LEANNE HINTON

Christina Maslach:
So we just wanted to begin with some basic demographic, you know, name and birth and where you went to school.

Leanne Hinton:
So, born 28th of September, 1941 and, went to Reed college for a year and a half. Took a year and a half off and then to Berkeley for my BA in '66.
Graduated in '66, and then I went to grad school for a year in anthropology at a Midwestern university, and then quit that after one year and took five years off.
And then, finally UC San Diego for my PhD, in linguistics.

Christina Maslach:
And did you, did you go elsewhere before you came to Berkeley after you got your PhD?

Leanne Hinton:
My first job was at the University of Texas, in Dallas. They were a brand new, well, they weren't a brand- new institution, but that year they started undergraduate work. Before that, it was basically a research institution for graduate student studies in the hard sciences. And then they decided to go to a complete college-- and they hired 150 people that year.

Christina Maslach:
Oh my gosh, I never heard of something like that. Wow.

Leanne Hinton:
Yes, and it was kind of a random group of people because it was Deans going out and hiring them. They weren't going to make departments. So there was a school of Social Sciences, but no departments under that. I convinced them they needed a linguist.

Christina Maslach:
Did you, did you have to interview for this? I mean, what was the process if they're going to hire over a hundred people?

Leanne Hinton:
The process was for the Deans to travel to various locations to interview likely candidates. A Dean came to San Diego to interview me. And she offered me the job on the spot. It was not your usual hiring process. But I was not happy there except for the fact that I found my husband there.

Christina Maslach:
Oh, okay!

Leanne Hinton:
That was good. Gary [Scott] had gotten his Ph.D there when it was a research institution. He was in Brazil the first year I was at UTD, and we met my second year, when he came back.

Christina Maslach:
So, you started in what year then?

Leanne Hinton:
So that was in 1975. I was there for three years. And then I came here.

Christina Maslach:
Yeah. So how did that come about?

Leanne Hinton:
As I said, I wasn't happy with UTD. It was going through massive growing pains then. You can imagine the chaos, where Deans were like kids in a candy shop, hiring young professors and sticking them into divisions that Associate Deans, who had not been part of the hiring process, now had to make sense out of. Maybe the head of the division would have a different set of expectations about what the structure of the division should be, so many of these young professors would get terminated without noticeable due process. There was no faculty governance, and a lot of paranoia. Our favorite motto, as young faculty members, was "Just because you're paranoid doesn't mean they aren't out to get you." Also, I had actually always wanted to come back to Berkeley.

Christina Maslach:
Oh really?

Leanne Hinton:
When I got my BA here, I remember some of my fellow students asking me, well, why don't you stay here for your graduate work? And I said, I understand people don't get hired very often if they've just been here as students their whole time. So, I'd rather go somewhere else and then come back as a professor.

Christina Maslach:
And you did come back! So, was there a particular job that was being advertised, that you responded to, or was this a different process?

Leanne Hinton:
It was here in the Linguistics department, a position for a specialist in Native American Languages. And, the first year that I applied for it, a fellow student at UCSD was offered the job. But she turned it down. And so they kept my application active and called me and said, we're going to do another search and we're just keeping your application active; and you could send another letter with updates if you like. And then I got the job offer.

Christina Maslach:
Were you coming in as assistant professor, or were they giving you tenure?

Leanne Hinton:
No, Assistant Professor. And it actually took me seven full years to get tenure from the time I started here.

Christina Maslach:
What was the hiring process like, or the department when you finally arrived?

Leanne Hinton:
It was, well, you know, after Texas, I just was so happy here! I was very happy that I didn't have to be part of campus politics the way I had to be at the University of Texas. I felt like I could do my thing and teach and do research and not be caught up in internal political turmoil. But the department had, as all departments do from time to time, had some issues going, and I was replacing the legendary Mary Haas. But the students had been very active in the search for a new person, and not all the students were happy that I was selected.

Christina Maslach:
Why was that?

Leanne Hinton:
I'm not really sure. I think maybe they wanted somebody who was the absolute greatest person in the world. And, I was actually somewhat intimidated by the advanced students because at that time, students never wanted to leave Berkeley, and there were no rules forcing them to finish in a timely manner. And so, we had students that had been there eight years, 10 years, 12 years. There was one student there who had been my TA for a linguistics course when I was here as a student. And I ended up being the head of his dissertation committee in the end.

Christina Maslach:
Oh my God. Yeah.

Leanne Hinton:
But, there were some students there who had had twice as much education in linguistics as I had. That was quite intimidating.

Christina Maslach:
Did it make it awkward at all in terms of working with them or teaching them or...?

Leanne Hinton:
Well, there were just a few students who were hostile to me, maybe three or four. And it was apparently a debate among the students when I came as to whether I was the right person for the job or not. Yeah. And I felt for the first several years that I was continually being tested, by

the students. It took a while, but although a few faculty members were not happy about me either, the rest of the faculty were mostly very supportive.

Christina Maslach:
Well, that's great.

Leanne Hinton:
I did learn that one female faculty member said she would not vote for anyone for my position who was not a woman.

Christina Maslach:
Oh really?

Leanne Hinton:
So she was more aware than I was of the effort female faculty were going through to get the campus to hire more women. But being a woman was not the problem among the students. I think it was more about my interests, my academic interests. I was and am very applied in my work and my research and my activities. The person who had been offered the job the year before was a syntactician, and I think that might have been closer to what the students wanted. And applied linguistics is not a field here at Berkeley. And the fact that I was applied was actually quite important to some of the faculty in a positive way. But there was, there's always been this sort of issue between being theoretically oriented versus being more practically oriented. I had a more practical orientation, and so I think that was a positive thing and a negative thing at the same time.

Christina Maslach:
Sort of a double edge sword kind of aspect to that.

Leanne Hinton:
Right.

Christina Maslach:
Yeah. I recall similar things in psychology. I think this is probably true in a number of different disciplines and, and it's what the value is placed on it in terms of scholarship, in terms of the quality.

Leanne Hinton:
But in the end, I felt, quite supported. And in fact, I had written a popular (non-theoretical) book that helped me get promoted to full professor. I mean, it was an academically excellent book, I think, but it wasn't for academics. It was for a larger audience, including the general public and Native Americans.

