

美國愛荷華州Meskwaki族 學術交流參訪

アメリカ・アイオワ州メスクワキ族の学术交流訪問
An Academic Visit to the Meskwaki Settlement in Iowa, USA

文・圖 | 李台元 (本刊執行編輯)

美國北愛荷華大學 (University of Northern Iowa, 簡稱UNI) 正在協助推動原住民族Meskwaki族的民族語言復振工作，希望能保存瀕危的民族語言。該大學擁有豐富的第二語言教學經驗，卻缺乏原住民族語言保存與復振的專業與經驗，因而希望尋求國際諮詢。在行政院原民會的建議之下，該大學國際學程的副教務長Craig Klafter教授邀請政大原住民族研究中心於2月22日參與其主辦的Meskwaki民族語言研討會，希望發表台灣原住民族推展族語教育工作的經驗，做為該大學推展Meskwaki民族語言復振與民族語言教育的借鏡。由於政大與北愛荷華大學是簽約的姊妹校，政大國合處對此事亦表示關切，積極促成，期盼兩校有更好的互動與交流。

原本預定是1天研討會議與2天參訪的行程 (2月22-24日)，因為暴風雪影響，三人 (中心主任林修澈教授、黃季平副教授和筆者) 無法參加第一天 (22日) 的研討會議。但是在第二天 (23

The University of Northern Iowa, USA, is helping promote the revitalization of the language of the Meskwaki Tribe in the hope of preserve the endangered language. UNI is experienced in teaching a second language but lacking in the know-how and experience of preserving and revitalizing aboriginal languages, thus they are seeking for international consultation. On the recommendation of the Council of Indigenous Peoples (CIP), Prof. Craig Klafter, Associate Provost for International Programs of UNI, invited the Center for Aboriginal Studies (ALCD), NCCU, to participate in the Meskwaki Language Symposium held by UNI on February 22nd. He asked us to make a presentation about our experience of promoting the teaching and learning of Taiwanese aboriginal languages. It may serve as a reference for UNI in promoting the revitalization of the Meskwaki language and its teaching and leaning. As NCCU and UNI have signed a sister school agreement, the Office of International Cooperation of NCCU was concerned and helped actively, hoping to improve the interaction and exchange between the two universities.

The original itinerary from February 22nd to 24th was one day for the symposium and two days for visits



2001年建造的Meskwaki Settlement School。

日) 到達Meskwaki Settlement時，Meskwaki民族議會的成員與語言教師，特別舉辦一場座談會，聽取我們三人的報告，大家互相交換經驗，彼此都有很大的收穫。

學制完整、深具特色的Meskwaki民族學校

會後我們參觀Meskwaki Settlement School (Meskwaki民族學校)，其前身為Sac & Fox Day School (1938-2001)，目前的建置是建立於2001年，由本族經營，學制完整，教育對象從幼兒 (pre-kindergarten) 到中學 (high school)，亦即學生年齡介於3至18歲。全校學生約有230名，共有25名教師，其中10名為本族語言文化教師，類似台灣的族語支援教師，然而，這10名教師均無正式教師資格，處境亦如台灣的族語支援教師。

語言文化教師負責各年級的語言文化課程 (language and culture program)，各年級教學時間為每天45分鐘，此外，所有的時間均為一般課程 (科學、數學、體育



Meskwaki Museum的管理者Jonathan Buffalo幫忙導覽與講解，背後照片為其祖父的肖像。

on the Meskwaki Settlement. However, due to a storm, three of us, Professor LIM Siu-theh (Director of ALCD), Associate Professor HUANG Ji-ping and I, were unable to attend the symposium held on February 22nd. Nonetheless, after we arrived at the settlement the next day (February 23rd), the members of the Tribal Council and Meskwaki teachers arranged a forum for us, listening to the presentation by three of us. We shared experience and learnt a lot from one another.

Meskwaki Settlement School – with a complete system of education and plenty of characteristics

After the forum, we visited the Meskwaki Settlement School. Previously, it was the Sac & Fox Day School from 1938 to 2001. The on-going system was established in 2001. The school is run by the Meskwaki people and has a complete system of education, providing programs from pre-kindergarten to high school. The ages of the students range from 3 to 18. There are about 230 students at the school. Among the twenty-five teachers at the school, ten of them teach the Meskwaki language and culture. They are somewhat like aboriginal-language support teachers in Taiwan.

