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Languages and Their Roles in Educating Native Children. By Barbara Burnaby. Informal Series/16, The Ontario Institute for Studies in Education (OISE Press), Toronto, Canada, 1982. 417 pp. \$15.50. Paper.

This book is comprehensive and entirely straightforward. The author has assimilated a truly massive amount of material into her exposition, but she has done so in a way which is at once lucid and accessible both to the professionals of linguistic education and to a more generalized readership.

Burnaby's first two sections, "Background Information on Ontario's Native Peoples" and "Historical Background," while quite solid in their development, are of only marginal utility to non-Canadian readers. Perhaps the greatest value evidenced in this connection is the provision of a basis for comparison of the evolution and contemporary circumstances of various tribal and linguistic groups located north and south of the border. This, however, is necessarily restricted to an already well-informed clientele.

Section III, "Objectives for Native Education," opens a discursive terrain of interest to anyone concerned with the nature and function of educational performance within American Indian communities, including representative perspectives ranging from the Indian academic elite to broader "grassroots" orientations. Given the general parameters of the material at hand, U.S./Canadian differentiations do not come into play to any significant extent.

From there, Burnaby launches into her elaboration of her primary subject matter. Beginning with Section IV, "Basic Concepts and Issues," she takes a clear line of posing fundamental problems and the various precepts of solution which have historically emerged, notes philosophical concerns which have accompanied these strategies to solutions as well as more practical/circumstantial success/failure factors, and points to ways of pushing the process of functional linguistic education beyond the point currently in evidence.

Her method, both within overall structure of her book and (as a rule) within the various chapters, is to move from overview to specifics. Hence, her first three chapters, al-

ready noted, paint with a broad brush while later chapters, such as "Language as a Medium of Instruction" (Section VII), "Language as Subject of Instruction, Reading and Literacy Instruction" (Section VIII), and "Teachers, Teacher Training and Curriculum Development" (Section IX), home in on much more detail-laden subject matter.

Similarly, as within Section VIII, Burnaby leads the reader from a definitional subcategory on "Language as Subject of Instruction"--a rather broad topic--to subcategories such as "Literacy Instruction in English for English Speakers," "Literacy in English for Native Speakers," "Native Language Literacy" and "Relation of Native Literacy to English Literacy for Native Speakers," which are very detailed examinations.

Hence, Languages and Their Roles in Educating Native Children is a book structured to cover multiple functions. First, it is designed to acquaint even the most casual reader with the scope and degree of linguistic issues confronting Native Americans and Native American educators (whether they be Indian or non-Indian), and to provide a survey of routes open to addressing these issues. Second, the work is intended to afford a thorough handbook for educators and others seriously engaged in delivering language instruction service(s) to Indian children.

Throughout her effort, the author makes it clear that (a) Native languages continue to exist in the contemporary world, constituting the primary languages have both the right and the cultural imperative to continue their existence. Thus, it is a matter of no small educational concern that (b) primary Native language speakers require special instructional techniques as a means of coping with the linguistic dictates of a dominant culture; while (c) primarily English speaking Indian students also require special instruction as a means of reversing their demonstrable loss of indigenous cultural practice. Her point is well taken.

Offsetting cultural extinction as represented through language loss is to be considered as at least as great an educational priority as ESL instruction, perhaps more. Such articulation of anti-assimilationist logic within the arena of educational doctrine is a matter not to be discounted in this

era of neo-conservative retrenchment. The argument that is presented within a context of "how to make these ideas work" serves to render the book all the more substantial as a hedge against cultural eradication.

There is nothing particularly new in Barbara Burnaby's writing. All that she says has been said before, elsewhere and sometimes more eloquently. Her great strength lies in having brought a great range of diverse subject matter into a single, very well-focused treatment. This is no small or unimportant accomplishment.

It seems more than justifiable to suggest that Languages and Their Roles in Educating Native Children be a highly recommended reading and reference book for all those involved in or concerned with Native American education now and over the coming decade. Effective-synthesis works in this area of consideration are all too few; it is well worth its cover price.

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Changing Economic Roles for Micmac Men and Women. By Ellice B. Gonzalez. Ottawa: National Museum of Man, Mercury Series, Canadian Ethnology Service Paper No. 72 (A Diamond Jenness Memorial Volume) 1981. 142 pp. N. P. Paper.

Ellice Gonzales examines the economic relationship between Micmac men and women over a four hundred year period. Her central thesis is that with greater integration of the Micmac economy with that of European-derived economies there is a deterioration of women's economic power. The criteria of power are: contribution to production, control of distribution, patterns of ownership, and division of labor. She suggests that short time depth is a limitation of many of