Christina Maslach:
Oh really? Tell me a little bit more about that.

Leanne Hinton:
It's called *Flutes of Fire: Essays on California Indian languages*. This book had originated as a series of articles that I wrote for a local magazine called *News From Native California*. The publisher, Malcolm Margolin, had asked if I would write a column on languages, California Indian languages. After several years of writing these columns, I ended up put putting them together into a book. And it helped me get the promotion to full professor.

Christina Maslach:
Wow, that's a great accomplishment. So what was the year you went up for full professor? Or rather, when did this book come out? Let's put it that way.

Leanne Hinton:
1994. But I've gotten ahead of myself. Let's go back to getting tenure. It took a long time to get tenure; it was delayed because of having a child.

Christina Maslach:
Okay. Are there any issues or things you want to raise about that, work and the rest of life, work-family balance, or whatever?

Leanne Hinton:
It was just really hard. But I would not have had a happy life without motherhood, without Jessy! It's what made life complete for me. And one good thing of having both a career and a child is that Jessy kept me sane. She kept my priorities straight. I had colleagues, not here, but in other places, old friends that were struggling to get tenure. I'm thinking especially of a male friend of mine -- who I think, in fact, did not get tenure-- but he was so stressed in that all he was doing, he said, "every waking moment I'm writing or, trying to get my publications going"... he was so stressed. He even talked to me about how he had quit a chorus he was in, and that he loved, because he felt he had to spend all his time working for tenure.
And, I would come home from campus, and I was going to be a mother and a family member that evening until Jessy went to bed. And it just gave me a life, as opposed to my poor colleague.

Christina Maslach:
Okay.

Leanne Hinton:
So, as I said, it took me a long time to get tenure -- and it was a favor to me to delay it. But, you know, when I read that question you sent about conflicts between your family life and professional life, I started crying. Because it was so true.

Christina Maslach:
It really was, yeah?

Leanne Hinton:
By the time I got to Berkeley, I was 37 or so, and so the biological clock was ticking, like for so many academic women. My [future] husband [Gary Scott] and I left UTD at the same time, but as fates had it, I went to Berkeley and he got a position at a research lab in Galveston. So, once I got settled and we found a permanent place to live and all of that, and my husband was able to join me finally, a year and a half later, it was time. It was time to have a baby and, and to me it was so important, having a family.

So I had a baby, Jessy, who's now in her late 30s, and has two kids –my grandkids. And Gary had also provided me with a ready-made part-time family – 3 kids from a prior marriage who spent summers with us while they were growing up. Two of them live near us now with their families, and it's such a blessing having this large extended family. But it was just so hard being a parent and being an academic at the same time. For me, I just constantly felt that I wasn't spending enough time at either job. You know, people sometimes asked me, how do you do it? And I said, well, you just don't do anything very well! I was saying it as sort of a joke, but it was so true.

Christina Maslach:
And there's a lot of other stuff you don't do, period... So, yeah.

Leanne Hinton:
I had a dream once when Jessy was a baby, I was walking through lower Sproul Plaza. I had a whole lot of very important papers with me -- and they were in a diaper box. And I was looking at them, a little worried, and thinking this is wrong, but I'm not sure which way it's wrong. Is it that I should be having the important papers in a briefcase, or is it that I should have diapers in this diaper box? I actually woke up laughing, because it was such a perfect metaphor of the conflict between career and family.

Christina Maslach:
That's great. Oh, so what happened? I mean, there were a couple things. I mean, one is how you sort of manage those early years when -- it's not that parenting doesn't change, as you go on, but you also said that there was a delay for a tenure process because of that.

Leanne Hinton:
Yeah.

Christina Maslach:
So they gave you an extra year or so, or said we're not going to do it?

Leanne Hinton:
Yeah. Let's see. I should have studied my timeline a little bit better before coming here. But, I think I had some talks with the chairman at the time, when it would normally be time for me to come up. And I didn't feel ready particularly. I was really very unconfident during the pre-tenure years. I only had one book so far – the publication of my dissertation. I had certainly

done a number of papers I was proud of, especially in the field of language change. But my portfolio was not massive. I don't think he just looked at my stuff and said, well, you're not ready. I think it was more of a two-way discussion, and an offer from him to either wait or go ahead with it. He said, if I recall, that there was a way for the university to give me this extra time.

Christina Maslach:
Sort of stop the clock, the tenure clock we'll put it that way. Yeah, not the biological one we're talking about...tenure clock. Okay. Did you have what they call a mid-career review around three years?

Leanne Hinton:
I did. And probably at that, again, I can't remember it too well, but I think it was middling. But, you know, just get some more published. They really wanted to give me the chance I needed, to get tenure. At the time I was not convinced I wanted to stay in academia anyway. Not that I admitted that to anyone in the department. But I had a lot of other interests, and it wasn't until after I finally did get tenure and then I took a sabbatical year off after that. I decided that that year I was going to spend deciding whether I wanted to stay in academia.

Christina Maslach:
Right, okay. Or switch career paths.

Leanne Hinton:
And during that year I came to the conclusion that "Hey! I have tenure, I could do anything I want." I have summers off for my kids. What's not to like? But it really took me that long to say, okay. And then really that's when I see my career really starting to take off, after that year of assessment and decision. Then I just started doing the kind of writing that I do now, I'm pretty prolific now, and have been since I made my decision. The kind of writing I like to do AND the kind of fieldwork I like to do. And,the kind of research and activities that I like to do, which is working in the field of language revitalization, working with communities. So, it really worked well for me. Looking back, it seems that that decision freed me to be as productive in my research and writing as I *should* have been before tenure.

Leanne Hinton:
But by then, Jessy was a teenager. And that's really where I felt like I failed her. Because she was going through bad teenage times, I mean, just bad in the sense of being really, really unhappy. And my career was, you know, ramping up and I had felt free, a little bit freer because she was able to take care of herself and didn't need me as much. But she actually *did* need me as much and, and I still feel horrible about those teenage years when she stopped confiding in me. I couldn't reach her, couldn't get her to speak to me about what was going on with her. So, she and I still talk about it sometimes.

