

DOCUMENT RESUME

ED 088 644

RC 007 779

TITLE Alaskan Native Needs Assessment in Education (Project ANNA). Research and Evaluation Report Series No. 18.

INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

REPORT NO RES-18

PUB DATE Oct 73

NOTE 188p.; Not available in hard copy due to marginal legibility of original document; Related documents are RC007780-RC007787

EDRS PRICE MF-\$0.75 HC Not Available from EDRS.

DESCRIPTORS *American Indians; Boarding Schcols; Decision Making; Dropouts; *Educational Assessment; *Educational Needs; Equal Education; *Eskimos; Federal Programs; Prediction; Program Descriptions; Program Evaluation; Relevance (Education); Research Projects; Resources; Self Directed Groups; *Student Characteristics; Student Enrollment

IDENTIFIERS *Alaskan Native Needs Assessment; Alaskan Natives; ANNA; BIA; Bureau of Indian Affairs

ABSTRACT

In recent times the ultimate role of the Bureau of Indian Affairs (BIA) in Alaskan education has been questioned, focusing on how much longer the BIA will operate schools and what form, if any, BIA education will have within and following the next 5 years. Therefore, the Commissioner of Indian Affairs (former Area Director for the Juneau Area Office) asked that the Alaska Native Needs Assessment in Education (Project ANNA) be undertaken. The project was conducted from January-October, 1973. The document content includes (1) a project description of the needs assessment in education; (2) student survey; (3) student characteristics; (4) Alaskan Native student enrollment; (5) resident education evaluation; (6) educational preferences of Alaskan Native School Boards; (7) Alaskan Native high school dropouts; and (8) a future educational outlook. For easy reading and understanding, a project summary is presented first. The reader is advised to pay close attention to the Appendices, when the vital details of this report are contained. Though this project was not as broad as was planned, it encompasses a comprehensive approach to basic issues in Native education and should serve an important role in the decision-making process. Although data from the project will be used in a number of different problem areas, it centers on certain specified areas, such as the identification of the educational preference of Alaskan Native peoples and the development of a benchmark of education information which reflects current BIA programs. (FF)

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ED 088614

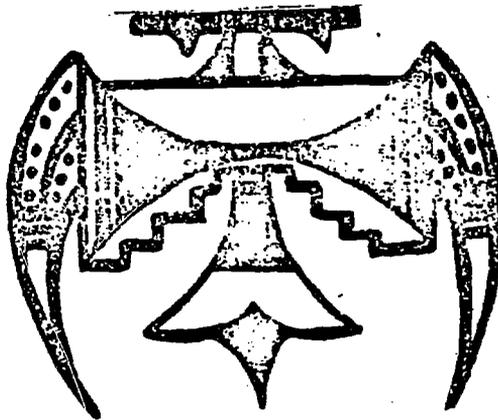
ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION

PROJECT ANNA



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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RESEARCH AND EVALUATION REPORT SERIES NO. 18

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OCTOBER 1973

TABLE OF CONTENTS

FOREWORD	I
PROJECT SUMMARY	1
APPENDIX A: ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION PROJECT DESCRIPTION	24
APPENDIX B: PROJECT ANNA STUDENT SURVEY	39
APPENDIX C: CHARACTERISTICS OF ALASKA NATIVE STUDENTS BY J. S. KLEINFELD, UNIVERSITY OF ALASKA	77
APPENDIX D: ALASKAN NATIVE SCHOOL ENROLLMENTS, BIA, STATE, PRIVATE	107
D-1 TOTAL SCHOOL ENROLLMENTS, ELEMENTARY AND SECONDARY	
D-2 STATE OF ALASKA, DEPARTMENT OF EDUCATION, ENROLLMENT BY ETHNIC GROUP, SUMMARY	
D-3 TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS, FINAL SCHOOL REPORTS, 1972-73	
D-4 PRIVATE AND DENOMINATIONAL SCHOOLS, LOCATIONS AND NATIVE ENROLLMENTS	
APPENDIX E: RESIDENT EDUCATION EVALUATION BY VERNON SHOOK, BIA	135
APPENDIX F: EDUCATIONAL PREFERENCES OF ALASKAN NATIVE SCHOOL BOARDS BY KATHRYN R. DUMONT, BIA	155
APPENDIX G: ALASKAN NATIVE HIGH SCHOOL DROPOUTS BY DESA JACOBSON, ALASKA FEDERATION OF NATIVES	161
APPENDIX H: THE FUTURE BY CLAYTON McDOWALL, BIA	167

F O R E W O R D

Alaska is in a dynamic state of circumstances that has been brought on by the forces of Society related to the development of America's last frontier. Not the least of these forces is Alaska's largest stable segment of the population--it's Native Peoples. The Alaska Native Claims Settlement Act and the discovery of vast oil resources have brought into focus several basic issues regarding Native education. Administrators of the Bureau of Indian Affairs are frequently at the center of the circumstances surrounding the decision-making process related to assisting Native People to solve some of the problems and establish viable directions in their affairs. In this respect, the education and training of Native People is extremely important. Realizing this, Mr. Morris Thompson, currently Commissioner of Indian Affairs and formerly Area Director for the Juneau Area Office, in the winter of the School Year 1972-73, asked that a needs assessment for administrative purposes be conducted in Alaska Native education. In his letter requesting the needs assessment, Thompson stated:

In recent times, and particularly during the past year, the general question of the ultimate role of BIA Education in Alaska has been raised. The concern usually centers around the questions of: How much longer will BIA Education operate schools? What form, if any, will BIA Education have within and following the next five years?

