

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672

627 SCOM119: JOINT INTERIM COMM. ON EDUCATIONAL PROG. 1977

assessment must be made in all the necessary languages.

In order to make the aforementioned assessments the district must, at a minimum, determine the language most often spoken in the student's home, regardless of the language spoken by the student, the language most often spoken by the student in the home and the language spoken by the student in the social setting (by observation):

These assessments must be made by persons who can speak and understand the necessary language(s). An example of the latter would be to determine by observation, the language used by the student to communicate with peers between classes or in informal situations. These assessments must cross-validate one another (Example: student speaks Spanish at home and Spanish with classmates at lunch). Observers must estimate the frequency of use of each language spoken by the student in these situations.

In the event that the language determinations conflict (Example: student speaks Spanish at home, but English with classmates at lunch), an additional method must be employed by the district to make such a determination (for example the district may wish to employ a test of language dominance as a third criterion). In other words, two of the three criteria will cross-validate or the majority of criteria will cross-validate (Yield the same language).

Due to staff limitations and priorities, we will require a plan under Lau during this initial stage of investigation when the district has 20 or more students of the same language group identified as having a primary or home language other than English. However, a district does have an obligation to serve any student whose primary or home language is other than English.

II. Diagnostic/Prescriptive Approach

The second part of a plan must describe the diagnostic/pre-scriptive measures to be used to identify the nature and

extent of each student's educational needs and then prescribe an educational program utilizing the most effective teaching style to satisfy the diagnosed educational needs. The determination of which teaching style(s) are to be used will be based on a careful review of both the cognitive and affective domains and should include an assessment of the responsiveness of students to different types of cognitive learning styles and incentive motivational styles -- e.g., competitive v. cooperative learning patterns. The diagnostic measures must include diagnoses of problems related to areas or subjects required of other students in the school program and prescriptive measures must serve to bring the linguistically/culturally different student(s) to the educational performance level that is expected by the Local Education Agency (LEA) and State of nonminority students. A program designed for students of limited English-speaking ability must not be operated in a manner so as to solely satisfy a set of objectives divorced or isolated from those educational objectives established for students in the regular school program.

III. Educational Program Selection

In the third step the district must implement the appropriate type(s) of educational program(s) listed in this Section (III, 1-5), dependent upon the degree of linguistic proficiency of the students in question. If none seem applicable check with your Lau coordinator for further action.

1. In the case of the monolingual speaker of the language other than English (speaks the language other than English exclusively).

A. At the Elementary and Intermediate Levels:

Any one or combination of the following programs is acceptable.

1. Transitional Bilingual Education Program (TBE)
2. Bilingual/Bicultural Program.
3. Multilingual/Multicultural Program (see definitions, page 21).

In the case of a TBE, the district must provide predictive data which show that such student(s) are

ready to make the transition into English and will succeed educationally in content areas and in the educational program(s) in which he/she is to be placed. This is necessary so the district will not prematurely place the linguistically/culturally different student who is not ready to participate effectively in an English language curriculum in the regular school program (conducted exclusively in English).

Because an ESL program does not consider the affective nor cognitive development of students in this category and time and maturation variables are different here than for students at the secondary level, an ESL program is not appropriate.

B. At the Secondary Level:

Option 1 - Such students may receive instruction in subject matter (example: math, science) in the native language(s) and receive English-as-a-Second Language (ESL) as a class component (see definitions, page 21).

Option 2 - Such students may receive required and elective subject matter (examples: math, science, industrial arts) in the native language(s) and

bridge into English while combining English with the native language as appropriate (learning English as a first language, in a natural setting).

Option 3 - Such students may receive ESL or High Intensive Language Training (HILT), (see definition, page 21) in English until they are fully functional in English (can operate equally successfully in school in English) then bridge into the school program for all other students.

A district may wish to utilize a TBE, Bilingual/Bicultural or Multilingual/Multicultural program in lieu of the three options presented in this section (III.1.B.). This is permissible. However, if the necessary prerequisite skills in the native language(s) have not been taught to these students, some form of compensatory education in the native language must be provided.

In any case, students in this category (III.1.B.) must receive such instruction in a manner that is

expeditiously carried out so that the student in question will be able to participate to the greatest extent possible in the regular school program as soon as possible. At no time can a program be selected in this category (III.1.B.) to place the students in situations where the method of instruction will result in a substantial delay in providing these students with the necessary English language skills needed by or required of other students at the time of graduation.

NOTE: You will generally find that students in this category are recent immigrants.

2. In the case of the predominate speaker of the language other than English (speaks mostly the language other than English, but speaks some English):

A. At the Elementary Level:

Any one or combination of the following programs is acceptable.

1. TBE
2. Bilingual/Bicultural Program
3. Multilingual/Multicultural Program.

In the case of a TBE, the district must provide predictive data which show that such student(s) are ready to make the transition into English and will educationally succeed in content areas and the educational program in which he/she is to be placed.

Since an ESL program does not consider the affective nor cognitive development of the students in this category and the time and maturation variables are different here than for students at the secondary level, an ESL program is not appropriate.

B. At the Intermediate and High School Levels:

The district must provide data relative to the student's academic achievement and identify those students who have been in the school system for less

than a year. If the student(s) who have been in the school system for less than a year are achieving at grade level or better, the district is not required to provide additional educational programs. If, however, the students who have been in the school system for a year or more are underachieving (not achieving at grade level), (see definitions, page 21) the district must submit a plan to remedy the situation. This may include smaller class size, enrichment materials, etc. In either this case or the case of students who are underachieving and have been in the school system for less than a year, the remedy must include any one or combination of the following 1) an ESL, 2) a TBE, 3) a Bilingual/Bicultural Program 4) a Multilingual/Multicultural Program. But such students may not be placed in situations where all instruction is conducted in the native language as may be prescribed for the monolingual

speaker of a language other than English, if the necessary prerequisite skills in the native language have not been taught. In this case some form of compensatory education in the native language must be provided.

NOTE: You will generally find that students in this category are not recent immigrants.

3. In the case of the bilingual speaker (speaks both the language other than English and English with equal ease) the district must provide data relative to the student(s) academic achievement.

In this case the treatment is the same at the elementary, intermediate and secondary levels and differs only in terms of underachievers and those students achieving at grade level or better.

- A. For the students in this category who are under-achieving, treatment corresponds to the regular program requirements for all racially/ethnically identifiable classes or tracks composed of students who are underachieving, regardless of their language background.

B. For the students in this category who are achieving at grade level or better, the district is not required to provide additional educational programs.

4. In the case of the predominant speaker of English (speaks mostly English, but some of a language other than English) treatment for these students is the same as III, 3 above.
5. In the case of the monolingual speaker of English (speaks English exclusively) treat the same as III, 3 above.

NOTE: ESL is a necessary component of all the aforementioned programs. However, an ESL program may not be sufficient as the only program operated by a district to respond to the educational needs of all the types of students described in this document.

IV. Required and Elective Courses

In the fourth step of such plan the district must show that the required and elective courses are not designed to have a discriminatory effect

- A. Required courses. Required courses (example: American History) must not be designed to exclude pertinent minority developments which have contributed to or influenced such subjects.
- B. Elective Courses and Co-curricular Activities. Where a district has been found out of compliance and operates racially/ethnically

identifiable elective courses or co-curricular activities, the plan must address this area by either educationally justifying the racial/ethnic identifiability of these courses or activities, eliminating them, or guaranteeing that these courses or co-curricular activities will not remain racially/ethnically identifiable.

