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BIBLIOGRAPHY OF LANGUAGE ARTS MATERIALS FOR NATIVE NORTH AMERICANS: BILINGUAL, ENGLISH AS A SECOND LANGUAGE AND NATIVE LANGUAGE MATERIALS 1965-1974. By G. Edward Evans, (Principal Investigator) Karin Abbey, (Research Director) and Dennis Reed (Researcher)

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with those of recording and transmitting information—in the deepest sense—about people and things. As regards the Northwest Coast, Edward Curtis (among others) did it better.

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BIBLIOGRAPHY OF LANGUAGE ARTS MATERIALS FOR NATIVE NORTH AMERICANS: BILINGUAL, ENGLISH AS A SECOND LANGUAGE AND NATIVE LANGUAGE MATERIALS 1965-1974. By G. Edward Evans, (Principal Investigator) Karin Abbey, (Research Director) and Dennis Reed (Research Assistant). Los Angeles: American Indian Studies Center, UCLA, 1977. 283 pp. pap. \$4.00

Most bibliographers collate their findings into endless lists of books and articles and usually offer no insight into the organization of their book or its potential use. Such is definitely not the case with this informative and well-researched work. It contains an introduction which highlights the particular needs of this research mode in the light of recent funding patterns by the federal government for bilingual education and cultural pluralism programs; and, it provides a coherent discussion of the role language education can and does play for native North American Indians. This introduction is not only explicit and informative, but it also demonstrates socio-political relevance.

In addition to an introduction to the book, the authors have included an historical overview of past scholarship which focuses on language policy. They cite, for example, early attempts by colonialists to remake the Indians into a servile labor class. This pattern of political socialization is by no means limited to the aristocratic mentality of the Founding Fathers, but is highly reminiscent of other colonial powers who establish high levels of dependency, social distance, and cultural legitimation. As a matter of fact, this pattern of internal paternalism continues to exist in the history of Indian affairs and can be found in the government proclamations which established manual classes, boarding schools, constrained access to the system and other forms of political accommodation. This overview is important in this bibliographical work because it provides some insight into the foundations of language education with the context of socio-political history.

The intent of the authors is strengthened by their inclusion of a chapter on the cross-cultural problems in the language education of the American Indian child. The examples cited revolve around the kinds of bilingual

dissonance caused by syntactical, morphological, and phonological disparities across languages and cultures. The nature of this dissonance is evidenced in the particular contexts of the commercialized Dick and Jane Series and its implications for the culturally different child. Among other things, this discussion highlights the need for classroom language materials which are sensitive to the cultural context of the target population. Evidently, the materials which are developed for one form of socially constructed reality is structurally inadequate in coping with the needs of an entirely different socio-cultural perspective and consequently it is not surprising that it enhances cross-cultural distortion and cognition dissonance. Another aspect of this chapter which merits some comment is the underlying assumption which permeates most works on bilingual education. It is directed at those who are the victims of verbal derision and social forces characteristic of the mainstream ideology. Perhaps, the time will come when the mainstream itself will become the focus of concerted enlightenment. They also need to know about the linguistic and cultural richness which the American Indian nations have to offer. Unfortunately, the victims of political socialization by the mainstream culture have not yet been granted the important privilege of agenda-setting with regard to their own socio-cultural framework.

The state of the art in bilingual and bicultural education is the focus of the fourth chapter of this book. It is an informative overview in that it clearly summarizes which languages are involved in the production of language arts materials, their geographical locations, their current strengths in population and their relative percentages of native speakers. This chart also provides a summary of native language materials such as dictionaries, grammars, language arts materials, adult basic education materials, and other forms of pedagogical texts. The major language families include Athabaskan, Macro-Algonkian, Penutian, Aztec-Tanoan, Macro-Siouan, Hokan, Uto-Aztecan and other groups which merit special classification, i.e., the Salish, Wakashan, and Eskimo-Aleuts.

A chapter on how to use the bibliography is also included by the compilers of this volume. The entries are organized around bilingual materials, monolingual materials in the native language, English language materials, and materials for which further classification is still pending. In addition, there are various comments, annotations, and bibliographical abbreviations which accompany these forms of nomenclature. The various sources of these materials are also listed and this includes the contributors and their institutional addresses. Such information enhances further communication among specialists in a language area or in bibliographical research.

The actual bibliographical references are enumerated and include abbreviated markings indicating the level and content of materials, and evaluation. The appendices are specific and consist of critiques, evaluations, and descriptions of materials for some of the materials previously

cited. It also includes information on the language arts materials dealing with English as a Second Language.

Bibliographies can serve many needs. However, they are usually limited to those who are pursuing a specialized topic within a unique language. What makes this bibliography remarkably different is its potential for multiple use. For example, a review of the literature in each language area demonstrates just what has been done and what remains to be researched or produced within the pragmatic contexts of the language classroom. For the academic administrator, the program director, and/or the granting agencies of the government or of private foundations this kind of information can be crucial in ascertaining and evaluating both program needs and goals. Hence, the model of bibliographical research demonstrated in this work is refreshing in its format and merits emulation. It transcends the limitations characteristically associated with bibliographical publications.

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