With this general charge, the Alaska Native Needs Assessment in Education (Project ANNA), was undertaken. The Project was conducted from January to October of the calendar year 1973. Though it was not as broad as planned, it did encompass a comprehensive approach to basic issues in Native education and is serving an important role in the decision-making process. It is felt that the data from the project will be used in a number of different problem areas but specifically in those specified and presented in the following Introduction. A project such as this frequently has uses beyond those immediate ones which caused it to be conducted in the first place. This would be the case regarding various aspects of the Settlement Act which call for reviews and assessments of Native Affairs.

For easy reading and understanding, the Summary for the total project is presented first. The reader is advised to pay close attention to the Appendix as it is in this part of the report that vital details are contained. Among many reports, detailed data from the surveys conducted with Native People and the very vital report by Dr. Judith Kleinfeld of the University of Alaska are presented in full in the Appendix. While the Summary is the total report, the reading of the Appendix is a strong recommendation. It should also be mentioned that a separate report entitled, Alaskan Native Education: An Historical Perspective, by Professor Charles K. Ray, is being published separately.

I would like to express my appreciation to Dr. William J. Benham, Administrator of the Bureau's Indian Education Resources Center, and to Dr. Thomas R. Hopkins, Chief of the Division of Evaluation, Research and Development, who provided general assistance and primary technical support to the Project. I would also like to thank those employees of the Juneau Area Office who provided invaluable support and constant hard work to carry the Project through to fruition. To the reader, your comments are welcome and it is sincerely hoped that Project ANNA will be of service to Native children.

*Emil Kowalczyk
Assistant Area Director/Education*

INTRODUCTION

The Alaskan Native Needs Assessment in Education (Project ANNA) was conducted in order to be of assistance to decision-makers in a time of rapid change regarding the lives and education of Native peoples. Basic objectives of the Project were to:

- 1 Identify the educational preferences of Alaskan Native peoples.**
- 2. Develop a benchmark of education information which reflects current BIA programs.**
- 3. Develop alternatives and make recommendations about the future role of BIA in education in Alaska.**
- 4. Develop alternatives and make recommendations concerning the future of the two BIA boarding schools in Alaska.**

The approach taken to the assignment was to capitalize in existing activities and information and to augment them with some modest developmental work. This meant that one of the activities of the project would be to synthesize existing knowledge concerning Native education in such a manner as to summarize efforts so they would be usable in a decision-making process. Reference to the total unabridged report will provide a better understanding of this point.

Technical reports were assigned and comprise the Appendix to the report. It is in the Appendix that one will find the more complete facts and details that provided the project committee defensible information. The entire

approach was characterized by openness, fairness, and objectivity. If one wishes to find out how the ANNA Committee reached a conclusion, there is ample evidence to review which would reflect the conclusion reached. Likewise, if one wishes to take exception to the conclusions of the committee, they will have free and open access to project data and procedures.

It is important to note that Project ANNA was not designed to make decisions regarding the education of Natives. The project was an information gathering exercise that provided reliable information to the decision-makers who are students, parents, school board members, village or regional association officials, professional educators, legislators, etc. The users of the information provided by ANNA are those who will decide what shall happen in Native education.

The general concept "Alaskan Native" was utilized throughout the project. There is a strong localism being exerted in contemporary Native Affairs that manifests itself in the general desire of Natives to develop and run their own programs, especially in education. Additionally, ANNA profited from the assessment conducted by the Alaska Department of Education which attempted to develop needs on the basis of "Indian, Eskimo, and Aleut" categories of information. Their experience reflected the difficulties inherent in this approach and it was concluded that a general Alaskan Native concept would be most appropriate. After all, the overall design of ANNA was to assist the

BIA in general, statewide needs assessment for Alaskan Natives. The project did not attempt to sub-divide its work in categories of ethnic consideration and offers its summary findings in "Alaskan Native" terms, only.

The committee for Project ANNA was an important part of the entire project. It was the committee that developed the summary and utilized the findings presented in the technical reports and developed the Summary Report. The composition of the committee was such that it would provide a broad sample or representation of individuals concerned with the education of Native children and youth. The Project ANNA Committee composition was as follows:

One high school student

Two School Board Members

One member of the staff of the Alaska Department of Education

One member of the Area Office BIA Education staff

One member of the State-Operated Schools

One member of the Central Office BIA Education staff

One member of the Alaska Federation of Natives

The committee held three meetings, two of which were held during the spring and one in October. All committee meetings were held in Anchorage. Participation in these various committee meetings included:

Elizabeth Fred, Wrangell/Mt. Edgecumbe School Board

Mike Harper, RuralCAP Director

Dr. Tom Hopkins, Chief, BIA Division of Program Review and Evaluation

Deesa Jacobson, AFN Researcher

(Continued)