There is a prima facie case of discrimination if courses are racially/ethnically identifiable.

Schools must develop strong incentives and encouragement for minority students to enroll in electives where minorities have not traditionally enrolled. In this regard, counselors, principals and teachers have a most important role. Title VI compliance questions are raised by any analysis of counseling practices which indicates that minorities are being advised in a manner which results in their being disproportionately channeled into certain subject areas or courses. The school district must see that all of its students are encouraged to fully participate and take advantage of all educational benefits.

Close monitoring is necessary to evaluate to what degree minorities are in essence being discouraged from taking certain electives and encouraged to take other elective courses and insist that to eliminate discrimination and to provide equal educational opportunities, districts must take affirmative duties to see that minority students are not excluded from any elective courses and over included in others.

All newly established elective courses cannot be designed to have a discriminatory effect. This means that a district cannot, for example, initiate a course in Spanish literature designed exclusively for Spanish-speaking students so that enrollment in that subject is designed to result in the exclusion of students whose native language is English but who could equally benefit from such a course and/or be designed to result in the removal of the minority students in question from a general literature course which should be designed to be relevant for all the students served by the district.

- V. Instructional Personnel Requirements (see definitions, page 21)
- Instructional personnel teaching the students in question must be linguistically/culturally familiar with the background of the students to be affected.

The student/teacher ratio for such programs should equal or be less than (fewer students per teacher) the student/teacher ratio for the district. However, we will not require corrective action by the district if the number of students in such programs are no more than five greater per teacher than the student/teacher ratio for the district.

If instructional staffing is inadequate to implement program requirements, in-service training, directly related to improving student performance is acceptable as an immediate and temporary response. Plans for providing this training must include at least the following:

1. Objectives of training (must be directly related to ultimately improving student performance)
2. Methods by which the objective(s) will be achieved
3. Method for selection of teachers to receive training
4. Names of personnel doing the training and location of training
5. Content of training

6. Evaluation design of training and performance criteria for individuals receiving the training
7. Proposed timetables

This temporary in-service training must continue until staff performance criteria has been met.

Another temporary alternative is utilizing para professional persons with the necessary language(s) and cultural background(s). Specific instructional roles of such personnel must be included in the plan. Such plan must show that this personnel will aid in teaching and not be restricted to those areas unrelated to the teaching process (checking roll, issuing tardy cards, etc.)

In addition, the district must include a plan for securing the number of qualified teachers necessary to fully implement the instructional program. Development and training of para professionals may be an important source for the development of bilingual/bicultural teachers.

VI. Racial/Ethnic Isolation and/or Identifiability of Schools and Classes

A. Racially/Ethnically Isolated and/or Identifiable Schools -

It is not educationally necessary nor legally permissible to create racially/ethnically identifiable schools in order to respond to student language characteristics as specified in the programs described herein.

B. Racially/Ethnically Isolated and/or Identifiable Classes -

The implementation of the aforementioned educational models do not justify the existence of racially/ethnically isolated or identifiable classes, per se. Since there is no conflict in this area as related to the application of the Emergency School Aid Act (ESAA) and existing Title VI regulations, standard application of those regulations is effective.

VII. Notification to Parents of Students Whose Primary or Home Language is Other Than English

- A. School districts have the responsibility to effectively notify the parents of the students identified as having a primary or home language other than English of all school activities or notices which are called to the attention of other parents. Such notice, in order to be adequate, must be provided in English and in the necessary language(s) comprehensively paralleling the exact content in English. Be aware that a literal translation may not be sufficient.
- B. The district must inform all minority and nonminority parents of all aspects of the programs designed for students of limited English-speaking ability and that these programs constitute an integral part of the total school program.

VIII. Evaluation

A "Product and Process" evaluation is to be submitted in the plan. This type of evaluation, in addition to stating the "product" (end result), must include "process evaluation" (periodic evaluation throughout the implementation stage). A description of the evaluation design is required. Time-lines (target for completion of steps) is an essential component.

For the first three years, following the implementation of a plan, the district must submit to the OCR Regional Office at the close of sixty days after school starts, a "progress report" which will show the steps which have been completed. For those steps which have not been completed, a narrative from the district is necessary to explain why the targeted completion dates were not met. Another "progress report" is also due at the close of 30 days after the last day of the school year in question.

IX. Definition of Terms:

1. Bilingual/Bicultural Program

A program which utilizes the student's native language (example: Navajo) and cultural factors in instruction maintaining and further developing all the necessary skills in the student's native language and culture while introducing, maintaining and developing all the necessary skills in the second language and culture (example: English). The end result is a student who can function, totally, in both languages and cultures.

2. English-as-a-Second Language (ESL)

A structured language acquisition program designed to teach English to students whose native language is not English.

3. High Intensive Language Training (HILT)

A total immersion program designed to teach students a new language.

4. Multilingual/Multicultural Program

A program operated under the same principals as a Bilingual/Bicultural Program (X,1) except that more than one language and culture, in addition to English language and culture is treated. The end result is a student who can function, totally, in more than two languages and cultures.

5. Transitional Bilingual Education Program (TBE)

A program operated in the same manner as a Bilingual/Bicultural Program, except that once the student is fully functional in the second language (English), further instruction in the native language is no longer required.

6. Underachievement

Underachievement is defined as performance in each subject area (e.g. reading, problem solving) at one or more standard deviations below district norms as determined by some objective measures for non-ethnic/racial minority students. Mental ability scores cannot be utilized for determining grade expectancy.

7. Instructional Personnel

Persons involved in teaching activities. Such personnel includes, but is not limited to, certified, credentia-
lized teachers, para professionals, teacher aides,
parents, community volunteers, youth tutors, etc.

Education Board Approves Set Of Bilingual Regulations

Oct. 22, 1977

The Alaska State Board of Education today adopted a set of bilingual education regulations proposed by the state Department of Education here.

In a special meeting called after yesterday's meeting stretched past the anticipated closing time as about 25 persons testified before the board on the bilingual education issue, the panel also passed a motion to review bilingual programs in six months. And the board adopted a motion directing the state Education Department to deal in the future exclusively with the Washington, D.C., headquarters of the Office for Civil

Rights rather than the regional office in Seattle.

Yesterday the board expressed concern that bilingual education programs be adequately funded by the legislature.

The board's concern was shared by school district superintendents and a contingent of natives from St. Mary's, who were among some 25 persons to testify at the meeting called to consider revisions of a bilingual handbook initially approved by the Office for Civil Rights.

The revised document apparently caused the civil rights agency to break off negotiations last week with the state over bilingual education in Alaska.

The revised document, reduced from 247 to 11 pages, received mixed reaction from witnesses at Anchorage Community College yesterday.

The new proposals were supported by the larger school districts because they deal with language diversities found in Alaska's urban communities. The original handbook addresses itself primarily to the native languages of Alaska's rural school districts.

"We have moved light years away from where we were in June," said Dr. John Peper, superintendent of Anchorage schools.

Peper and others urged that the legislature finance the program on a per pupil basis rather than by grants in order to guarantee continued financial support.

"If a grant program is what we're

talking about . . . we won't know what we're getting," Peper said.

The new proposals were opposed strongly by Gary Holthaus, a member of the Center of Equality of Opportunity, which drafted the original handbook.

He charged that there is no provision in the new draft insuring that school districts will comply with the state's bilingual education standards.

