Inlet and its tributaries are prized both
10 for their commercial and sport fish value; and

11 WHEREAS there has long been a dispute as to the appropriate distribu-
12 tion of the catch between sport and commercial fishermen; and

13 WHEREAS it is appropriate that an independent body, not nominated or
14 controlled by sport or commercial fishing interests, should investigate the
15 Cook Inlet fishery; and

16 WHEREAS environmental, commercial, recreational and other considerations
17 should be evaluated before legislative or executive decisions concerning
18 allocation of the king salmon resource between sport and commercial fisher-
19 men are made;

20 BE IT RESOLVED by the Legislature of the State of Alaska that the
21 Legislative Council is requested to undertake a study, including but not
22 limited to environmental, ecological, commercial, economic and recreational
23 concerns, to assist the legislature in formulating policy for the highest and
24 best utilization of the Cook Inlet king salmon resource; and be it

25 FURTHER RESOLVED that the Legislative Council conduct hearings to take
26 testimony from commercial and sport fishermen, tourists, commercial interests,
27 environmentalists and other interested citizens, agencies and organizations
28 that desire to be heard, and summarize the testimony and present the same to
29 the First Session of the Eighth Legislature; and be it

1 FURTHER RESOLVED that the Legislative Council is authorized to hire
2 such expert assistance as it considers appropriate to carry out the full
3 intent of this resolution within the limits of appropriated funds.

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RECORDS CERTIFICATION

I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

SENATE

_____ Date

Mr. President:

The Committee on _____ has had _____
under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:
_____ recommends:

CHAIRMAN

Introduced: 4/16/71
Referred: State Affairs

1 IN THE SENATE

BY HENSLEY

2 SENATE CONCURRENT RESOLUTION NO. 44

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 Relating to the proposed Barrow airport
6 complex.

7 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8 WHEREAS the Sixth Legislature of the State of Alaska included in its
9 capital improvement program a combined facilities building program for
10 Barrow, Alaska; and

11 WHEREAS it has been determined that the proposed state building for
12 Barrow should be included in an airport complex building to be built by the
13 City of Barrow for the following reasons:

- 14 (1) lower cost of construction
15 (2) availability of water and sewer
16 (3) lower cost of heating
17 (4) central location; and

18 WHEREAS, in view of these facts, it would be uneconomical to proceed
19 on the basis of the 1970 authorization with the state leasing these facili-
20 ties from the Alaska State Housing Authority;

21 BE IT RESOLVED by the Seventh Legislature of the State of Alaska that
22 it authorizes the Department of Administration to enter into an agreement
23 with the City of Barrow for the leasing of space in the now proposed Barrow
24 airport complex and authorize funds necessary for this agreement.
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RECORDS



CERTIFICATION

I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Committee Report

SENATE

Date

Mr. President:

The Committee on _____ has had _____

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

CHAIRMAN

Introduced: 4/22/71
Referred: Finance

1 IN THE SENATE

BY THE RULES COMMITTEE BY
REQUEST OF THE GOVERNOR

2

SENATE CONCURRENT RESOLUTION NO. 45

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SEVENTH LEGISLATURE - FIRST SESSION

5

Relating to the lease of additional

6

courtroom space as a new state

7

project.

8

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9

WHEREAS the state under site lease number 6 entered into as of

10

October 7, 1970 between the Alaska State Housing Authority and the state

11

acting through the Department of Public Works has leased and demised to the

12

authority for the term specified in the lease the real property situated

13

in Anchorage, Alaska described in the project data sheet attached to the

14

lease; and

15

WHEREAS the authority under agreement of lease number 8 entered into

16

as of October 7, 1970 between the authority and the state acting through the

17

Department of Administration has leased to the state on the site leased

18

under site lease number 6, the project including an addition to the existing

19

court and office building consisting of office and courtroom space, with all

20

related utility and site work, of approximately 65,000 square feet, as

21

authorized by House Concurrent Resolution No. 29 of the Sixth Legislature,

22

Second Session; and

23

WHEREAS the state desires to lease additional office and courtroom space

24

as a new project on the site leased by site lease number 6 and the authority

25

has good right and lawful authority under the Alaska State Housing Authority

26

Act and under the site lease and the laws of the state and is willing to

27

provide by lease to the state additional office and courtroom space on the

28

site subject to the ability of the authority to issue bonds for the new

29

project;

1 BE IT RESOLVED by the Alaska Legislature that the use of space to be
2 provided by lease from the Alaska State Housing Authority of office and
3 courtroom space on the site of the land leased and demised to the authority
4 by site lease number 6, providing for payment in excess of \$12,000 annually,
5 is approved under AS 37.05.280.