Sally Jaimie , SOS Community School Coordinator

Dr. Judith Kleinfeld, Institute of Social, Economic and Governmental Research

Rev. Nicholas Kompkoff, Wrangell/Mt. Edgecumbe School Board

Andrew Lawson, BIA Johnson-O'Malley Evaluation Specialist

Clay McDowall, Education Specialist, BIA Juneau Area Office

Mary Lou Madden, State Dep't. of Education, Division of Planning and Research

Dr. James Milne, SOS Adult Education Director

Woodrow Morrison, Alaska Federation of Natives

June Nelson, Kotzebue School Board

Gerald Ousterhout, BIA Social Services Director

Dr. Tod Ray, University of Alaska

John Reimer, AFN, ASHES Director

Dr. Vernon Shook, BIA Division of Program Review and Evaluation

Bill Vaudrin, SOS Community Liaison Director

It should be noted that the October meeting developed the Summary Report.

THE STUDENTS

According to information provided to the project, Alaskan Native 1972-73 enrollments in schools were as follows:

	Elem.	H.S.	Total
Public Schools	12,118	3,770	15,888
Private & Denominational	91	331	422
Bureau of Indian Affairs	5,140	715	5,855
Total	17,349	4,816	22,165

The above figures are year-end enrollments.

There is a need to clarify the educational situation regarding dropouts and those students who change high school programs during their high school career. The ANNA student preferences survey isolated what it termed a "mobility factor". This factor refers to the student who changes from one program or school to another during his high school career. According to responses on the ANNA student questionnaire, approximately 30% of the students changed their programs. The largest change reflected was from the boarding home program to a boarding school program.

The dropout data provided by Dr. Kleinfeld in her discussion of student characteristics reflected that there is a high leaving or withdrawal of Natives from most secondary education programs.* It was highest in the boarding home and dormitory programs. She reported total "Withdrawal" figures for Boarding Home and Dormitory Programs for 1971 - 73. The average withdrawal rate for the 72-73 school year was 35%. This figure compares favorably to that reported by Jacobson in the AFN technical report on dropouts. The AFN reported an

*
Appendix C is Dr. Kleinfeld's⁵ paper which was prepared for Project ANNA. Her section pertaining to enrollment, drop-out, transfer and withdrawal is pertinent to this part of the report.

average 33% "Terminated" during the 72-73 school year. Considering the enrollment figures, it is plausible to speculate that the total enrollment of 4,816 represents only 2/3 of those students who could be in school. It should be kept in mind, however, that there is a corresponding propensity to re-enroll in high school that approaches 30%.

Attempts were made to identify the total number of high school age Native students in Alaska. The only projections that the committee could come up with were very tentative and unreliable. Nonetheless it is possible that there are as many as a thousand Alaskan Native high school age students throughout the state who are not enrolled in any high school program.

A special assessment of the high school population, statewide in both rural and urban centers should be undertaken so that a more accurate determination of need can be made. Information provided to the committee reflects that there is the strong possibility that there are students not in school who would like to be in school, were there a program that would fit their needs.

SPECIAL PRIORITY ITEM

One observation made by the committee concerned the need for educators who have major responsibility for the education of Native children to coordinate their efforts. Coordination of the education programs regarding Native education has been a reality in past times. However, recently, during the past two or three years, coordination has been virtually nonexistent.

As a first priority, the Project ANNA Committee:

STRONGLY RECOMMENDS THAT THE VARIOUS CHIEF
SCHOOL ADMINISTRATORS INVOLVED IN THE EDUCATION
OF ALASKAN NATIVE CHILDREN AND YOUTH ESTABLISH
IMMEDIATELY A COORDINATING COUNCIL THAT IS
VESTED WITH IMPORTANCE AND ENOUGH AUTHORITY TO
BE AN EFFECTIVE ACTIVITY.

There are many new and dynamic forces emerging in Alaska and all have or will have an impact on Native life, especially education. Not the least of these are the Land Claims Bill and the development of Arctic oil fields. Each in its own unique manner exerts an influence that without a strong and effective coordinating activity could do unnecessary harm to the education of Native children.

As conceived, the coordinating activity need not be large in size, nor cumbersome in its organization and regulations. Simply stated, it needs to exist.

There are a few characteristics considered to be basic. These include regular

meetings, the publication and wide dissemination of the decisions and issues taken up at the meetings. There should probably be no more than four meetings a year. Development of details for such a Coordinating Council could be assigned to a committee composed of a single representative from each pertinent school system. It would be appropriate for the BIA to assume leadership in establishing the Coordinating Council.

EDUCATIONAL PREFERENCES

One objective of Project ANNA was to:

IDENTIFY THE EDUCATIONAL PREFERENCES OF ALASKAN NATIVE PEOPLES.

To do this the project used two basic sources of information:

(1) existing needs assessments in education and (2) survey type research which was designed to reflect the thoughts and opinions of Native students and their home communities.

The existing needs assessments utilized were the Alaska Department of Education work which was conducted to meet an ESEA Title III requirement.

This assessment was concluded during the fall and winter of 1972 and pertained basically to the overall population of the State of Alaska. This assessment was not used as a specific reference for Native education.