Larry Beans, assistant superintendent of bilingual education at St. Mary's, urged the board to hold public hearings on the new proposals before acting on them.

Richardson gate was reported to

Education Violation Is Cited

By RAY TYSON
Times Staff Writer

State Education Commissioner Marshall L. Lind says the federal government is breaking the law by withholding funds from Bush schools which don't meet bilingual education guidelines.

And another state official says that in refusing to provide funds for new educational programs in 16 rural school districts, the federal government rejected at least two grant applications that would have helped native students in the Lower Kuskokwim school district.

Citing a federal court case, Lind said in a letter to state Rep. Charles Parr, D-Fairbanks, that the federal Office for Civil Rights has failed to specify which rural districts are at fault.

"The (court) decision states that funds may be cut off 'only to the extent that they are used in, or support programs which practice discrimination,'" Lind said in the letter.

Lind cited the decision as saying: "Other programs or activities free from the taint of unequal treatment may not be condemned along with the blameworthy. Federal funds flowing to these programs and to their innocent beneficiaries must not be terminated."

In one instance, the U.S. Department of Education, on recommendations by the civil rights agency, would not approve two grant requests totaling \$229,000 for educational programs in Lower Kuskokwim school district, which is made up primarily of native students.

Al Weinberg, superintendent, said one application is for additional remedial reading and language instruction and the other is for produc-

(See Page 3, Col. 1)

Education Official Cites Law Violation

(Continued From Page 1)

tion of a bicultural film that may deal with such things as subsistence living.

"As far as I know there has never been a specific investigation by the Office For Civil Rights of what we are doing or are not doing in the Lower Kuskokwim," Weinberg said.

Many Alaska school districts are dominated by natives, said Mary Halloran, state Education Department spokesman. The Northwest Arctic School Board, for example, is made up exclusively of natives, she said.

"Yet the Office for Civil Rights maintains that they are discriminating," she said.

Bilingual education involves instructing students in their native tongue as well as English.

"They (federal government) are saying that we have failed to provide equal educational opportunity for those whose primary language is other than English," Ms. Halloran said.

The Office for Civil Rights charges that the state has failed to identify dominant languages in Alaska and where they are spoken, Ms. Halloran said. She said the state will have that information by December.

The civil rights agency also has determined that the Anchorage and Fairbanks school districts are not complying with federal bilingual guidelines. But to date the agency has not cut off their federal funds.

The Anchorage School District has identified 33 foreign languages spoken in the district. Last year the district began a tutor program that now complies with state bilingual regulations.

Anchorage schools receive \$6 million to \$7 million a year in direct federal aid plus a portion of the \$106 million general operations budget.

Bush schools are entitled to about \$18 million a year in federal aid for ongoing educational programs plus

additional money for new programs. So far the federal government has transferred funds for ongoing programs but continues to defer them for new programs, Ms. Halloran said.

The biggest chunk of federal aid for ongoing programs amounts to \$13.5 million. It is allocated to the state in lieu of taxes on federal property.

If the federal government should halt all aid to the 16 rural school districts, Northwest Arctic school district stands to lose \$2.5 million, Lower Yukon \$1.8 million, Lower Kuskokwim \$1.8 million and Yukon-Koyukuk \$1.5 million.

After rejecting three Alaska bilingual proposals between last November and April, the Office for Civil Rights and state Department of Education reached agreement on a plan in March.

But the plan probably won't be adopted by the State Board of Education until after public hearings on a bilingual handbook are completed next month. Changes in the handbook are expected. It is uncertain whether the civil rights agency will accept them.

A federal administrative hearing officer is scheduled to be in Anchorage Oct. 31 to determine which of the 16 school districts are not complying with federal bilingual guidelines.



JUNEAU ALASKA

Alaska State Legislature

House

August 19, 1977

TO: Sen. Chancy Croft, Member
Rep. Sam Cotten, Member

FROM: Rep. Thelma Buchholdt, Chairman
Interim Committee on Educational Programs

SUBJECT: Local Field Trips to Bilingual and Vocational Centers

The following centers will provide background information for the Committee's scheduled trips to Bethel, Nome and Barrow.

1. National Bilingual Materials Development Center
 Location: 2223 Spenard Rd.
 Director: Dr. Tupou Pulu
 Function: Develop instructional materials in 10 native languages for use in grades 1 to 3 in rural schools
 Staff: 3 fulltime
 20 parttime - Native bilingual specialists
 Funding: Title VII-ESEA grant - \$300,000
 Date of Tour: Tuesday, August 23 - 10 a.m.
2. X-CED Rural Teacher Training Corps
 Location: 2221 E. Northern Lights Blvd.
 Director: D. M. (Mick) Murphy
 Function: Training teachers for cross-cultural, bilingual programs in rural areas
 Staff: 2 fulltime 10 (contractual)
 Funding: Federal funds \$384,800
 GF Match 20,000
 General Funds 103,300
 Total \$508,000
 *Date of Tour: Wedn., Aug. 31
 2:30 p.m.
3. Alaska Center for Staff Development
 Location: 650 W. International Airport Rd.
 Director: Ron Daugherty
 Function: Develop materials and inservice training for vocational education teachers in rural areas
 Staff: 4 fulltime
 16 parttime
 Funding: Grants and contracts from other state agencies ("Other Funds") \$825,000
 *Date of Tour: Wedn., Aug. 31
 1:00 p.m.

*Please notify Kathryn of your preference on dates for tours for the last two centers. 276-1715

ANLC ACTIVITIES 1976-77

Jim Kari received funds from the National Science Foundation to begin work in 1976 on a study of the Ingalik language spoken in Anvik, Shageluk, and Holy Cross. From October 8 to 15 Jim traveled to Shageluk, and also to Grayling to work on Holikachuk. He found that there are very few older Holikachuk speakers. With Harriet Nicholas, Jimmy Alexander, Margaret Alexander, and Hannah Maillele, Jim wrote exercises to teach literacy in Holikachuk and worked on collecting words for a dictionary. Mrs. Maillele speaks both Holikachuk and Ingalik and helped with plant names in both languages. Mr. Alexander provided a number of placenames from the area. In Shageluk, Jim visited with Raymond and Susan Dutchman, Ingalik speakers, and worked also with Reva Morrison, Grace John, and Bertha and Tommy Dutchman. Mrs. Morrison and Mrs. John are learning to write Ingalik. Jim and the Shageluk people worked on wordlists for a proposed Ingalik dictionary. Jim talked with the town teachers and the village chief about getting a language program started in the school, and later gave a presentation to the school board. Hopefully a language program in Ingalik will be started in Shageluk.

From October 25 to 29 Larry Kaplan led a workshop in Buckland, sponsored by the Aglaktit Makpigarriutuat program, which is directed by Nita Sheldon Towarak. Attending the workshop were Evans Thomas Sr., Bessie Mitchell, Mamie Karmun (from Deering), Nita Towarak, Hilda Sheldon, and educational consultant Pat DeMarco of Fairbanks. During the workshop, Evans Thomas conducted his regular bilingual class as a demonstration. Workshop activities included literacy training, preparation of a unit on beluga hunting, taping songs and stories and transcribing them, and preparation of charts and calendars in Inupiaq.