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Original sponsor: By the Rules
Committee by request of the Governor

Offered: 4/25/71
Referred: Rules

1 IN THE SENATE BY THE FINANCE COMMITTEE

2 CS FOR SENATE CONCURRENT RESOLUTION NO. 45

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 Relating to the lease of additional
6 office and courtroom space as new
7 state projects.

8 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 WHEREAS the state under site lease number 6 entered into as of Octo-
10 ber 7, 1970 between the Alaska State Housing Authority and the state acting
11 through the Department of Public Works has leased and demised to the author-
12 ity for the term specified in the lease the real property situated in
13 Anchorage, Alaska described in the project data sheet attached to the lease;
14 and

15 WHEREAS the authority under agreement of lease number 8 entered into
16 as of October 7, 1970 between the authority and the state acting through
17 the Department of Administration has leased to the state on the site leased
18 under site lease number 6, the project including an addition to the existing
19 court and office building consisting of office and courtroom space, with all
20 related utility and site work, of approximately 65,000 square feet, as
21 authorized by House Concurrent Resolution No. 62 am FCC of the Sixth Legis-
22 lature, First Session; and

23 WHEREAS the state desires to lease additional office and courtroom space
24 as a new project on the site leased by site lease number 6 and the authority
25 has good right and lawful authority under the Alaska State Housing Authority
26 Act and under the site lease and the laws of the state and is willing to
27 provide by lease to the state additional office and courtroom space on the
28 site subject to the ability of the authority to issue bonds for the new
29 project;

1 BE IT RESOLVED by the Alaska Legislature that the use of space to be
2 provided by lease from the Alaska State Housing Authority of office and
3 courtroom space on the site of the land leased and demised to the authority
4 by site lease number 6, providing for payments in excess of \$12,000 annually,
5 is approved under AS 37.05.280; and be it

6 FURTHER RESOLVED by the Alaska Legislature that it is also in the
7 best interest of the State to enter into an additional lease set out in
8 this resolution and, therefore, the use of the space to be provided by lease
9 from the Alaska State Housing Authority of office and courtroom space in
10 Juneau, providing for payments in excess of \$12,000 annually is approved
11 under AS 37.05.280.

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RECORDS CERTIFICATION

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James D. Smith
Signature of Camera Operator

4/4/89
Date

The Legislature of the State of Alaska
FISCAL NOTE

COPIES: THE CHAIRMAN OF THE COMMITTEE MAKING THE REQUEST
 THE HOUSE FINANCE COMMITTEE STAFF
 THE SENATE FINANCE COMMITTEE STAFF
 THE DIVISION OF BUDGET & MANAGEMENT
 RETAIN A COPY FOR YOUR FILES

Committee Substitute for Senate Concurrent Resolution #5
 Subject Trail Staking ~~XXX~~ Senate Concurrent Resolution #5 ~~SD~~ SCR #5 CSSCR #5
 requested by Nadine Williams
 referred to T. A. Johnson date of request March 8, 1971
 completion date requested ASAP date received _____

EXPENDITURE DETAIL	FY 1971-72	FY 1972-73	FY 1973-74
100 PERSONAL SERVICES	\$	\$	\$
200 TRAVEL			
300 CONTRACTUAL SERVICES	21,950.00	2,000	2,000
400 COMMODITIES			
500 EQUIPMENT			
600 LAND AND STRUCTURES			
700 GRANTS, CLAIMS & SHARED REVENUE			
TOTAL	\$ 21,950.00	\$ 2,000	\$ 2,000

FUNDING DETAIL	FY 1971-72	FY 1972-73	FY 1973-74
FEDERAL RECEIPTS	\$	\$	\$
SPECIAL FUNDS			
UNRESTRICTED GENERAL FUND RECEIPTS	21,950.00	2,000	2,000

Man Months
 Permanent Positions
 Temporary Positions

FISCAL ANALYSIS

The Alaska Road Commission was originally responsible for trail staking, maintaining some 500-1000 miles per year at a cost of \$6.00 per mile. The Department of Highways maintained some trails through about 1965 when the function and funds were transferred to the Rural Development Agency. Following is an analysis of estimated miles and costs of permanent staking.

	Estimated Mileage	Cost Per Mile	Total Cost
Trail #1	54	\$50.00	\$ 2,700.00
Trail #2	156	50.00	7,800.00
Trail #3	229	50.00	11,450.00
Total	439		\$21,950.00

We have used the \$50.00 per mile unit cost as it represents the latest payment of trail staking by the department on the North Slope Winter Trail. This figure leaves a marginal factor for contingencies. Temporary staking which we do not recommend would run approximately \$15.00 per mile. Normal annual maintenance of the permanent trail staking would run approximately \$2,000.00. This fiscal note assumes that the department would furnish materials and that local residents would construct on a reimburseable basis.