Another needs assessment used was entitled, "A Modest Proposal" which was developed by the Alaska State-Operated School System (SOS) Office of Child Development. This was a comprehensive survey of several of the Native organizations including the Aleut League, Bering Straits Native Association, Bristol Bay Native Association, Copper River Native Association, Northwest Alaska Native Association, Southwest Alaska Native Association, Tanana Chief's Conference. The State-Operated School System was kind enough to share the report in manuscript form with the ANNA Committee and by the time ANNA was completed, an attractively bound copy was available. This work, it is

thought, helped strengthen the work of ANNA in a number of ways. Specifically, "A Modest Proposal" reduced the need for extensive developmental work in ANNA. Technically, it is suggested that others who may be involved in the current popular activity of needs assessments in education for Alaskan Native children look seriously to those who have already done a creditable job. The developmental work for ANNA concerned two questionnaire type surveys. One involved Native students, grades 8 through 12, the other involved village advisory school boards, BIA and SOS. Each questionnaire received a healthy response. Those wishing detailed knowledge of the questionnaire activities should consult the Appendix where they will find complete technical reports including the procedures used in each. For purposes of the summary report, suffice it to say that each survey was sufficiently randomized and strong enough to be valid.

The following educational preferences, therefore, emanate from the above cited sources--and the thoughts and experiences of the committee members.

1. The general educational goal expressed by Native adults and students was that the school should help equip the individual to get along in either the Native or non-Native culture, whichever the Native child should choose. For further explanation, this should be taken with the understanding that the current curriculum situation in schools in Alaska is predominantly non-Native. There have been significant and meaningful innovation in recent years in bilingual and bicultural curriculum development but these efforts have been small in comparison to the total

needs. Essentially, this goal, expressed by Native peoples, reflects the need for the professional educator to develop content and approaches that are truly rooted in two cultures. In effect, it calls for basic revision of existing curricula.

2. It was the very strong expression of local school board members that they have real, legal control of village schools. There was/is a definite readiness for local control. School boards reflected that there were some that could take immediate control of the schools, some who could do it in two or three years but most felt it would take about five years for a transition to full control. In summary, all Native people in the villages want full control of their schools, but most believe that a transition period of about five years is necessary. Few expressed the desire for immediate control.
3. There is a growing desire to attend college, as expressed by Native high school students and by their increased attendance at the college of their choice. This finding is based in part on the forthcoming report entitled: "ALASKA NATIVE IN ALASKA HIGHER EDUCATION", by Karen Kahout and Judith Kleinfeld of the Institute of Social, Economic and Government Research, University of Alaska. Another source used was the 1972-73 BIA Evaluation of the Higher Education Program.
4. Student preferences, coupled with evidence of what they actually do following graduation from high school, reflect the desire for vocational and career training during high school and after high school. Few high

school students said they wanted vocational training after high school .
However, many actually do enter vocational training after high school.
Hence, there is a definite need for high school and post high school
vocational training.

5. There was a strong preference on the part of parents and students to have schools located as close to their homes as possible. This preference definitely supports a desire for village high schools. Also, there was no preference on the part of Native peoples to do away with of boarding schools and the boarding home program.
6. There was a preference, along with local control and schools close to home, to extend educational services in Native communities. Specifically, the extension would be toward preschool, early childhood programs and adult education. Natives desire and want early childhood and adult education program.

FUTURE ROLE OF BIA IN EDUCATION IN ALASKA

Another objective of Project ANNA was to:

**DEVELOP ALTERNATIVES AND MAKE RECOMMENDATIONS ABOUT
THE FUTURE ROLE OF BIA EDUCATION IN ALASKA.**

Based on the technical work of the project, specifically that section dealing with local control, there is a strong indication that the long-standing trend for the BIA to phase out of school operations will continue. There is the strong, expressed desire for local control of education and for the schooling of children as close to home as possible. There is a corresponding decrease in enrollments in boarding institutions. The regular high school program for Native youth seems at this point in time headed in the direction of the small village high school and the boarding home program, with only a possible minimum of a boarding school program. Even so, the BIA should keep open the option of a Federal school with determination being left up to the local community. Any change from Federal to non-Federal would be as a result of local action, especially as related to village schools.

- 1. There will be a continuing and pronounced need for the BIA to assume a strong advocacy role in behalf of Native peoples. This need will be crucial as local control expands and more and more becomes a reality.**
- 2. The basic function of future BIA education in Alaska will be largely a financial one. This means that, in contrast, there will be less need for services associated with school operations and more need regarding**

financing educational activities that are conducted by non-Federal personnel.

3. With the future BIA role being largely a financial one, the following options are suggested as the forms which financial assistance will take:

A. Johnson-O'Malley assistance: This program has been in existence in Alaska for several years and will no doubt assume a larger role in Native education.

B. Contracted school operations: This refers to a Native organization contracting directly with the BIA to operate an education activity. This is already in effect throughout the nation and is an option Native people have available to them regarding local control of education.

C. Higher Education: This is a growing need and an expanding program. It will continue to be important to the education needs of Alaskan Natives.