A week later Larry Kaplan was in Kotzebue (November 8-12) for a Northwest Region bilingual teachers' workshop sponsored by Northwest Arctic School District. 26 teachers

and aides attended, representing every village in the region. The teachers were divided into beginning and advanced sections. Larry taught beginning literacy and grammar; Oscar Swan and Marie Griest also taught literacy. The advanced group also studied use of video tapes, preparation of a kinship chart, analyzing postbases, and dialect comparison. Nita Towarak assisted the advanced group in preparing classroom exercises, and conducted the beginning group on Friday. Susie Sun also helped teach. On the last day of the workshop, some of the bilingual teachers presented demonstrations of their teaching methods, including singing and games.

Larry Kaplan and Pat DeMarco returned to Kotzebue and went on to Noorvik for a workshop January 10-14, 1977. Mauneluk Association sponsored the workshop, which was organized by Nita Towarak. Martha Aiken of Barrow also taught. Participants included Ruthie Ramoth, Violet Pungalik, Angie Newlin, Viola Barr, and Hannah Wells. Activities included development of a kinship textbook, presentation of Barrow Inupiaq materials by Aiken, transcription and proofreading of taped materials, and more work on the grammar material presented at the Northwest workshop in November, including planning a grammar workbook.

Also January 10-14, Jim Kari was in Tyonek for an Ahtna Language Workshop sponsored by the Bilingual-Bicultural Program of Ahtna, Inc. and coordinated by Millie Buck. Participants included Jeannie Maxim, Jane Nicholas, Emma Bell, Ruth Johns, Markle Ewan, Martha Jackson, and Virginia Pete. Activities were literacy training, administration of literacy exams, grammar study, proofreading stories and classroom materials, translating and practicing Ahtna songs, and discussion of the problems of teaching Ahtna. During the workshop four people learned to write Ahtna for the first time.

Jeff Leer conducted a workshop for bilingual teachers in Port Graham and English Bay from January 24 to 29. In Port Graham Jeff worked with substitute bilingual teacher Vera Sawden, doing in-class demonstrations of teaching methods. From January 27 to 29 Jeff was in English Bay working in the school with bilingual

teacher Seraphim Ukatish, who has four classes, again demonstrating teaching methods, assisted by Arthur Moonin. Most of the older elementary school children in these communities speak Sugcestun.

The week of January 31 Larry Kaplan returned to Noorvik with Pat DeMarco to present another workshop for Mauneluk. Bilingual teachers attending were Minnie Grey and Truman Cleveland of Ambler, Amelia Grey of Kobuk, and Marie Clark and Marie Griest of Selawik. Nita Towarak again coordinated the workshop. The focus was on preparation of elementary instructional materials. Units were prepared on spelling, clothing, animals, and colors, including coloring books. Teachers also continued to study grammar. Larry remained in Noorvik for another week to work for Mauneluk and collect linguistic information with Violet Pungalik. Larry then returned to Kotzebue for meetings with regional administrators to discuss features of the bilingual program.

The Iditarod School District held a workshop in Lime Village January 23 to 27, and Jim Kari attended to work with bilingual personnel. Participants included bilingual teachers Vonga Bobby and Pete Bobby, and other interested village residents including Madrona Bobby, Luther Hobson, Nick Alexie, Emma Bobby, Nora Alexie, and 13-year-old Polly Bobby who helped teach the bilingual classes. Activities included literacy training and classroom demonstration of teaching methods, as well as collection of words, especially names of birds, plants, and places. Priscilla Kari presented some of the natural history Dena'ina material she has prepared for school use. The workshop concluded with a party and singing of Dena'ina songs.

Jeff presented the newly developed classroom dictionary for Alaska Peninsula Sugcestun and led participants in writing short stories for picture books. The books will be printed at ANLC this summer.

From February 14 to 20 Jim and Priscilla Kari and Peter Kalifornsky were in Lime Village for a workshop sponsored by the University's Title VII Project. Lime residents who participated were bilingual teachers Pete and Vonga Bobby, Emma Alexie, Luther Hobson, and Nora Alexie. Jim and the participants collected material for classroom use and practiced teaching methods while Peter Kalifornsky helped instruct in literacy. Some subjects covered included placenames, traditional games, and direction words. The place-name map, plant unit, and reader were presented to the classes.

Teacher training in the Northwest Arctic Region continued February 14-18 with a workshop presented by Larry Kaplan and Pat DeMarco, again at Noorvik. Participants were Helen Kagoona and Judith Allen of Kotzebue, Nellie Johnson and Arlene Cleveland of Ambler, Marie Clark and Elsie Foster of Selawik, and Martha Wells and Lillian Harvey of Kiana, all bilingual teachers and aides. Assisting in training and materials development were Nita Towarak and Violet Pungalik. The teachers studied literacy training, elementary materials development, and teaching methods, concentrating on oral language teaching. The workshop participants completed the coloring book series for their area.

Anchorage was the site of a workshop presented by the North Slope School District, February 28-March 4. Both Larry Kaplan and David Baumgartner of Barrow were instructors for the session, assisted by Eileen MacLean and Martha Aiken. Larry taught grammar, Eileen and Martha literacy, and Dave methods and materials. A number of bilingual teachers received University credit for participating in the workshop.

The week of February 28 to March 4, Jim Kari was in Tyonek for the 7th Dena'ina Language Workshop, the largest such to date. Sponsors of participants were the Alaska Native Language Center, Lake and Peninsula School District, Bristol Bay Native Association, Iditarod School District, Kenai Borough School District, and the Tyonek JOM Program. Participants were Annie Johnson, Mary Jensen, Agnes Cusma, Harry and Jim Balluta, Zenia Kol-yaha, Vera Carltikoff, Luther Hobson, Pete Bobby, Mike Alex, Peter Kalifornsky, Shem and Billy Pete, and Max and Nellie Chickalusion. Activities began with a general discussion of programs and materials and continued with materials presentation and literacy training. The language dominance test was presented and explained. Max Chickalusion gave a demonstration with his bilingual class. Kinds of materials presented included songs, games, placenames, plant unit, and writing drills. Participants also enjoyed sessions of singing and traditional Dena'ina games, and storytelling by Shem Pete and Mac Chickalusion. The need to form a representation Dena'ina language group was discussed.

Jim Kari continued his work with Dena'ina at Nondalton and Pedro Bay May 2 to 9. Major activities at Nondalton were language testing and discussions with the school board. Language tests were also administered at Pedro Bay, where Jim continued checking his dictionary material. This workshop was sponsored by the Lake and Peninsula School District.

From October 25 through 29 Irene Reed joined Richard Dauenhauer of the Alaska Native Foundation and Father Michael Oleksa of the Dillingham School District in a workshop held in Dillingham to deliver training to teachers involved in programs for teaching Yupik as a second language. 15 to 20 participants were introduced to a curriculum which was in its preliminary form for review, to see about the feasibility of its use in the classroom. Dauenhauer gave general methods training in second language teaching, and Reed dealt with the same subject with specific reference to the structure of Yupik. Father Michael presented some of the methods which he had developed during his two years with the JOM program in Dillingham.

A similar workshop was delivered in Iliamna February 10-15 for people from the Lake and Peninsula School District, which embraces both Yupiks around Lake Iliamna and Sugpiaqs from the Alaska Peninsula. Joining Reed were Steven Jacobson, who taught literacy, and Jeff Leer, who worked with Sugpiaq. Reed again presented methods.

From January 17-21 Reed joined the Yupik Language Workshop staff from Kuskokwim Community College in a workshop held at St. Mary's during which Yupik language teachers there received accredited training in bilingual methods and materials and completed the literacy training necessary for teachers in such 2nd language programs. Special help was given in the area of student evaluation.

