

202 SHESS LAND CLAIMS SETTLEMENT - LEGAL EDUCATION

The BLM State Director shall review the Commission's recommendations and the comments from other interests. If there are significant differences between the State Director, the recommendations, and the comments from other interests, he may submit the easement reservation question to the Director, BLM, for final determination by the Department of the Interior. Otherwise, he will issue a decision to convey that includes easements that will be reserved and all other terms and conditions relating to conveyance of the land.

The decision to convey shall be served on all parties having a property interest in land affected by the determination. The Alaska Native Claims Appeal Board (ANCAB) will review decisions pursuant to section 17(b)(3) of ANCSA only to determine whether the decision to reserve was arbitrary or capricious.

Where no appeal has been timely filed on decisions to convey or where ANCAB has rendered its decision on an appeal, the BLM State Director may issue the conveyance.

Section 7. Limitations. The actions of the State Director under this delegation shall be subject to supervision and review by the Director, Bureau of Land Management.

Section 8. Effective Date. This order is effective immediately and shall remain in effect until it is amended, superseded, or revoked.

  
Secretary of the Interior

Date: Feb 5, 1996

Prepared for publication in the Federal Register.

WILKINSON, CRAGUN & BARKER

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DONALD C. GORMLEY

*Counsel*

January 29, 1976

John W. Schaeffer  
President  
NANA Regional Corporation, Inc.  
Box 49  
Kotzebue, Alaska 99752

Re: Amendments to Alaska Native Claims  
Settlement Act

Dear John:

Enclosed are several copies of the government's official print of the recently enacted omnibus bill which amended the Settlement Act. We also are sending a copy of the law to each person receiving a copy of this letter.

With best regards,

Sincerely,

WILKINSON, CRAGUN & BARKER

By: Foster De Reitzes

Enclosure

cc: (w/encl.)  
NANA Board  
Lance Anderson  
Al Adams  
John Shively  
Joseph Rudd, Esq.  
Rick Larsen

LEGAL

Ed.

w/ Havelock's 7.47  
legal book

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

Part 3.000.0

Section

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

3.020.0 APPLICANT INFORMATION

3.021.0 Applicant agency Bristol Bay Native Association and Kodiak Area Native Association

3.022.0 Address B. O. Box 179, Dillingham, Alaska 99576  
city state zip code

3.023.0 Contact Person Trefon Angason, Executive Director - BBNA  
name title

3.030.0 PROJECT INFORMATION

3.031.0 Project Name/Title Bicultural Legal Education

3.032.0 Project Dates July 1, 1975 June 30, 1976  
begin end

3.033.0 Total JOM Request \$ 169,203

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

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

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

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

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

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

Part 3.000.0

Section

3.040.0 JOM NATIVE EDUCATION COMMITTEE INFORMATION

We, the undersigned members of the Bristol Bay Native Association and Kodiak Area Native Association community/agency JOM NATIVE EDUCATION COMMITTEE, have participated, in accordance with the current JOM Regulations, in the planning and development of this JOM Project.

PRESIDENT  
B.B.N.A.

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

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

Native Education Committee in conjunction with our Local Education Agency.

Signed [Signature]  
(AUTHORIZED REPRESENTATIVE)

3/12/75  
DATE  
3/5/75  
DATE

Signed [Signature]  
(CHAIRMAN, JOM NATIVE EDUCATION COMMITTEE)

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

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

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

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

Educational Needs

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

Project Goal or Purpose

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

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

BICULTURAL LEGAL EDUCATION CURRICULUM

Introduction

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

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

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

The encroachment of Western civilization into the bush is

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student  
Information

Total of  
Children in  
Community  
Per 1974 Records

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

See  
Attached  
Schedules

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

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

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

Basic Instruction Enrollments

First Quarter 1974-75

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











Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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

Alaska State-Created Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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

Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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



Alaska State-Operated Schools  
Basic Instruction Enrollments

First Quarter 1974-75

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

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

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

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

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

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

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

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

TOTAL ELEM  
& HS

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

Non-Native students are not shown except where noted.

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

TOTAL ELEM  
 & HS

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

## NARRATIVE

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

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

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

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

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

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

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

## MISSION STATEMENT

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

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

## Objectives

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

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

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

## Activities

### Consumer Education: General

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

### Consumer Education - Elementary Level

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

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

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

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

A. Explore the customs of bartering, sharing.

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

C. Compare the stores in the village.

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

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

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

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

1. Charge accounts at stores

2. Banks

3. Personal loans

4. Interest

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

A. Shopping at local stores

B. Ordering from catalogs

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

Consumer Education - Secondary Level

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

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

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

4. How to get legal assistance for consumer problems.

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

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

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

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

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

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

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

Criminal Laws, Custom and Village Disputes - Elementary Level

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

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

Criminal Laws, Customs and Village Disputes - Secondary Level

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

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

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

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

A. Why there are criminal laws

B. Descriptions or kinds of crimes

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

D. Interrogation and confessions

1. Role of the police in proving the case.

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

E. Trial

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

2. Role of the defense attorney

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

F. Juvenile law and procedure

3. Torts

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

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

The student will study the key issues of American torts.