D. Specialized School: This option is tentative and will depend on further specific, in-depth needs assessment in this particular area of education. It pertains to school dropouts and to students with special needs, only.

E. School construction for Native education.

F. Federal School as a result of local option selection.

4. Transition: There will be a transition period to local control. During this time that Federal school operations will continue, though probably

on a smaller scale.

5. There will be a need for a time for technical services in education to support local control by Native groups. This will probably be in the areas of curriculum development evaluation and school board training. It should be aimed at assisting Native people to assume control of their education programs and to improve them as they deem necessary. This technical assistance will be especially important during the transition period.

IMMEDIATE CONCERNS

In consideration of the four objectives set before the Project ANNA committee, several immediate concerns surfaced which were felt by the committee important enough to warrant consideration. These concerns, with a brief explanation, are listed below.

1. The committee recommends that the boarding home program be subject to an in-depth review and evaluation, to reveal reasons for the discrepancy between this program's perceived potential and what appears to be the present situation, as determined by the supporting data.
2. The committee urges that rural elementary school children and their parents and teachers be provided with up to date, factual information regarding each of the high school options either available presently or to become available shortly. This information is needed if the student and his parents are to make a choice of the program best suited to the child's particular educational and social needs.
3. The committee recognizes that the education preference expressed for local control necessitates increased attention to training of school board members. The committee urges that viable school board training and upgrading be developed and initiated immediately so that local control may become an actuality within the next 5 years.
4. The committee recommends that close attention be given the development of alternative models for small local high schools. Planning in

this area should commence immediately and should include consideration not only of what can be offered but also what special student needs may not be serviced by such programs. Once these special needs have been identified, delivery systems should be developed, building on existing program options where possible. This may result in an increasing specialization in services offered by the existing boarding school and boarding home programs.

- 5. The committee recommends that work on any or all of the above concerns be accomplished through coordination of the planning efforts of all agencies involved in rural and/or Native education. The interagency coordination and development mechanism set up by Project ANNA provides one such model for accomplishment of this objective.**
- 6. The committee recommends that the Project ANNA final report and recommendations be widely distributed for review and discussion to Regional Corporation education committees, and J-O'M committee, district operating programs under the Indian Education Act and other agencies concerned with planning or operating programs for Native and rural youth. Feedback from the above groups should be obtained before policy decisions are formulated in any area considered in the ANNA report.**

FUTURE ROLE OF THE TWO BIA BOARDING SCHOOLS IN ALASKA

A final objective of Project ANNA was to:

DEVELOP ALTERNATIVES AND MAKE RECOMMENDATIONS CONCERNING THE FUTURE OF THE TWO BIA BOARDING SCHOOLS IN ALASKA .

The boarding school situation in Alaska is approaching a showdown. Both Mt. Edgecumbe and Wrangell have school plants that are old and expensive to maintain in order to keep operating even on a minimum basis. Indeed, Mt. Edgecumbe was built for military, not education purposes. Too, there is the strong desire for local control and to educate Native children closer to home. Somewhat contradictory to these facts is the preference on the part of Native people, adults and students alike, to keep Mt. Edgecumbe and Wrangell open as an option. It has been mentioned above that there is a rapidly diminishing need for a regular high school program to be conducted in BIA boarding schools. The expressed preference was for the emerging small high school and the boarding home program. In the sense used herein the concept regular high school program refers primarily to a curriculum that meets the needs of the educationally successful Native youth. Actual trends and preferences do not reflect a strong need for the boarding schools for this purpose. There is, however, a strong indication that there may be a need for a BIA resident operation that would meet needs classified as "Specialized" as contrasted to "regular".

The following options have been developed by the committee and are offered to decision-makers for their consideration. They are presented in rank order, according to the preferences of the ANNA Committee.

OPTION ONE

This option suggests that Mt. Edgecumbe school be phased out with its current enrollment being placed in other resident institutions. Wrangell should remain open as a specialized institution for the Native student who has needs that no other school in the State can meet. Also, while Mt. Edgecumbe is being phased out, a special assessment should be made to determine the need at Wrangell for a possible new facility. Option one suggests that there is very possibly a need for a specialized education program that is a resident institution, that would remain Federal, and would be one of the few future BIA school operations. The real need for a specialized institution should result from an in-depth, comprehensive look at the dropout and mobility factor of Native students.

OPTION TWO

This option suggests that it would be feasible to close or phase out both Mt. Edgecumbe and Wrangell and gradually transfer enrollments to Wildwood and to the Kenai Public Schools. This is a plausible alternative inasmuch as the Wildwood facility is in rather good repair and offers a number of related vocational programs. Also, the Kenai public schools have room for expansion and could, without undue construction costs, provide an adequate instructional program for an increased enrollment. Should this alternative be decided upon,

involvement of the various communities in the decision-making process would be mandatory .

OPTION THREE

This option calls for the total but gradual phasing out of both Mt. Edgecumbe and Wrangell and the shift of their enrollments to other resident education programs in the State, with emphasis on the boarding home program. The specialized needs of Wrangell students, for instance, could be met with some special effort being made in training and selection of boarding home parents .