Kaplan and Reed went to Nome February 21-25 to work with staff of the Nome School District, addressing the question of where special needs might be met. Kaplan worked intensively with Margaret Seganna, improving her literacy skills, and Reed met with Jenny Alowa and Elvina Douglas on classroom methods and the development of lesson plans. Reed was making her initial visit to the Nome area, meeting with school administrators from the local school districts and the BIA. Sufficient work was not done for students to receive credit at this workshop.

From May 2 through 6, Jeff Leer, Eliza Jones, and Irene Reed drive to Tok where a workshop was held for native language teachers in Tanacross, Upper Tanana, and Ahtna, sponsored by the Alaska Gateway School District. We joined Paul Milanowski, a linguist who works intensively with Upper Tanana. Both literacy and methods of teaching a second language were offered as accredited courses, and plans were made for the development of a comprehensive curriculum in language and culture for the school district. The development of this special curriculum has been coordinated through ANLC bringing in, necessarily, an outside curriculum specialist.

In the first week of May Larry Kaplan taught two University courses at the Kotzebue Extension Center for the bilingual teachers of the Northwest Region. These courses were sponsored by the Northwest Arctic School District with the aim of gaining college credits and eventual certification for bilingual teachers. Larry taught Inupiaq grammar and Ruthie Ramoth taught literacy. There were 23 participants, teachers, substitutes, and aides from all over the region.

During the weeks of May 23 to June 3 Larry Kaplan and Edna MacLean taught University courses for the North Slope Borough School District in Barrow. Participants included bilingual teachers, aides, and materials development specialists from Barrow, Barter Island, Nuiqsut, Anaktuvak Pass, Atkasook, and Wainwright. Larry taught literacy to beginners and Edna taught grammar to the advanced group.

Several ANLC staff members, including Edna MacLean, Larry Kaplan, Irene Reed, and Michael Krauss, will attend the Inuit Circumpolar Conference at Barrow during the week of June 13. Conference participants will attend from Greenland, Denmark, Finland, Canada, and Alaska to discuss matters of cultural exchange among Eskimo groups. Among topics will be language and orthography.

During the last week of February Dermot Collis was in Shishmaref working with bilingual teachers Johnson Sinnok and John Eningowuk. Collis spent most of the trip eliciting words and grammatical forms and also discussed variation of the Inupiaq writing system for the Shishmaref dialect.

In the last week of July and first week of August 1977, Jim Kari traveled to Holy Cross and Shageluk to do research on Ingalik and Holikachuk.

From May 16 through May 27 Jeff Leer went to Sitka to work with the Haidas and Tsimshians in the Tlingit-Haida-Tsimshian workshop. The major product of this workshop was the translation of the first six lessons of Beginning Tlingit, written by Nora and Richard Dauenhauer, into Haida for use by Haida language teachers in Ketchikan and Hydaburg. The translation of these same

lessons into Tsimshian was also partly proofread by Leer, and some other materials such as songs were written in Tsimshian for use by Flora and Conrad Mather in Ketchikan. Teacher training was also continued at this workshop, with the major emphasis being on how to use the lessons described above. Leer's assistance was not necessary with the Tlingits, since Nora Dauenhauer handled this section of the workshop capably. Accreditation of these courses was given through Sheldon Jackson College.

The ANLC publications program resumed in January 1977 after a 6 months' break in printing activities. ANLC publishing this past 6 months has been geared to the production of limited editions, mostly as requested by school programs, and one truly major undertaking, the Haida Dictionary.

The Haida Dictionary, now in the last stages of binding, is the largest book yet published by ANLC. Its 478 pages comprise three main sections: a 102-page grammatical sketch, written by dictionary editor Jeff Leer, which introduces the reader to the sound system and structure of Alaskan Haida, explains how to use the dictionary, and gives helpful suggestions on studying Haida; the main text, over 3,000 alphabetically listed Haida-to-English entries, compiled by Erma Lawrence with the assistance of Vesta Johnson, Christine Edenso, Nora Cogo, and Robert Cogo, and including both nouns and verbs, the latter provided with example sentences; and an English-to-Haida index. The dictionaries will be sold by the Society for the Preservation of Haida Language and Literature, c/o Mrs. Vesta Johnson, 3715 Baranof, Ketchikan, AK 99901, and will cost about \$10 a copy.

Another new book useful to language learners is A Grammatical Sketch of Siberian Yupik Eskimo by Steven Jacobson, Instructor in Yupik in the University's Alaska Native Language Program. This 98-page introduction to the grammar of Siberian Yupik as spoken on St. Lawrence Island is designed for use by high school and college level students and bilingual teachers, as well as others interested in studying the language. The book, spiral bound for easy use, may be purchased from ANLC at \$3.50.

Our series of bilingual editions of traditional Tanaina literature continues with the publication of Diqelas Tukda (The Story of a Dena'ina Chief) by Shem Pete of Eklutna, and Ndał Tsukdu/Gheldzay Tsukdu (Crane Story/Moon Story) by Katherine Nicolie, both books transcribed and edited by Jim Kari. Diqelas Tukda was a rich, powerful Tanaina chief in the late 19th century. Shem Pete recounts the chief's story, his adventures as a trader, his discovery of a magic talisman, and his poignant death, which Shem himself witnessed as a small boy. Katherine Nicolie's

first story tells how a poor orphan girl befriended a baby crane and was saved when its parents magically destroyed her cruel neighbors; the second story tells about the young shaman who became the "man in the moon."

Niksik Quviasuktuq by Virginia Wilson and Eileen MacLean, a primer written to teach native language as a second language, has been translated into Ahtna (as Jack Nic'ana'ilyeł) and Tanaina (Fitka Nik'unu'iltlet), both printed in limited editions for use in Copper Center and Nondalton schools.

Two more volumes of traditional St. Lawrence Island texts appeared this winter, Ayumiim Ungipaghaatangi V, edited by Vera Oovi Kaneshiro, and Qateperewaaghmeng Atqellghii Yuuk by Grace Slwooko. Both are long stories in Siberian Yupik only.

Jeff Leer, working with bilingual teachers from the Sugcestun language area, prepared a number of books for use in Sugcestun language programs this spring. Among them are two brief classroom dictionaries, one for the Port Graham-English Bay dialect and one for the Alaska Peninsula (Perryville) dialect; Joney Qawartaryaucilrra, written and illustrated by Carl Anahonak; a book of short stories written by 7th grade students of bilingual teacher Feona Sawden; and a revised edition of traditional stories collected by Leer and Derenty Tabios in Port Graham and English Bay.

If you wish to receive more information on publications available from ANLC and how to order them, please fill out the form below and return it to us.

Yes, I would like to receive an ANLC publications price list and information on ordering books.