Christina Maslach:
Oh, really? Oh my gosh. Does she live nearby?

Leanne Hinton:
Yeah. But she has grown into a beautiful and strong human being, with a family of her own. And grandkids, of course, are an extra blessing. And we also have our three other kids from Gary's previous marriages. So, we have five local grandkids between us, and three more in Michigan. I love my grandkids as fiercely as my kids. I feel blessed with my family life.

Christina Maslach:
Is your husband in academia, or ..?

Leanne Hinton:
He's a research geophysicist. So he has a part-time position as a research scientist at the Berkeley Geochronology center, just off campus. And then he also does independent research; and he has a business of building laboratories for other universities, for studying paleomagnetism in rocks.

Christina Maslach:
Okay.

Leanne Hinton:
And you know, that was another issue in early motherhood, was that he was away a lot building these rooms and doing field work. When he was there, he was helpful and he was always very supportive. But I was probably, half the time, a single parent.

Christina Maslach:
Oh, wow. Okay.

-Leanne Hinton:
So, my main complaint when I was trying to do both, being a parent and an academic, was that Berkeley did not have daycare to offer the faculty. They had it for graduate students at that time, they did not have it for professors!

Christina Maslach:
Right, right. I remember those days...

Leanne Hinton:
Probably being a parent yourself at the same time.

Christina Maslach:
Yeah, when I was pregnant with my first child, and I asked about what was the maternity leave? And they kind of said what, what? And there was no parental leave, literally none. And so it just meant that, as it turned out, I had a sabbatical coming up or part sabbatical, let's put it that way. So, I was able to take the sabbatical leave and I had the baby. But then do I want to go back for a quarter, before the summer comes on? So I went on an unpaid leave and to do that

meant nobody was paying. Not only was I not getting salary, I was not getting paid for my healthcare benefits. So yeah, I had to pick that up.

Leanne Hinton:
Oh my God.

Christina Maslach:
Yeah. Now that has all changed. But at the time it was like...wow.

Leanne Hinton:
Mine was not that bad, partly because Jessy was born in April and so I took six weeks off. I had planned that quarter carefully for having 6 weeks of guest lecturers, ready to slide into place when I went into labor. And then I came back with the baby in my tummy pack. So I finished the semester having her with me on campus, and then I had the whole summer off. It was helpful. Very helpful. The timing of it.

Christina Maslach:
Yeah. So, by the time childcare possibilities for faculty came along, you didn't have a young enough child that would have benefited from something like that?

Leanne Hinton:
She was long past preschool.

Christina Maslach:
It didn't make it easy. In my case I also had the commute because I live in San Francisco and my husband was at Stanford, so we were both commuting and then trying to figure out, okay, what happens when the child is sick? What happens with that, you know?

Leanne Hinton:
I had another lucky thing, which I mean actually it was getting close to September to whenever, August, whenever it was starting, things were starting up again. And I hadn't found anybody to care for my child yet. But I was also so full of endorphins that I had no sense of panic. My hormones were saying, you know, something will turn up, I'm sure. And, it turned out that a neighbor across the street, a Mexican woman who I'd gotten to be friends with, said that she would take care of Jessy.

Christina Maslach:
That's great!

Leanne Hinton:
I paid her to do so for two years. I was able to work from home some days of the week, but on the mornings when I went to campus, I'd take Jessy across the street to her for the day.

But if there had been daycare at campus, I could have taken breaks to nurse Jessy. Not having her nearby disrupted my ability to breast-feed sufficiently. I tried expressing and storing breast milk, but I couldn't make it work. And by the time she was about 8 or 9 months old, she just refused the breast. Something was going wrong with the taste of my breast milk. It was a great tragedy in my mind. I was pretty bitter for years, about the lack of daycare on campus.

Christina Maslach:
Right, I understand that.

Christina Maslach:
Okay. You mentioned, earlier, about getting past tenure and past that assessment period, and then in a sense it sounds like there was a real sort of blossoming of the kind of things you wanted to do. Were there any important mentors along the way, or were there obstacles along the way on, as your research trajectory evolved?

Leanne Hinton:
Yeah, well, I think of two really important people in my life, long before I became a professor. One of them was my father. I actually always wanted to be like my father. He was, he was just so multi-talented, and he did so many things. He only had a BA, but he was the Director of the Aquarium Museum at Scripps Institute of Oceanography during my childhood. And then went into administration on the UCSD campus after he retired from the Aquarium. And he was also a folk singer as a secondary profession, and taught folklore classes as well. He recorded many records for Folkways Records [still available today from the Library of Congress], did concerts several times a week, and even had a radio show at the same time that he worked at the Aquarium. And after he retired, he sang full-time pretty much, especially at schools. He was an artist too, an illustrator and calligrapher who did all the calligraphy for UCSD for years. He did scientific illustration, including a weekly illustrated ocean column in the San Diego Tribune for many years. And he was a great family man as well.

My mom was also a very talented woman, a musician and an artist. But she was a housewife. Remember, in the post -World War II era, the 1950's, most women were homeworkers and mothers whose main work was at home. Somehow, early on I knew I wanted to do more than that. So, it was my Dad more than my Mom who was my model, even though my personality is more like hers. I just always wanted to emulate him, which of course made for some difficulties about sexual identity. You know, what is my identity as a woman wanting to be like a man? Or wanting both really. I did want to have children, that was a given. I think this was something our generation went through a lot – wanting both to do what our mothers did and what our fathers did. It became pretty overwhelming for us.

And the second most influential person for me was my mentor, Margaret Langdon, at UCSD. She was the kind of person that I hoped to be, who had a balanced family life and academic life. And so I loved her family and I loved her. They lived on a piece of property where they had an orchard, and her husband was a nonacademic, and a very interesting guy! They had friends of all kinds – his plumber pals, her Native American friends, along with professors and graduate

students --and I just loved the diversity of their lives. And plus, of course, her field was my field. We got to know each other years before I became her student. To give some background, I started work with the Havasupai Tribe in Arizona while I was still an undergraduate student at Berkeley. It was my plan to be an ethnomusicologist. It was Alan Dundes here at Berkeley who started me off – another good mentor for me. I went to Alan during my sophomore year in anthropology, and said that I wanted to do some field work. I gave him the specifics – that I'd have to work part of the summer to get the money for it, and it couldn't be someplace expensive to get to. So, I said I wanted to study the music of some group and someplace I could drive to. Some place where I can camp out. He said, well, the Havasupai tribe has never had their music described. How about that?