OPTION FOUR

It is always possible to leave the situation exactly as it is and not alter or improve anything. This option is not looked on favorably by the committee. There are several reasons for this position not the least of which is the fact that both plants are old and require high maintenance costs (especially Mt. Edgecumbe) which could be used more economically in other options.

SPECIAL FINDINGS

Information from the student survey questionnaire and the Alaska Federation of Natives Dropout Report reflected that there were approximately 1,000 or more high school students each year who either leave school for good or leave school and then, later on, enter another high school program. There are possibly 1,000 students who are of high school age who are enrolled in no school. Too, a dropout study of the Social Services Office of the BIA, Juneau Area Office indicated that contact with dropouts does help them return to school. These students live either in villages or in one of the Alaskan cities. They need education services and special attention should be devoted to them. It is this segment of the Native school population with which the BIA should concern itself regarding the future role of BIA in Alaska. A needs assessment relative to them (which has been delineated in other discussions) should be mounted soon.

Another important aspect of education in Alaska that needs special attention pertains to the financing of education. \$160,000,000 dollars are spent annually now on Alaskan (Native and non-Native) education. BIA's contribution to this total is a smaller though important one in relation to the whole. What is needed is an in-depth look at the potential of the State to finance completely the total education of its citizens.

APPENDIX A

ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION

(PROJECT ANNA)

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February, 1973

CONTENTS

Page 1 Introduction

Page 3 Project Objectives

Page 4 Policy of Self-Determination (The)

Page 6 Scope of the Project (The)

Page 7 The Approach

Page 10. Project Concept

Page 13. Project Procedures

FIGURES

Page 15. Figure One

APPENDIX A

ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION

Project Description

INTRODUCTION

These are fast changing times regarding the affairs of Alaskan Natives and this is certainly the case pertaining to the formal education of their children. These are also times of important and basic new directions in Alaskan Native Affairs, and this too applies to the education of their children. Therefore, it is hardly more than a natural consequence that a comprehensive review and assessment of educational need be conducted relative to Alaskan Natives.

In his request for the assessment, Mr. Morris Thompson, Director of the Bureau of Indian Affairs for the Juneau Area stated:

"In recent times, and particularly during the past year, the general question of the ultimate role of BIA Education in Alaska has been raised. The concern usually centers around the questions of: How much longer will BIA Education operate schools? What form, if any, will BIA Education have within and following the next five years?"

The Bureau of Indian Affairs education needs assessment project in Alaska will use the above cited questions as a point of departure. The needs assessment will develop valid information aimed at providing answers to the two questions:

How much longer will BIA Education operate schools?

What form, if any, will BIA Education have within and following the next five years?

Basically, the needs assessment is concerned with BIA education services in Alaska and the need for them now and in the future.

It is appropriate at this point to mention the importance of change or transition to the BIA Education situation in Alaska. Things are changing and doing so in a rapid manner. There is at this time a dynamic situation that centers around the transition. Part of the nature of the dynamics of the transition are associated with the fact that Native peoples have newly developed resources that are potent. They have the Land Claims Bill which established them in a defined manner in relationship to land and they have an emerging education and professional class that is qualified and anxious to assume leadership in Native Affairs. Additionally, the State of Alaska has newly discovered resources, not only in oil and other natural materials, but in its people.

With such a dynamic situation the direction of change is seldom apparent and its forces are almost overwhelming to those individuals who must provide leadership and guidance in the education of Native children. One main purpose of the needs assessment project of the BIA is to attempt to meet the challenge generated in a dynamic situation so that the transition is intelligent, orderly, and in the best interest of the Native child. In the end and through it all the best interests of the Native child should be our guide.

PROJECT OBJECTIVES

In general, Project ANNA will:

1. Identify the educational preferences of Alaskan Native peoples.
2. Develop a benchmark of education information which reflects current BIA programs.
3. Develop alternatives and make recommendations about the future role of BIA education in Alaska.
4. Develop alternatives and make recommendations concerning the future of the two BIA boarding schools in Alaska.

THE POLICY OF SELF-DETERMINATION

There are always basic assumptions that form part of the foundation of an educational needs assessment. In the case of Project ANNA, the one basic assumption is that of the policy of Self-Determination which was set forth in President Nixon's Message on Indians. He stated:

"This (Self-Determination), then, must be the goal of any new national policy toward the Indian people: to strengthen the Indian's sense of autonomy without threatening his sense of community. We must assure the Indian that he can assume control of his own life without being separated involuntarily from the tribal group. And we must make it clear that Indians can become independent of Federal control without being cut off from Federal concern and Federal support."

Regarding education, he further stated:

"Consistent with our policy that the Indian community should have the right to take over the control and operation of federally funded programs, we believe every Indian community wishing to do so should be able to control its own Indian schools. This control would be exercised by school boards selected by Indians and functioning much like other school boards throughout the nation"

As a basic assumption for Project ANNA, this will be interpreted to mean that efforts will be directed toward providing information that Native peoples may use to determine their own educational destinies. Indeed, the first objective, that which pertains to the educational preferences of Native peoples, is directly related to this policy statement. Project ANNA should in no way be interpreted or construed as an attempt to make decisions about education for Natives. Quite the contrary, the basic



approach and philosophy behind the project is to provide information that reflects Native desires and thoughts so that these can be fed into the decision-making process of the Bureau of Indian Affairs. The project is a comprehensive and concerted effort to obtain Native participation in the decision-making process.