The language I am most interested in is

Name

Address

Town

ZIP

Send to: Jane McGary

ANLC

University of Alaska

Fairbanks, Alaska 99701

CROSS-CULTURAL EDUCATION DEVELOPMENT PROGRAM

- X-CED is -- A program operated jointly by the Alaska Dept. of Education and the University of Alaska, School of Education, Fairbanks, under Contract.
- Governed by a Consortium Board established under the State Board of Education, composed of representatives of rural regions, students, postsecondary institutions, the State Education Agency, Teachers' Association, Administrators' Association, Native organizations.
 - Funded by USOE Teacher Corps and State General Funds, and direct grants to U of A/X-CED from the Office of Bilingual Education and Office of Environmental Education.
 - A staff and teaching faculty in education, based in Anchorage, Fairbanks, Shishmaref, Bethel, Dillingham, Tanana, and Ft. Yukon.
- X-CED Provides -- Academic programs leading to the B.Ed. and Master of Arts in Teaching, cross-cultural in its focus, interdisciplinary in their nature. They lead to elementary and secondary certification.
- Specialties in Cross-Cultural Elementary, Rural School Secondary, Bilingual Education, Human Resource Development (non-certificating).
 - Delivery of these programs to students and inservice teachers on site, in the field in 25 villages served by the five Field Centers.
- X-CED Students -- Are primarily Native, but not exclusively. It is intended for persons who wish to teach in, and administer, schools with high concentration of children culturally different from the larger society, and from low-income families.
- Number nominally 80 full-time undergraduates, 15 teachers taking one or more courses, 4 full-time graduate students, and 5 full-time graduate students/assistants.
 - Who have graduated or are seniors in 1977-78 number 54 Natives and 19 Caucasians. (32 N, 17C to date).
 - Are persons who, for reasons of economics, family situation, community ties, and culture cannot, or would not, leave their homes to attend campus programs for four years or more.

X-CED Costs -- Were high on a per student basis because federal grants provided for direct financial assistance (stipends) at \$6,500/year plus dependent allowance at \$60/month/dependent to 60 students.

- Have diminished as stipends have ended (except for four graduates) and program efficiency has increased.
- Are roughly equal to cost per student on campus at Fairbanks (FY 76: \$4,660; FY 77: \$5,226). There are no buildings, bonds, or debt retirement involved.
- Predominantly covered by Federal Categorical grants (95.7 % in FY 77 and 88.3% projected in FY 78).
- Increasing overall only as a result of uncontrolled increases in salaries set by the legislature and university, air fares, and cost of communication, i.e., inflation.

Schools Need -- Teachers who speak the same language as the students.

- Teachers who are knowledgeable of, and sensitive to, the cultural and physical environment of the places in which they teach.
- Teachers whose teaching styles match the learning styles of the children.
- Educators who can eliminate, rather than exacerbate, the existing cultural discontinuity between schools and communities where such exists (Native villages, ghettos, low income neighborhoods).
- Educators who can create small rural high schools which meet the needs of the youth and communities and which assure that the State is in compliance with laws relating to equal educational opportunity.
- A means for orienting newcomers to rural schools, communities, and cultures.

X-CED Needs -- Closer association with research and other teaching units of the University.

- A continuing source of general funding in addition to the categorical federal grants which are intended to serve purposes of development and demonstration, but which have been used by the State for operation.

- Support for the education of persons who will become teacher trainers in the university faculties of education.
- Serious adoption by the University of Alaska of the Academic Development Plan of 1975, specifically pps. 107-112 pursuant to Teacher Education.

* * * * *

A. SOCIAL DEFINITIONS

CULTURE is defined as the totality of socially transmitted behavior patterns characteristic of a people; a style of social and artistic expression, mode of learning, perspectives, and view of the world held in common by a society or class.

CROSS-CULTURAL is used here as denoting the interrelationships and interactions between individuals and groups of different cultures.

CROSS-CULTURAL EDUCATION denotes the teaching and learning process, both formal and informal, between and among individuals and groups whose cultures differ in one or more respects from one another; this is transcendent of geographical locale, i.e., the principles pertain to urban and rural alike.

B. DISCUSSION OF ISSUES

1. In spite of recent shifts in the structure of power, and in spite of the fact that public education accrues to it more money and more scrutiny than any other national enterprise short of war, education for Native children in rural Alaska and minority children in most schools has not improved substantially during the past decade. There is no new wave of Native young people filling jobs or entering our universities who are demonstrating skills or knowledge or other results of formal schooling different from those of a decade or two ago. While new laws are passed, new systems created, new funds appropriated, new regulations adopted, and new schools constructed, the State and many rural districts are forced by threat of litigation and cessation of federal funding to agree to make good, belatedly, the fundamental principle that children have a right to be taught in the language they speak. Since this principle is now a law of the land, it is not a great extension of the spirit of the law to adopt policies which say that children also have a right to be educated in a manner and in a direction consistent with the goals, aspirations, and within the value systems of their own cultures, regardless of how different they may be from those of the mainstream of society. It is, in fact, this spirit which has caused enactment of state laws and adoption of state regulations which speak to education for a pluralistic society. Yet the results have been systemic and political in nature, not educational. Further, the majority of the improvements in the educational processes for Native and other minority children have come about as a result of two things: (1) federal categorical grant programs and (2) the chance that some school administrators and some teachers have been sufficiently sensitive to the problems that they are willing to assume responsibility for real improvement.

It has repeatedly been made clear that, beyond the laws and regulations, the key factors in improvement of education are the quality and qualifications of the school staffs, and the materials and environment with which they and the children have to work. Yet there remains a general lack of action outside of some communities themselves and among a few individuals, for who teaches, where teachers come from, how were they selected, how they have been

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2 ANALYTIC STATEMENT

prepared to deal with culturally different children and settings, where they have been trained, what their university curriculum was like, what the motives were for coming to teach in Alaska, how long they may stay, what their basic humanistic attitudes are, their adaptiveness and awareness, how many positions could be filled with Native and other State residents were they available, and the cost in educational and financial terms of the constant rotation and flow through the rural school systems of 'temporary' teachers.

Attempts to remedy the situation through in-state undergraduate teacher education programs and providing newcomers and inservice teachers with needed orientation and special training have been spasmodic and poorly funded, subject to neglect and low prioritization by the administrations of the State's universities, the State administrations, and the legislatures, while both common sense and law call for equal educational opportunities for all children and youth. The achievement of this lies almost singularly with the competence, quality, and nature of public school educators as a whole. And while teachers from out of state continue to come, access of rural people to careers as teachers and administrators has been limited by the absence of in-state, field-based programs of sufficient scope and magnitude.

2. Among federal legislation related to Civil Rights (Civil Rights Act of 1964, Amended) and Equal Employment Opportunities, is the requirement that school districts file Affirmative Action Plans. Within such plans, the current percentage of minority students enrolled in the schools of the district and the concurrent percentage of minority teachers and administration in the schools are to be shown. If the ethnic and racial composition of the enrolled student body is not reflected in similar percentages in the professional staff, the plan for remedy is to be presented. In Alaska, approximately 80% of the students in REAA and other rural districts is Native while about 4% of the teachers are Native. The problem is the acute lack of Native certificated teachers and school administrators which would make compliance with EEO laws possible in the immediate future.

Statistically, there are approximately elementary and secondary teachers and administrators in the rural schools. Applying the 80% figure for Native enrollment, a need for Native teachers is projected. This manpower need projection has never been dealt with seriously by the State. Yet not only does this projection call for action to come into compliance, the ability to fill this number of career positions with State residents, and particularly with many Native persons who are currently unemployed, should be dealt with directly when formulating State education and manpower policy.