Christina Maslach:
Oh, really, so that's where it came from? Okay.

Leanne Hinton:
And so he started my career with that. I worked with the Havasupais, recording their songs and I became fascinated with the song texts. Sung and spoken music were very different from each other. And so, that ended up leading me to linguistics in the end. And my dissertation at UCSD was titled *Havasupai songs, a linguistic perspective*. So, I should say Alan was very important in my career.

Christina Maslach:
Yeah.

Leanne Hinton:
I studied Havasupai music for many years. I would go there regularly to continue my research, whether I was attending college or not. Meanwhile, I was living with my parents for awhile after I left my one-year stint in anthropology at that university in the Midwest, and my father introduced me to Margaret. She was working on the Kumeyaay (Diegueño) language, which is the same language family as Havasupai – the Yuman language family. She was interested in comparative studies of Yuman, and hired me one summer to review and analyze Havasupai publications for her comparative work. We went on to be close friends, and she had me do fieldwork on the Kumeyaay language varieties in Baja California. We did some publications together before I ever became her graduate student.

But at the same time, I was continuing my Havasupai research. And while I was doing this work, the bilingual education program began. 1968 was the Supreme court decision that kids had a right to an education in their native language until they had enough English to go on in English. And so, this was a great opportunity for American Indians, because for them, all of a sudden, they could have their language back in school! You've heard about the boarding schools and the horrible things that were done in the schools to keep children from using their language. And, so all of a sudden those same schools had to have the language back in the classroom.

Christina Maslach:

Wow, I hadn't realized that.

Leanne Hinton:
But then what that also meant was that they needed a writing system, and they needed materials for kids to learn how to read in their language, and so forth. And so I was there at the time and they just said, well would you help us with, first of all, developing a writing system? And then, after a few years, they started a bilingual program. By then I was an official graduate student at UCSD, with Margaret as my mentor. And by the time I finished my dissertation and got my first university job, I was the head of the bilingual education program in Supai. I was a trainer and administrator for that program. And I'd be flying back and forth and, you know, you have to make a 10 mile hike to get to Supai from the nearest parking place, so I'd fly into Phoenix, rent a car, drive 100 miles, and walk down to Supai and stay there for four days, and then go back to the University of Texas again.

Christina Maslach:
Wow.

Leanne Hinton:
And, so, where am I leading with this? Well, that was the beginning of my more applied viewpoint, because I just had so much fun. I mean, it was so much fun working with people to do something for the community as opposed to just for other academics. And so by the time I came here, I was quite deep into community-based linguistics, as it's now called. And that was a plus for getting me in, but as I said before, there was still that feeling and issue that most of the faculty and most of the students were into theoretical aspects of linguistics. But even if I felt not fully appreciated, I knew too, all along, that almost everybody felt like other people didn't appreciate their fields.

Christina Maslach:
That is sort of a more general phenomenon of grass being greener elsewhere, you know? But would you say then you were one of the leaders in this area in terms of the kind of work you were doing? I mean, were you more a pioneer?

Leanne Hinton:
Well, that’s not what I felt at the time. I just felt that my field was marginal.

Christina Maslach:
I mean, it wasn't, it wasn't the norm. It wasn't the thing that maybe people were expecting. But...

Leanne Hinton:
Yes, in retrospect, it seems like I did have an influence on what's going on now in linguistics. So, I didn't quite realize it yet, you know, I was just sort of doing my thing.

Christina Maslach:

But I mean with hindsight, looking back, you were doing your thing and you were doing what mattered to you. And now...

Leanne Hinton:
Now there's an enormous amount of community-based linguistics going on. Language revitalization is a *field*. We even have a new designated emphasis at Berkeley in Language Revitalization. I've been co-teaching the DE seminar in language revitalization with 4 other faculty members. And a whole new emphasis has blossomed on linguistic documentation of endangered languages, with a whole new kind of ethics, and an awareness of community needs and desires driving the direction of that documentation.

Christina Maslach:
You've had a part of that legacy, you know, which is really remarkable. I think when I talk to people who have had more of that sort of pathbreaking, important role for moving forward in these kinds of directions -- nobody ever thinks of themselves as having been a pioneer. It didn't feel like "pioneering" at the time, ever. But I think it's because at some point you're doing it not because you have to, but because you really want to, and you are in fact breaking new ground that others then can see, that it makes sense.

Leanne Hinton:
Yeah. And my books that are for a broader audience have actually had an influence on the field. I've been able to bridge, in a way, the academy and the community. So that what I write is for both audiences in the end.

Christina Maslach:
That's a really good thing. I think it's not always easy to do and in some cases it's not possible in the same way. But this is really great. So, when you were getting to your post-assessment period saying, okay, now I'm free to move in other kinds of directions. Were there any important developments or critical incidents or something along the way that led you into other kinds of activities or different kinds of writing?

Leanne Hinton:
The most important part of my career path was probably the founding of the Advocates for Indigenous California Language Survival. It came out of a conference in 1994 that I was lucky enough to attend – a language retreat for Native Californian language activists, organized by Malcolm Margolin and Mary Bates Abbott – she had established an organization called the Native California Network [NCN]. Malcolm was the founder of Heyday books and the magazine I mentioned before, *News from Native California.* (And I've got to say, he's yet an amazing human being who has influenced the lives of many people, including me.) I wrote at length about this conference later on in F*lutes of Fire.* The question at the conference was "What can be done by people to help save the California Indian languages?" And the answer, resoundingly, was "We need more speakers!" As a linguist, this was a lesson to me and other linguists. Two years before, an important series of articles came out in *Language*, being learned at home by children as less than 20 out of 175 – and he called for more documentation, to save indigenous

languages from disappearing. Yet the speakers of these languages did not call for documentation. They called for more speakers --what sociologist Joshua Fishman was calling "Reversing Language Shift."