THE SCOPE OF THE PROJECT

The scope of the project pertains to the total education program of the Bureau of Indian Affairs in Alaska. While this should also be thought of as its limitations, it should be understood that the BIA Education programs have for several years now been closely related to state programs in education as they involve and affect Native people and their children. Another basic feature of the needs assessment project will involve a relationship to non-BIA education programs, those of the State of Alaska and those of Native groups who like the Indians of the south forty-eight are expressing more interest in and assuming more control of education programs.

The scope of the needs assessment project will involve all BIA Education programs and a relationship to non-BIA education programs and concerns.

The relationship to non-BIA education programs will be called Emerging Concerns. More is said about this aspect of the project in the discussions that follow.

THE APPROACH

The approach taken in the project is that it will provide valid information to decision-makers. According to the objectives of the project, the decision-makers will be provided alternatives from which they may be selective. In this capacity, the project does not decide issues and problems. The deciding is left to the decision-makers who are the parents, students, school board members, Regional officials, State officials, and BIA officials. Information developed by the project, then, while being specifically for BIA officials, will be available for use by many groups and individual involved in the education process of Native children.

Another aspect of the approach of the project concerns a relationship to other institutions outside of the BIA. It is no longer feasible or practical, if it ever was, to conduct such a project in isolation and without consideration of other activities and interests. Certainly, the Alaska State Department of Education, with a constitutional responsibility for education of its citizens, which Alaskan Natives are, would be vitally concerned with the outcome as well as with the project in general. The same applies to the Regional Corporations of Natives which are emerging and are beginning to express their concerns about the education of their children. The same can be said for the Alaska Federation of Natives or any Native organization for that matter. With this understanding in mind, Project ANNA will be conducted cooperatively and will make a strong effort to relate to all parties interested in the education of Native

children. It should also be understood that the above mentioned interests and concerns are examples and do not intend to specify nor limit the relationships of the project to non-BIA institutions or individuals.

The validity of Project ANNA will depend on the quality of the work performed in conjunction with the achievement of the objectives. The best specialists and techniques available in education will be used in developing the basic information that will comprise the benchmark data.

It should also be stated that when current research and evaluation reports are available that address themselves to the same concerns of the project, they will be used. There is no need to duplicate the good work that many highly competent people have done in recent times. Rather, the project will capitalize on their efforts and thereby become the richer for it.

In relationship to the point of use of existing works which related to the needs assessment project, two recent developments stand out. One is the Alaska Department of Education's learner needs assessment which was done in relationship to their Title III ESEA program and contracted to Worldwide Education and Research. Findings of this work will be considered valid and will be used in the BIA needs assessment work.

The other recent development is the Center for Northern Education and Research at the University of Alaska. This Center has in its short life already produced and is producing information that will be valuable to the BIA's needs assessment project.

Project ANNA is conceived in the spirit of impersonal objectivity and, regarding this principle, will not be compromised. Participants in the project will be asked to conduct themselves in the highest professional manner and to leave out their personal prejudices when performing their part. After all, the ultimate goal of the project is to be of benefit to Native children and youth and their well-being should be uppermost in the minds and work of all associated with Project ANNA.

PROJECT CONCEPT

For purposes of organization the project has been constructed as follows:

1. Education Preferences of Alaskan Natives
 - A. Village Parents
 - B. Students
 - C. Native Organization Officials
 - D. Education Staff
- II. Resident Education Programs
 - A. Boarding School
 1. BIA
 2. Non-BIA
 - B. Other Resident Programs
 1. State Programs
 2. Contracted Programs
- III. Johnson O'Malley Programs
- IV. Higher Education
- V. Emerging Concerns
 - A. Land Claims and Implications
 - B. Alaska Federation of Natives
 - C. State Plans for Education
 - D. Federal Legislation, PL 92-318, Title IV
- VI. State of Alaska Learner Needs Assessment

Educational Preferences of Alaskan Natives: This is a Part of the project that will attempt to identify what it is that Native people want regarding the education of their children. It will be conducted early in the project in order to provide some direction in the other activities which follow. It will be concerned with pertinent issues as well as with some curriculum preferences. Quasi-research methods will be used to develop basic preferences.

Resident Education Programs: This involves an evaluation of the effectiveness of the different resident education programs for Alaska Natives, both Bureau and non-Bureau. Although the focus of this aspect of the study will center upon residency, its relation to the educational program of the students cannot be overlooked, and will be evaluated. In addition, the relationships of the differing academic and residency programs to each other and to the overall picture of Alaska Native education will be considered.

Johnson O'Malley Operations: This aspect of the project will involve implementation of evaluative devices designed to determine the effectiveness and legal compliances of Johnson O'Malley programs.

Higher Education: The BIA is currently developing a design for evaluating its total Higher Education Program. It is possible that this will be available to the project. Too, researchers at the University of Alaska have been working in this area of concern and their results would be an asset to the project.

Emerging Concerns: There are a host of concerns that are and will be emerging in the coming years. The project will attempt to identify what these might be and make some suggestions relative to their potential impact on Native education. Those mentioned are merely to serve as examples and others will no doubt be discovered and included.