Second, an issue raised by the U. S. Office for Civil Rights in its findings of non-compliance of the REAA's with the Supreme Court Decision in Lau v. Nichols is the absence of regularly certificated teachers whose language and culture is in common with the student, "---failure to provide adequate instructional assistance to students whose primary or home language is other than English." The listing of numbers of Native aides did not meet the terms of the OCR noncompliance finding. The State Plan (Minimum Guidelines as Proposed in 4A AC 34.060) currently undergoing the hearing process speaks to "Teachers holding regular Type A certificates who are fluent in the Native language of the local community" (Ch. XI, Par. 1). The Plan contains an entire chapter, pps. 94-110, and

2 Analytic Statement

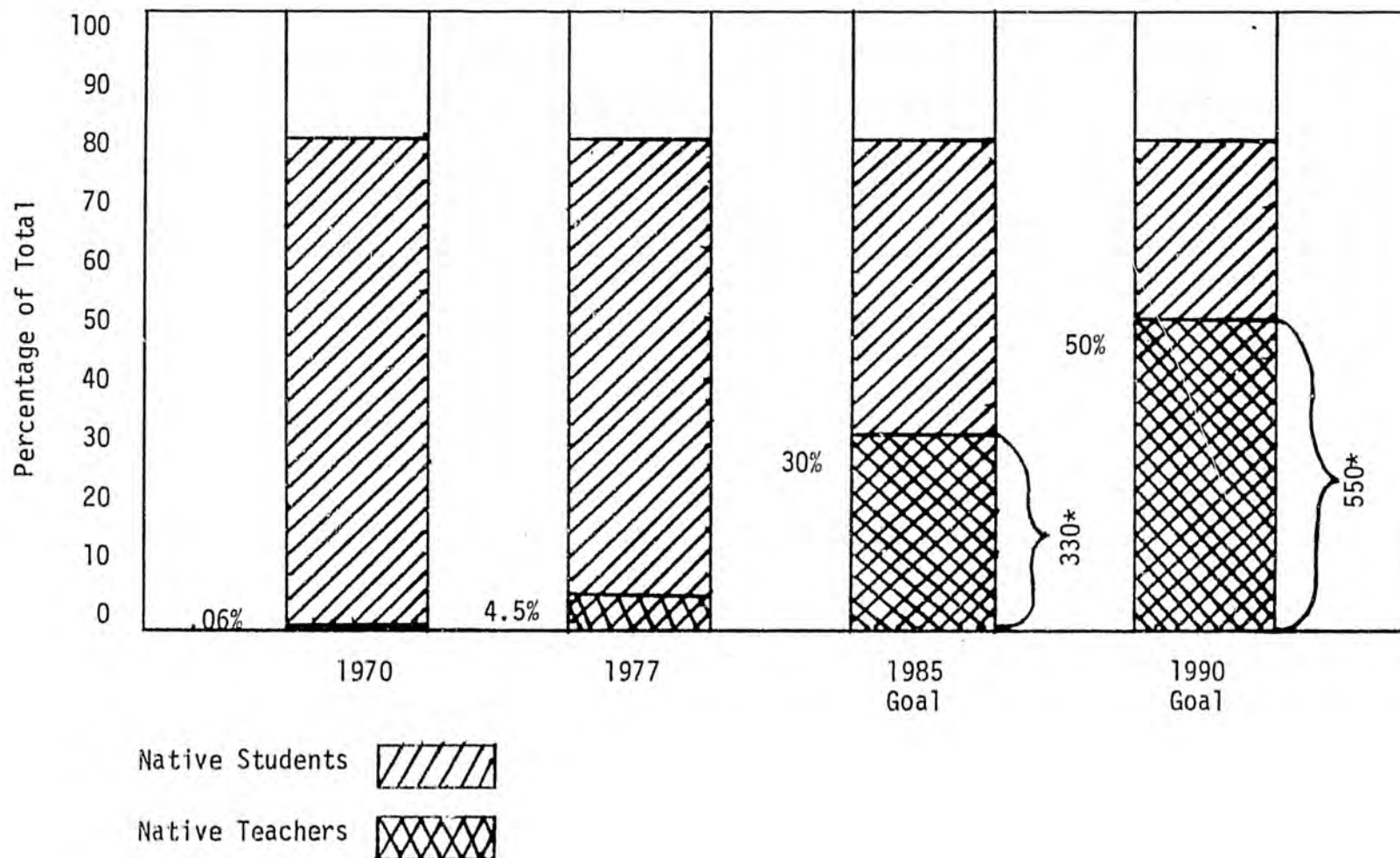
Appendix G (pps. 199-217) related to staff development, training, education, and curriculum. Yet at the current rate that X-CED and the Schools of Education are graduating Native and Cross-Culturally prepared teachers, it would take 15-30 years to fill the 300-400 teaching positions required to meet EEO criteria.

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2 ANALYTIC STATEMENT

2 Analytic Statement

NATIVE EDUCATOR/NATIVE TEACHER Percentages in Alaska Rural School Districts



* Number of Teachers

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2 Analytic Statement

SOURCE OF FUNDING

X-CED/ARTTC 1970-1978

Teacher Corps (Title V-B HEA)

Career Opportunities Program,
U.S. Office of Education

Johnson O'Malley Act

Public Law 874

ESEA Title I

ESEA Title VII (Bilingual)

Public Law 91-516
(Environmental Education)