So out of that conference came the Advocates for Indigenous California Language Survival (AICLS) – a committee of NCN to begin with, and later on, our own non-profit. Right from the beginning, our mandate was to find ways that communities could develop more speakers. Our first program was the Master-Apprentice Language Learning program, based on immersion language learning and oriented toward learning everyday conversation – with the goal for the apprentice becoming proficient enough in the language to pass it on to children, in the schools, in the home, in the community. People asked, why not start with children in the first place, since they are the natural learners? Well, the obvious answer was that there was no one who could teach those children. The last generation of speakers of most California languages were elders, long past child-bearing age, long past retirement from teaching. Most speakers were not teachers. But they *could* teach a willing and committed adult – the "apprentice" in the Master-Apprentice program, who could actually lead his own learning – be a "language hunter" (a term we borrowed a few years ago from another language learning program, *Where are your Keys*).

That program has seen a lot of success – out of it has come some talented young language teachers in the schools and, most importantly, some fantastic families who use their language at home with their children. It's spread around the world too – we've done training over much of the US and Canada, and for the Sámis in Finland, Norway and Sweden – and over part of Australia. We published our manual *How to Keep Your Language Alive*, which has been translated and adapted into Portuguese (for the indigenous peoples of Brazil) and Russian (for the Russian Sámi), and is currently being adapted in Japanese for the Ryukyu languages.

Our other main program of AICLS has been the *Breath of Life Archival Workshop for California Languages*, for those languages with no speakers. So many Native people are against further documentation of their languages, because they increasingly see how it has been a tool for colonialization, or being done for linguistic science instead of the welfare of the community. That's a whole different interview, I think! But in any case, the value of documentation is proved at Breath of Life – for that is the key to communities bringing their language back home to them. This program too has been influential – there have been Breath of Life conferences at the archives in Washington DC, others in Oklahoma, and one last year in Canberra, Australia.

A great deal of my writing is about the programs that AICLS runs, and the language advocates that my association with AICLS has brought me into contact with. Sometimes I think of myself as just a reporter – someone who writes about the brave activists trying to keep their language alive. A big part of *Flutes of Fire* was about AICLS and the programs that organization has created. *Breath of Life* hadn't yet been established when I was finishing up that book; but the Master-Apprentice program has its own chapter. After Flutes of Fire, I worked with Ken Hill -- and that's another person I should say who was an incredible model. An incredible human being.

Christina Maslach:
Okay.

Leanne Hinton:
We edited and wrote this book together called *The Green Book of Language Revitalization in Practice.* And, that's, what, 25, 30 years old now, that book, but it really did have a big effect on language revitalization. And I've got to thank Ken for it. He and I happened to be at a conference on language for American Indians. And he was saying to people, "write something about it, write something about what you're doing in your community, and we will make a book about it." Well, nobody did at the time. Then sometime later I had the opportunity to have a long conversation with Ken, and told him that I thought that was really an interesting idea and I'd be happy to follow up on it with you [Ken]. And we started writing to people who were actually on the ground doing language revitalization. I mean, at that time most people who were *doing* language revitalization had not *written* about it at all. They didn't have time to write about it. Everybody was saying, you know, we're just too busy doing it. We can't write about it. And so we got 30, 40 people to write chapters on certain aspects, whether it's what's happening in their community or, let's see, we had sections on language policy and planning, teacher training, sections on teaching methodology, media, and lots of case studies.
So, teaching methodology was part of the *Green Book.* immersion teaching and learning, which by the way, brings back another scattered memory.

Christina Maslach:
Okay. All right.

Leanne Hinton:
In that, I feel very lucky that I ended up getting my PhD at UCSD because they ran the foreign language program at the time and they had a state-of-the-art foreign language program run by Leonard Newmark, who was one of the more famous people in how to teach language so that people are hit effectively. And so rather than being a TA for language-linguistics courses, I was a TA for language courses. And so, I learned a whole lot about language teaching.

Christina Maslach:
Right. Oh my God.

Leanne Hinton:
When I had to teach my first linguistics course as a new professor, I was really sorry I had not TA'd a linguistics course! But yeah, it was a big influence on my ability to understand how people learn languages, and that's been a big part of what I do. Training communities to teach their younger people the language when they haven't learned it at home. So, anyway, the *Green Book* was a very influential book. It was the first real book about Indigenous language revitalization. What had become a field of Linguistics before that in the eighties and early nineties, I guess was, was language obsolescence or language decline, language death. So what happens to languages when people aren't using them as much anymore? You know, how do the languages themselves change? And so language revitalization, then, was a response to the field

of language death. We called it the *Green Book* because UNESCO had something called the *Red Book* of endangered languages. *Red* for danger, *Green* for moving forward with your language. And so that book was just about the first book to be published about language revitalization.

Christina Maslach:
Right. Wow. Very interesting.

Leanne Hinton:
And then I've written a few other books since then. One that I wrote before I retired was *How to Keep your Language Alive*, that I mentioned before, as a manual for the Master Apprentice Language learning program. That's a co-authored book, with my dear friend Nancy Richardson Steele, a member of the Karuk tribe and co-founder and board member of AICLS. She did her MA work in language education, and is an expert on TPR, the Total Physical Response immersion model. Her expertise and experience were key to the design of the Master-Apprentice program. The other co-author was Matt Vera, a member of the Tule River Indian Tribe, and one of the first apprentices in the Master-Apprentice Program. His mother, Agnes Vera, was the "master" – and the language was Yawelmani Yokuts. He was a very dedicated language learner, and he and his mom had lots to say about their work together that helped enhance the program. The chapter on verbs in the book was largely his work. Tragically, Matt died before the book came out, of complications from an auto accident in which he was a passenger. It was so, so sad – and the death of someone who is key to language revitalization in his community makes us think about how fragile the process of language revitalization actually is. And then in 2013-- by then I was retired from the University -- I edited a book which I think is my favorite. That book is called *Bringing our Languages Home*. And it was thirteen chapters by people whose heritage language is endangered or even dormant. How they learned or are learning their language, and how they're using it at home with their children. So, 13 really, really interesting stories, about people making really heroic efforts to keep their endangered language going on for another generation—or in some chapters, actually learning a language that has not been spoken by anyone in many generations – 'waking it up' and giving it to their children to carry on.