等)。不過，學生的族語學習，由於缺乏認證考試或相關評量，因此成效有限。該族耆老表示，老一輩的族語能力不錯，但憂心年輕一輩的族語無法傳承，學生的族語能力由於受到電視媒體的影響，在家庭裡說族語的情況不佳。

由於學校經費來源充裕，有很完善的硬體設施，整體環境優良，當天的參訪是由白人校長Jerry Stephens親自帶領導覽，在他親切的解說下，更加深我們對這所學校的好感，是個讓人稱羨的學習場域。

挽救民族語言的族語保存部門

第二天上午拜會Meskwaki Language Preservation Office（族語保存部門），與該部門3位成員（Conrad Brown先生等）交流。該部門是本族族語的研發機構，以語言研究和教材開發為主要目的，曾經研編簡單的族語教材，但並未出版，隨著族語耆老的辭世，後續發展深感艱辛，因為根據族人Yolanda Pushtonequa女士的調查，族人的族語流利度，10年前（2000年）有24%的族人自認為fluent（流利），10年後（2010年）則降至16%。該部門的成員及該族的耆老對此情況產生危機感，正在思索如何挽救瀕危的族語，因此希望透過台灣原住民族語言教材編纂的經驗，思索如何搶救本族的語言。

挽救民族歷史文物的民族博物館

下午我們參訪Meskwaki Museum（民族博物館），由館長Jonathan L. Buffalo（本族歷史文化專家）擔任導覽與講解，Donald Wanatee Sr.先生（民族議會成員，80歲，該族耆老）也全程陪同。此館隸屬於Historical Preservation Department（歷史保存

The ten Meskwaki teachers are not credentialed. Their plight is similar to that of aboriginal-language support teachers in Taiwan.

These Meskwaki teachers are in charge of the language and culture program offered to students across all grade levels. Students in all grade levels learn the Meskwaki language and culture for 45 minutes every day. The rest of the school time is allocated to regular courses such as science, math, and physical education. Since there's no accreditation test for the Meskwaki language proficiency or any other related test, the effects of learning the Meskwaki language in school are limited. The Meskwaki elders said that older people speak fluent Meskwaki. But they are worried that younger generations aren't able to pass on the Meskwaki language. With the impact of TV, Meskwaki students rarely speak Meskwaki at home.

As the school has abundant sources of funding, the hardware needed at school is sufficient and the overall environment is very good. Mr. Jerry Stephens, the administrator of the school, led our tour around the school. His kindness reinforced our good impression of the school. It is a great place to study.

Meskwaki Language Preservation Office – to save the language of the Meskwaki Tribe

In the morning of the next day, we visited the Meskwaki Language Preservation Office and had some interaction with the three workers at the office, including Mr. Conrad Brown. The office does the R&D for the language of the Meskwaki Tribe. It aims to study the Meskwaki language and develop teaching materials for the language. Some basic materials have been edited but not yet published. As more and more Meskwaki elders pass away, the road to further development seems tough. In 2000, 24% of the Meskwaki people thought they spoke the Meskwaki language fluently, but there were only 16% of them in 2010, according to the



在Meskwaki Museum的參訪，左一為Mr. Donald Wanatee Sr.，左二為Prof. Craig Klaffer。



Meskwaki Settlement School 校長及老師與政大老師們合影。

部門），是一間以民族歷史文物為主要收藏與展示的博物館。博物館成立的目的，在於藉由提供資訊與提倡大眾對於Meskwaki族歷史及文化的深度瞭解，來致力保存Meskwaki族的文化遺產。館內展示許多地圖、照片、工藝品、服飾、文獻等。另設有圖書室、文物收藏室，也有部落婦女製作手工藝品的空間。

雖然未能參與第一天的研討會議，但在主辦單位的行程調整與當地族人的配合之下，我們也順利完成報告。參訪Meskwaki族的民族教育機構、民族博物館及民族語言研發部門，與該族人士座談與交流，大致瞭解該民族的語言教育文化發展的情況。尤其是Meskwaki族獨特的地位，對於民族自治和民族教育也具有重要影響，值得台灣原住民族參考。◆

surveys by Ms. Yolanda Pushtonequa, a Meskwaki tribal member. A sense of crisis thus grows among the office and Meskwaki elders. They're thinking how to rescue the endangered Meskwaki language. Therefore, they ponder upon the ways of saving the Meskwaki language by referring to Taiwan's experience in editing textbooks for Taiwanese aboriginal languages.

Meskwaki Museum – preserving ethnic history and cultural heritage

We visited the Meskwaki Museum in the afternoon. The director of the museum, Mr. Jonathan L. Buffalo, who is an expert in Meskwaki history and culture, served as our tour guide. Mr. Donald Wanatee Sr., a member of the Tribal Council and an 80-year-old Meskwaki elder, accompanied us all the way. The museum is under the Historical Preservation Department. It collects and exhibits Meskwaki cultural items. The aim of the museum is preserving the cultural heritage of the Meskwaki people by providing information and promoting education for a deeper understanding of the history and culture of the Meskwaki Tribe. Maps, photos, artifacts, costumes, and archives are displayed. There are also a library, a room to store cultural items, and a place for Meskwaki women to create artifacts.

Although we were unable to attend the symposium, we still could make a presentation because the organizer helped change the itinerary and the natives coordinated. We visited the educational institution, ethnic museum, and language preservation authority of the Meskwaki Tribe. We also talked to the natives and exchanged opinions with them. That gave us an overview of the development of the Meskwaki language, education and culture. In particular, the unique status of the Meskwaki Tribe has played an important role in its self-governance and ethnic education. For Taiwanese aborigines, it's an example worth having a deeper understanding.