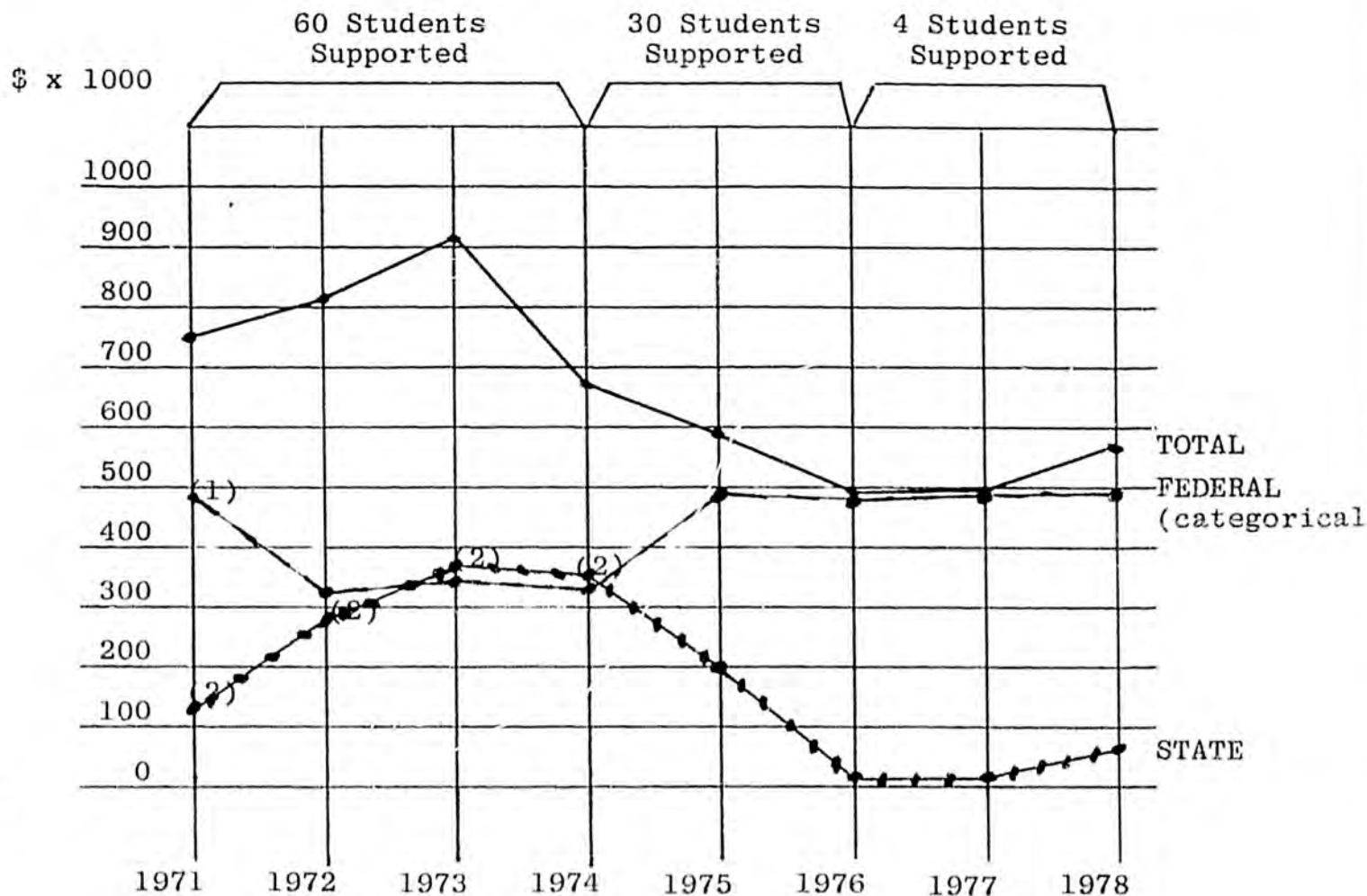
State Unrestricted Funds

State Restricted Funds

	1971	1972	1973	1974	1975	1976	1977	1978
Teacher Corps (Title V-B HEA)								
Career Opportunities Program, U.S. Office of Education								
Johnson O'Malley Act								
Public Law 874								
ESEA Title I								
ESEA Title VII (Bilingual)								
Public Law 91-516 (Environmental Education)								
State Unrestricted Funds								
State Restricted Funds								

Program Year Ending

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(1) Includes ESEA Title I in FY 71.

(2) Includes PL 874 funds in FY 71, 72, 73, 74.

From 1971 through 1974 the total budget included direct financial support (stipends) for an average of 50 students and their dependents, an annual total of approximately \$310,000.

In 1975 and 1976 student support was reduced to approximately \$150,000 covering 25-30 students plus dependent allowance.

In 1977 and 1978 student support was provided for four graduate interns only, plus dependent allowance, approximately \$35,000. Financial assistance for undergraduate students is provided under federal Basic Education Opportunity Grants and BIA scholarships. Number of students (undergraduate) increased in 1975 from approximately 60 to 80; number of teachers & others taking graduate courses from 0 to 15 full time equivalents; 4 full time graduate interns.

OVERALL COST
PER STUDENT IN X-CED

1975-76: \$324,000 (TC) + 147,523 (COP) + 19,000 (GF) = \$490,523

\$490,523

-87,429 Direct Stipends to 18 students and dependents.

\$403,103 Total Budget for Operations and Delivery.

$\frac{\$403,103}{86.5 \text{ FTE}} = \$4,660 \text{ Cost Per Student}$

1976-77: \$380,000 TC) + 63,750 (9 mos. bilingual grant to UA) +
20,600 (GF) = \$464,350

\$464,350

-35,780 Direct Stipends to 18 students and dependents.

\$428,570 Total Budget for Operations and Delivery.

$\frac{\$428,570}{82 \text{ FTE}} = \$5,226^* \text{ Cost Per Student}$

*Reflects salary increases in ADOE and U of A, air fares and cost of phone and postage.

X-CED ENROLLMENT STATISTICS

<u>PERIOD</u>	<u>NO. OF STUDENTS</u>	<u>CREDIT HOURS</u>	<u>F.T.E. Hrs./12</u>	<u>NOTES</u>
Fall, 1974	39	627	52	Accepting full-time students only. Open to part-time and graduate. Elective - 6 hr. maximum.
Spring, 1975	144	1044	87	
Summer, 1975	12	<u>72</u>	<u>6</u>	
Total 1974-75		1743	145	
Fall, 1975	112	1012	84	Elective - 6 hr. maximum.
Spring, 1976	118	1036	86	
Summer, 1976	6	<u>36</u>	<u>3</u>	
Total 1975-76		2084	173	
Fall, 1976	105	860	72	Added Lower Kuskokwim Bilingual; figures are enrollment as of 2/1/77.
Spring, 1977	118	1085	90	
Summer, 1977	4	<u>24</u>	<u>2</u>	
Total 1976-77		1969	164	

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ARTTC/X-CED GRADUATES

1972-1977 & 1978 (Projected)

1972 ARTTC GRADUATES

1. Linda Garrett (C)
2. Jim Graham (C)
3. Dan Haslett (C)
4. Larry Hayden (C)
5. Flossie Hopson (N)
6. Kathryn (Krogstad) Kortie (C)
7. Steve Kortie (C)
8. Kathy Kurtz (C)
9. John Laughlin (C)
10. Bob Mandell (C)
11. Cecilia (Ulroan) Martz (N)
12. Perry Mendenhall (N)
13. Mike Miller (C)
14. Olinka Nicolai (N)
15. Darrell Offt (C)
16. Stan Senungetuk (N)
17. Bridget Smith (C)
18. Loddy (Sundown) Jones (N)
19. Ferdinand Sharp (N)
20. Shelley Trainer (N)
21. Tom Wagner (C)

1974 ARTTC GRADUATES

22. Nels Alexie (N)
23. Pat (Norton) Beals (N)
24. Patty Bowen (C)
25. Louise (Kelly) Britton (N)
26. Virginia Demmert (N)
27. Lary Hill (N)
28. Pauline Hobson (N)
29. Lois (Edwin) Huntington (N)
30. Merriline Kangas (N)
31. Leo Kinneeveauk (N)
32. Ella Kowunna (N)
33. Genevieve Kratzer (N)
34. Lillian (Brendible) McGilton (N)
35. Lulu Nazaruk (N)
36. Edith (Hildebrand) Nicholas (N)
37. Mary "Dee" Stickman (N)
38. Linda Swenson (N)
39. Alice Weber (N)
40. John Weise (C)

1975 X-CED GRADUATES

41. Emma (Hedlund) Hill (N)
42. Eileen MacLean (N)
43. Shirley Wheeler (N)

1976 X-CED GRADUATES

44. Laura Aaberg (N)
45. Tom Browner (C)
46. Sophie (Manutoli) Shield (N)

1977 X-CED GRADUATES

47. Loretta Pollock (C)
48. Joann Duchume (N)
49. Eileen Weise (N)

1978 X-CED GRADUATES (Projected)

50. Gail Fouts, MAT (C)
51. Joyce Shales, MAT (N)
52. Russ Griffin, MAT (C)
53. Dorothy Jordan, MAT (N)
54. Jeanne (Brighte) Jones (N)
55. Vicky Becwar-Lewis (N)
56. Joshua Lewis (N)
57. Velma Simon (N)
58. Paul Asicksik (N)
59. Marilyn Asicksik (N)
60. Eleanor David (N)
61. William Gumbickpuk (N)
62. Earla Hutchinson (N)
63. Ragine Pilot (N)
64. Gertie Brown (N)
65. Elma Gillett (N)
66. Virginia Ned (N)
67. Jeff Smith (C)
68. Eileen Kozevinkoff (N)
69. Marge Mogg (N)
70. Edna Apatiki (N)
71. Hazel Gogert (N)
72. Wilbur Bavilla (N)
73. Miriam Bavilla (N)