Christina Maslach:
Wow. Which I don't think you would find in many places, actually.

Leanne Hinton:
It's pretty esoteric, I guess, but it's...

Christina Maslach:
Well, no I mean, I keep thinking of a lot of things that are sort of these hidden, or kind of quietly underground streams, that people don't know about or don't pay attention to, or something. And how to bring some of that more -- well, as you say, revitalizing it.

Leanne Hinton:
Yeah. Underground stream, a beautiful metaphor.

Christina Maslach:
That's very cool. Wow.

Leanne Hinton:
I've been waiting a few years for the right time to make a sequel to that book – where the chapters will be written by the children of those parents who made their language the language of home. And then most recently is a book that came out in 2018, that I edited along with Leena Huss at Uppsala University in Sweden, and Gerald Roche at LaTrobe University in Australia. This one is the Routledge Handbook of Language Revitalization – as you see from the home universities of the editors, it's a look at language revitalization worldwide. The first part of the book is about language revitalization both as a practice and a research field, as it has now become – and the second half is about language revitalization in different regions for the world – from the Americas to Europe to Africa, Asia and the Arctic. I was actually very disappointed about this book because it is so expensive, and so much less available to indigenous practitioners than to academia. The price varies every time I look, but right now Routledge sells the hardback edition for $245 and the e-book for $220!

Christina Maslach:
Oh really?

Leanne Hinton:
So if you're at a university --I think all these handbooks are oriented toward the online version. And so, the universities will buy it. And if you are at a university and have a library card there, then you can access that book online for free. And so that's great for students and faculty, but it makes it much less available for the community language practitioners. So that's been a disappointment. But people are using it. And there's sometimes ways to get around the barrier of price.

Christina Maslach:
Okay. That's good. So, anything else in terms of your research, your writing that you wanted to discuss, or we can get into teaching?

Leanne Hinton:
Well, I'm into second editions now, which is...

Christina Maslach:
Ah, okay. That's sort of another phase. Yes.

Leanne Hinton:
--a phase that is sort of hard to get used to! I find that if an opportunity comes to put second editions on the back burner and do something new instead, I leap for it. (Which bothers the publishers a lot, and I'm trying to curb myself.) But I've just finished up with one of those new projects – one I've been working on for the last couple of years. I was working with Kate

Hedges, who runs the Konkow Valley Cultural Preservation with her husband Eric, who is a member of the tribe. Konkow is a language whose homeland is around Oroville and environs--and around Koncow itself, which was where the big Camp Fire of 2019 started, that burned through Paradise.

Russell Ultan, who did his graduate studies here in the Linguistics Department, wrote his dissertation on Konkow Maidu in the mid-1960's. And like so many dissertations, it's exceedingly technical. These old linguistic dissertations - even linguists have a really, really hard time understanding them, especially as conventions and theories change, so even though they are full of information about the language, anyone who is not a linguist is not going to be able to learn very much by trying to read through them. So Kate had a grant from the Documenting Endangered Languages Fund (a joint program of NSF and NEH) to use Dr. Ultan's dissertation and recordings, which are held at Berkeley in the archive of the Survey of California and Other Indian Languages, to make a website for language learners. Kate envisioned the project and designed the website. She was the leader and administrator of the project. I was the linguist for the project, and the third and fourth members of the team were Todd Gettleman, a language teaching expert who worked for twenty years for the Yocha Dehe Wintun Nation, and Gari Merrifield, our tech expert who did the technical work of creating the physical site, using all of his data.

Christina Maslach:
Oh, okay.

Leanne Hinton:
So my job was to make sense of the dissertation and learn enough about the grammar of Konkow from it to make a series of language lessons, working together with Todd and Kate. Todd did most of the data entry – he was so fast – and collaborated on the lesson making. Kate made the actual database, along with an audio dictionary. We also analyzed several of the texts that Ultan had recorded, using them for examples for our language lessons and presenting them on the website. We're writing the final report right now. People can, you know, they're not going to learn to speak their language fluently from the language lessons, but they can learn to understand the grammar and start using words and phrases in their daily speech, as part of their personal language journeys. And this project has been so much fun for me, because it's been so long since I've been able to really focus in on a language. All my work is very multi-lingual in nature. It's about how to learn a language, rather than about any specific language.

Christina Maslach:
Could be applied, and...

Leanne Hinton:
Yeah. It's endangered languages in general or about sleeping languages in general or about at least languages that don't have the usual ways available to learn them. You know, those kinds of things are what I focus on. That to me was the one major sacrifice I made for going into

language revitalization in a general way – I was no longer working deeply with a particular language. But to actually focus in and analyze the language is really one of the reasons I love linguistics, and one of the reasons I went into linguistics in the first place.

Christina Maslach:
Oh my gosh.

Leanne Hinton:
Yeah. So, it was wonderful to dig in to a particular language for a change!

Christina Maslach:
But it's great that you're finding or continuing to find new ways in which to do work in this field. And have fun. Because that's not always the case. Sometimes I think, with people in academia, they're doing it because they think they should, or it'll be important for some other reason, and it may not have enough of that intrinsic value and passion and fun. Like, I'd rather be doing other things.

Leanne Hinton:
I'm really glad to have been able to get to that point.

Christina Maslach:
Yeah. I think the other thing that comes post tenure is that not only can you do what you want, but you can also begin to say no to some of the things that you would rather not spend time on. Right?

Leanne Hinton:
Right.

Christina Maslach:
Not, not for me.

Leanne Hinton:
Even better when you retire.

Christina Maslach:
And you can make more of those. I've always been thinking that retirement is the wrong word because it just says I'm not doing something I've done before. But that's not describing what you're doing with your life then...

Leanne Hinton:
Right. That's right!

Christina Maslach:
It's about what you are choosing to do at this point.

Leanne Hinton:
Exactly. I think in Spanish “retirement” is called jubilacion! -- which I like much better.

Christina Maslach:
Really?

Leanne Hinton:
Jubilation.

Christina Maslach:
That's what they call it?

Leanne Hinton:
That's what I heard in Spain at least.

Christina Maslach:
I've got to remember that. I've heard of the things, you know, like encore careers and and all kinds of other stuff.