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

## Law and the Family - General

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

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

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

Law and The Family - Elementary Level

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

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

Law and The Family - Secondary Level

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

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

E. Public assistance

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

Native Land Claims - General

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

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

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

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

Native Land Claims - Elementary Level

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

Native Land Claims - Secondary Level

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

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

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

1. State selection

2. Land freeze

3. Discovery of oil

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

A. Legal title and patent

B. Survey

C. Acre

D. Section .

E. Townships

F. Tier and range

G. Land selection

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

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

1. No boundaries as presently defined

2. Disputes over territorial rights

B. Land action by Congress

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

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

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

5. The student will then study the corporation structure.

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

B. Make-up of a corporation

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

C. Other general areas to view

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

Law and Village Life - General

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

Law and Village Life - Elementary Level

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

both the State of Alaska and the village.

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

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

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

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

1. Village council in traditional functions

2. Village council in present day

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

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

A. As a citizen

B. As a student

C. When he needs PHS

D. As an employee

#### Law and Village Life - Secondary Level

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

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

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

each other.

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

The student will study:

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

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

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

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

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

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

The Evolution of Law in The Village - Elementary Level

1. Traditional Law

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

2. Modern Law

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

The Evolution of Law in the Village - Secondary Level

1. Traditional Law

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

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

2. Modern Law

A. The evolution of police in Native villages

B. The coming of courts in the village

C. Modern bush justice: today and tomorrow

Delivery of Units - Primary Level

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

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

Comparison of each approach.

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

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

A. Magistrate

B. Policeman

C. Leaders

D. Councilmen

3. Visits to the classroom by members of the community

A. Policemen

B. Magistrate

C. Councilmen

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

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

Delivery of Units - Secondary Level

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

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

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

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

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

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

CURRICULUM OUTLINE (See attached copies of first three units)

Unit I. Consumer Education

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

Unit II. Criminal Laws, Customs and Village Disputes

Elementary Level

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

Secondary Level

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

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

### Unit III. Family Law

#### Elementary Level

1. Family Life - old and new

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

### Secondary Level

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

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

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

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

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

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

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

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

## Evaluation

### MEASURING TECHNIQUES - PRIMARY LEVEL

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

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

## MEASURING TECHNIQUES - SECONDARY LEVEL

Objectives will be measured uniformly with the following devices:

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

## JOB DESCRIPTIONS

### Job Description: Attorney/Project Director

Hired by and responsible to:

Graduate ABA accredited law school.

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

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

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

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

(See attached resume of present Attorney/Project Director)

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

Hired by: Project manager

Responsible to: Project manager

BA degree in Education

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

Duties:

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

(See attached resumes of present Project Staff)

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

Hired by: Project Manager

Responsible to: Project Manager

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

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

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

4. Job Description: Secretary

Hired by: Project Director

Responsible to: Project Director

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

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

January, 1975

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

(907) 479-7448

R E S U M E

STEPHEN COHN

Education

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

Professional Expertise

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

Professional Expertise (cont'd.)

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

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

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

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

1. Study of customary law ways of Alaskan Natives as Ford Foundation travel grantee.
2. Study of internal law and dispute resolution in squatter colonies of five Brazilian cities as well as the legal rights and recourses of residents, in 1970 as a special award grantee of the Foreign Area Fellowship Program of the Social Sciences Research Council. Research affiliation in Brazil was the UNESCO organization., Centro Latino Americano do Pesquisas em Ciencias Sociais (Rio de Janeiro). The year-long study involved residing and working in favelas, alagados, and mucambos; the urban squatter settlements in the cities of Rio de Janeiro, Salvador, Fortaleza, Recife, and the satellite city of Taguatinga (Brasilia).
3. Study of the legal position of residents of favelas in Rio de Janeiro during the summer of 1967 as a grantee of the Metropolitan Graduate Summer Field Training Program in Latin America.
4. Study of the policy implications of royal Portuguese decrees upon Indians in colonial Brazil in Lisbon and Coimbra, Portugal, in the summer of 1966 as a grantee of the Gulbenkian Foundation.

Other Academic Distinctions

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

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

Colgate Washington Study Group

Conferee

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

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

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

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

Magistrates Advisory Committee of the Alaska State Supreme Court, 1973

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

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

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

First Legal Services Colloquim (Vail, Colorado), 1969

First Graduate Student American Assembly (Arden House), 1968

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

Professional Memberships

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

Personal

Born: October 21, 1942

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

Language Qualifications

Speak Portuguese  
Working use of Spanish

Professional Publications

1974

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

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

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

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

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

1973

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

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

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

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

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

Professional Publications (cont'd.)

1972

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

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

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

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

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

1970

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

1969

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

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

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