Attachment

DATE 3/10/71

SIGNATURE _____

NAME & TITLE _____

T. A. Johnson
Acting Director

2/23/71

NOTES ON SENATE CONCURRENT RESOLUTION NO. 5

Existing Miles of Trail	<u>1939</u> 7,000	<u>1953</u> 4,100
Average Miles maintained & Reconstructed Annually, ARC	500 to 1,000	
Staking Interval	100' to 150'	
Direct Expenditures, ARC, 1955	\$6/mile	

Administration: ARC normally supplied the materials, local community supplied labor - Little review or control was exercised by ARC.

Length of Routes Names in Resolution:

(1)	54
(2)	156
(3)	<u>229</u>
	439

Cost of staking, & other maintenance, present time @ \$50/mile:

(1)	\$ 2,700
(2)	7,800
(3)	<u>11,450</u>
	\$21,950

Could be as low as \$35/mile, for approx. \$15,000 total.

Trail Marking

Permanent: Tripods made of native timber, 10' - 12' in length,
tied at top with galvanized wire spaced at intervals
of 500' or less.

\$35/mile

Temporary: Small native timber or lath, 100' intervals.

\$15/mile

A M E N D M E N T # 1

Offered in the HOUSE

By House State Affairs Committee

To: _____ HOUSE Bill No. _____

X _____ SENATE Bill No. CS SCR 5

AMENDMENT: Page 1 Line after line 11

ADD:

(4) Shungnak to Selawik to Buckland

Original sponsor: Christiansen

Offered: 2/11/71
Referred: Rules

1 IN THE SENATE

BY THE STATE AFFAIRS COMMITTEE

2

CS FOR SENATE CONCURRENT RESOLUTION NO. 5

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SEVENTH LEGISLATURE - FIRST SESSION

5

Relating to restaking winter trails

6

between certain villages in Alaska.

7

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8

WHEREAS, at the present time, winter trails are not being restaked from

9

(1) Bethel to Nunapitchuk to Kasigluk and

10

(2) Bethel to Eek to Quinhagak to Goodnews Bay and

11

(3) Bethel to Tuntatuliak to Kongiganak to Kwigillingok to Kipnuk

12

to Chefornek to Nightmute to Toksook Bay to Tununak to Newtok; and

13

WHEREAS these trails are essential arteries for the transportation of

14

supplies and are also in constant use by subsistence hunters and trappers;

15

and

16

WHEREAS travel for the inhabitants of these areas is carried on at the

17

constant risk of life even without the added danger of becoming lost;

18

BE IT RESOLVED that the Legislature of the State of Alaska respectfully

19

requests the Department of Highways to restake these winter trails which

20

are so essential to existence during these months, and to complete the pro-

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ject by the close of 1971.

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RECORDS CERTIFICATION



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James D. Smith
Signature of Camera Operator

4/4/89
Date

file?

Requesting the establishment of a comprehensive salmon rehabilitation and restoration program in the Cook Inlet watershed.

Committee Report

HOUSE OF REPRESENTATIVES

5/31/78

Mr. Speaker

_____ Date

The Committee on FINANCE has had SCF 27 under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that CS for _____ do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ CHAIRMAN

Introduced: 4/3/72
Referred: Rules

1 IN THE SENATE

BY THE RESOURCES COMMITTEE
BY REQUEST

2 SENATE CONCURRENT RESOLUTION NO. 27

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 Requesting the establishment of a
6 comprehensive salmon rehabilitation
7 and restoration program in the
8 Cook Inlet watershed.

9 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 WHEREAS increasing numbers of both sport and commercial fishermen are
11 subjecting the Cook Inlet salmon stocks to severe pressures both in the
12 spawning streams and in salt water, making the Cook Inlet watershed the most
13 heavily utilized salmon fishery in the state; and

14 WHEREAS, according to the Department of Fish and Game, the Cook Inlet
15 salmon stocks have sustained a drastic decline due to intensity of use; and

16 WHEREAS techniques have become available for greatly enhancing the
17 productivity of the natural spawning grounds and rearing areas; and

18 WHEREAS the Bear Lake project near Seward demonstrated that enhancement
19 projects can show a return from the first year's spawning of \$10 for each \$1
20 spent; and

21 WHEREAS the Upper Susitna Basin may offer a potential salmon rearing
22 system rivaling in magnitude the Bristol Bay runs if the Devil's Canyon Falls
23 can be surmounted; and

24 WHEREAS no inventory of the fresh water spawning and rearing areas of
25 the Cook Inlet watershed has ever been conducted, even though the Commissioner
26 of Fish and Game has stated that such an inventory is badly needed, and
27 therefore the potential for development is unknown; and

28 WHEREAS such an inventory would be the fundamental basis on which to
29 build an areawide program for increased production;