Leanne Hinton:
Yeah. I just feel like I've continued on and been released from teaching, which was always really, I don't know, it, it was just such a challenge for me, so hard to prepare classes all the time. And I could never, I never had much ability to just wing it.

Christina Maslach:
Oh, which one often has to do.

Leanne Hinton:
Right.

Christina Maslach:
It's almost like they should tell you that in advance.

Leanne Hinton:
Yeah. And, and I’m really glad not to do administration and not have to be on tenure committees and things like that.

Christina Maslach:
Okay. Well, in terms of administration or departmental or university service kind of things, were there any things that you felt were important that you did in that arena at all?

Leanne Hinton:
I was a Chairman of the Department for not quite four years. Yeah. I actually got sick in the last

year of my chairmanship. I had to have an operation that took me out for a semester. It was, I had part of my lung removed. It was a tumor, which was luckily benign, but it had killed part of my lung, so at that time, so it shortened my tenure as chair. But that's when I decided that it was time to think about retiring. I wanted to spend more time with my family. You know, when I saw that mortality was something that could happen anytime. When the tumor first got diagnosed, there was the possibility that it was advanced melanoma – because I had had a couple of melanomas removed a few years before. So at first it seemed that there was a strong possibility that this was fatal.

Christina Maslach:
That's serious, whew.

Leanne Hinton:
You know, the thought of dying didn't bother me very much personally, but I saw how upset my family was, and realized that death really is just tragic for the people you leave behind. And when I saw that, I just decided I really wanted to spend more time with my family. For the semester that I took off for the operation, Sharon Inkelas took over as interim chair. I could have taken over again in the spring, but she was doing a great job, and she would be chair again when I ended my time in the role, so I just said she should stay on. And I was never a very good chairman anyway. I think the faculty and staff were happy to have her stay on. She was an excellent chair!

Christina Maslach:
Doesn't sound like you had enough fun and that probably isn't defined that way. Yeah.

Leanne Hinton:
Administration was really not for me. I was the vice chair for many years to Larry Hyman, who holds a record for the number of years as chair. I figure that for administration, I'm a pretty good beta – but not such a good alpha.

Christina Maslach:
So did you have more specific responsibilities that you took care of as vice chair?

Leanne Hinton:
Well, a lot of it was just frequent consultation with Larry because he was consulting with me all the time. And he would have me handle some of the more difficult tenure cases. So, I got fairly good at that. But didn't like it, of course.

Christina Maslach:
Okay. I think we've covered most of the topics. But were there ever any instances in which gender issues arose at all or not?

Leanne Hinton:
Other than the family thing, which is always a women's issue.

Christina Maslach:
Some women have talked about when they were younger or earlier on in their careers, assistant professors, and getting challenged when they were teaching, by students who somehow didn't see them as being as well-qualified or didn't know what they were doing and would make an issue out of it. Or others have said that female students were more likely to come to them to talk about particular issues.

Leanne Hinton:
Definitely, female students came to me for advice about going out in the field. And I had more female than male graduate students, I think. But also, beyond the University, I think my work with AICLS has produced enough interest in young indigenous women that we see a growing number of them going into Linguistics. Some have come to me for mentoring, either before their decision, or while students here or elsewhere; and some who I haven't mentored specifically have still been influenced enough by our AICLS programs to start on that path.

I know that female graduate students sometimes have issues with sexual harassment. But no one came to me during my time at Cal about that. One thing that shocked me recently was that some former students (now successful linguists) came out saying that they had undergone sexual harassment while here. And I simply did not know about it! And I have wondered if I was not putting out the right signals of being a possible ear for them. I was fairly strongly affected by something like that when I was a graduate student. I think I mentioned that I went to graduate school in anthropology in the Midwest for a year, long before I went to UCSD for my degree in Linguistics. The chairman of the department came to my house one evening and asked if I'd like to make love with him.

Christina Maslach:
Whoa!

Leanne Hinton:
I said no. And he politely left. And he was, he was totally polite about it. But then I started thinking, you know, I am a graduate student. He could easily, you know, when it came time for orals or something like that, he could scotch it. And it worried me, and it was one of two things that really ended up making me leave that university. So even though he never brought it up again, that one incident ended up making me feel unsafe, because of the power differential.

Christina Maslach:
Wow. Okay.

Leanne Hinton:
The other reason for leaving was my ambivalence about academia in general, but yeah. But that...

Christina Maslach:

It raised questions for you.

Leanne Hinton:
Yeah. I knew he had the power to end my career, and it was frightening. That incident alone should have made me more aware of the possibilities of its happening to our students here, but I was clueless to it.

Christina Maslach:
So the only other thing I can think of at this point is the last question, anything else you think was important regarding your career at Berkeley?

Leanne Hinton:
Yeah. Maybe just a little more about being part of the history of women at Berkeley, just in terms of having been hired during this era when there was a big push to start hiring female faculty -- I was somewhat oblivious to that too. I knew there weren't enough women in academia. But I just didn't see myself as part of a movement. I was just somebody who wanted to do linguistics, then got the job that I desired and in the place I'd always wanted to live, and I was really happy about that and I just didn't think of myself as part of something larger. So it was interesting to me when this idea of the interview came up to think about that time, in this broader sense.

I believed in the feminist movement, but I just didn't see what I was doing as being, you know, "I'm charging forward for the sake of women." So, it's interesting, looking back, to think that what was going on with me was really part of something bigger. I suppose that's how life is – each of us just living our lives, when we are actually always part of the larger arc of history without necessarily knowing it.

Christina Maslach:
Yeah. But, you know, it's an interesting theme that has been emerging in a number of the interviews because there were clearly two types of women in that generation. Some were very activist, in the political sense of saying there are things that are not being done fairly here, or there have been these discrimination biases, we've got to take action, and we'll do that. Others didn't see themselves in that role but did feel that what they were doing was a part of women moving forward and being hired in greater numbers. being viewed as, you know, administrators or as you know, professional leaders in other ways by doing what they did and doing it, you know, well, but keeping a different kind of stance rather than an activist. And the theme being really, you had to have both of those, it couldn't just be one or the other and there's probably three or four more than we can do than just those two. But that being a part of that era when we were always aware of everything that was swirling around and what might've, been hap-I mean, you know, I think back on is like just trying to get going on their career, you know, being able to get your teaching done and get the research going and you know, and all that kind of stuff. And it's only with sort of hindsight you sort of saying, Hmm. You know...

I mean even some of the women who were some of the few because we were at a historic low back in the late sixties and it was like getting down to 3% or almost less than that.

Leanne Hinton:
Wow.

Christina Maslach:
Here at Berkeley, you know, kind of thing. And it was just like keeping your head down and just, moving through and not thinking of yourself as a woman, if I can say that in that more activist sense, but it's just you've got to do what you gotta do and, you know, moving forward. So, yeah. It's, been interesting to hear sort of different perspectives on this.

Leanne Hinton:
And I was certainly aware that I was, when I arrived, I was one of only two untenured women in the department and so with me a total of only three women. And the other woman, the other untenured woman didn't get tenure.

Christina Maslach:
Oh, okay.

Leanne Hinton:
And so then I was the only untenured woman. And my own tenure was no sure thing.

Christina Maslach:
Yeah, yeah. Right. Yeah, yeah.

Leanne Hinton:
For a while, and, and I think our department, including myself, was always anxious during that time to make sure that there, that a good portion of our hires would be women.

Christina Maslach:
Yeah.

Leanne Hinton:
And, especially because our field has more women than men in it as graduate students – if all were equal, you'd have to hope that we are also trending to women having the majority within the faculty.

Christina Maslach:
As graduates too. Okay. So that was one question I didn't raise.

Christina Maslach:
So it wasn't like you were in the same sort of position of some departments where we're... Many, and part of this is actually opening up the field to more to more people, right? Yeah.

Leanne Hinton:
Even now – I was just looking at the list of active faculty in the Linguistics department. Out of 19 people listed, 10 are women. That's great, a slight majority. But looking closer, one woman is an adjunct faculty member, two are lecturers, one is actually in another department, though teaching some courses in the Linguistics department. And only three of the women are at full professor level, as opposed to six men. They are all such great contributors to the department, but the status is skewed, still.

Christina Maslach:
Okay. Yeah.

Leanne Hinton:
Maybe it was my lack of seeing myself as part of a women's rights movement was what kept female students from coming to me with their problems. I didn't really see myself as being a mentor for women in particular; I mentored people in general.

Leanne Hinton:
But again, I, I think I *was* a model for some women anyway, just by *being* a woman. For example, last January I went to the Linguistic Society of American meetings and a linguist there, a female linguist there who got her PhD in our department years ago, -- she came up to me while I was having coffee and said, "I just wanted you to know that you were the most tremendous model for us women in the linguistics, as women students in the linguistics department." And... she wasn't even my student.

Christina Maslach:
Yeah. Yeah.

Leanne Hinton:
So...

Christina Maslach:
Yeah. Okay. But that's...

Leanne Hinton:
We all are in some way, you know, just by being a woman in academia, we are these models whether we consciously and purposefully try to be those or not.

Christina Maslach:
It says something about you're just being there and doing the work you were doing and the fact, it's interesting because I don't know when people say something like that, I mean, I almost want to interrogate them a little more and say a model of doing what? I'm really curious, what did you like about what I was doing, how I did or that I could.

Leanne Hinton:
She probably wouldn't have been able to give much detail and she would be just more like...

Christina Maslach:
That you were there.

Leanne Hinton:
Here's a woman that could do it, so I could do it too.

Christina Maslach:
Yeah. Yeah. It just opens up that possibility in a, in a way that I think sometimes is non-conscious and it's not like we think about it consciously, but then it's like, we don't not rule it out.

Christina Maslach:
Yeah. The bandwidth to do that. There's all kinds of, I think, backstories for different outcomes or choices or sometimes not a choice, but, it is interesting and, and as I said with these past interviews, I mean, got all kinds of variations on each of these themes and it's really been fascinating to sort of hear what, people have described as their life trajectory and it's not always, in fact, in many cases it's, people are saying, I thought I was going to do, or I had my heart set on, or it always occurred to me that, you know, the only thing I would be doing. And then, you know, when there were some other, other sorts of things that may have, you know, actually spurred some other developments and in terms of what they did or, what they, what they did.

Leanne Hinton:
But getting to what you asked earlier about anything else that was important to my career trajectory I think one of the things that really drove me was just my interest in and respect for people from other cultures. As a child, I actually had a couple of experiences where, I saw such wisdom in people who were outside of the educational mainstream.

When I was about 10, we spent a couple of weeks in a fishing camp in Baja California. I think that event was pretty formative for me. My father, in his position at the Aquarium Museum at Scripps Institute, would often take trips with his staff and associates to collect fish for the Aquarium. So, some of the families, including us, went with them. A sizable group of people in a caravan of about 5 cars, one with a trailer tank for sea water for the fish, drove down to Punta Banda. The plan was just to be there for the weekend. But a storm came along the first night we spent there, and by morning our cars had sunk in mud all the way to the frames. So we ended up staying for two weeks before we were able to get out – even then, the cars stayed there until spring. But those two weeks were magical for me. The fishing camp was near by, and they were so generous and helpful to us. I made friends with a little girl there, and I used to go over there in the mornings and her family would give me breakfast – eggs from their geese. And she and I would play, well we wouldn't actually play because she was such a hard worker. We'd wander together while she was herding cows or gathering wood for their wood

stove. You know, she was 8, and I was 10. And I always thought, how did that girl learn to do that?

And then her dad was so interesting and kind. We didn't even, I didn't speak Spanish particularly, but we shared so much somehow during those two weeks. And that experience just always made me want to see more people and, gave me such respect for people who aren't the kind of people that have a big school education or are middle-class in any way, but just have this different and good viewpoint of the world, and great generosity and real wisdom.

It was a real important reason for wanting to do field work. And so if anything, my orientation has never been so much for women's rights, instead more toward social justice for minority rights.

Christina Maslach:
This is good. So, thank you so much for sharing your time and your thoughts and experience.

Leanne Hinton:
To share experiences a little bit. It's been a pleasure to do so, between us.

END.