State Needs Assessment: The recently completed Learner Needs Assessment of the State of Alaska will be considered valid, and serve as a resource toward determining the future role of the Bureau of Indian Affairs education and its relationship with other educational groups and agencies.

PROJECT PROCEDURES

The procedures for implementing the overall project have been kept to a minimum and as simple as possible. It is for this reason that a Project Committee was selected as being the best manner with which to handle the overall work.

Project Committee: The role of the Project ANNA Committee is to use the information developed in the course of the various activities in order to achieve the objectives. In the end, it is the Committee that will come up with the alternatives called for in the objectives and it is the Committee that will help select content for the development of educational preferences. The committee, itself, however, will have few responsibilities for developing basic information as this will be done by professional educators who are specialists in their field.

It is suggested that the Project Committee be comprised of the following:

One High School Student

Two School Board Members - *Jane Nelson Foster Kumpke*

One member of the staff of the Alaska Department of Education *Marilyn Hudson*

One member of the staff of the State Operated Schools - *Bill Vosen*

One member of the Area Office BIA Education staff - *Clay McDowell*

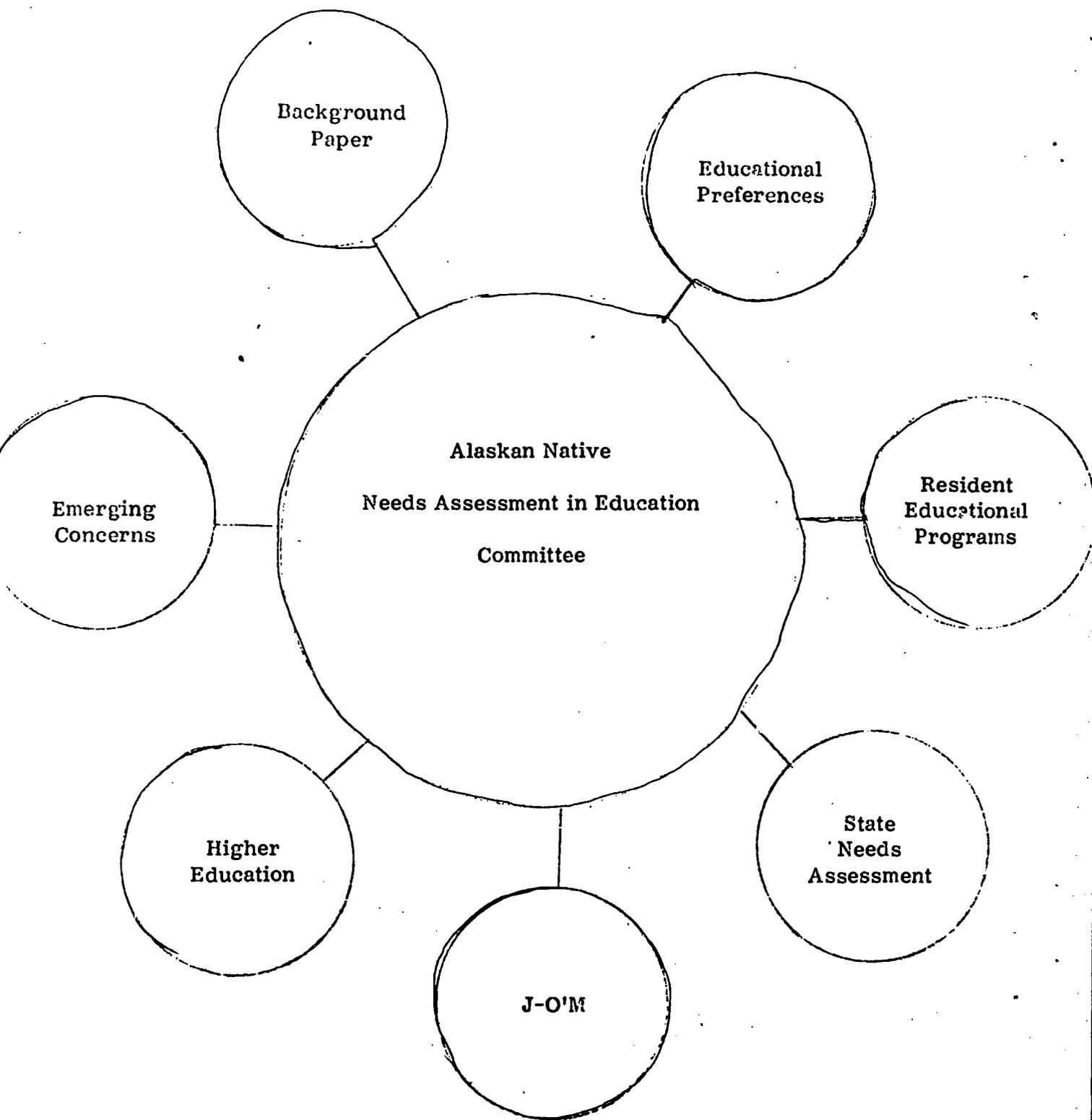
One member of the Central Office BIA Education staff - *Dr. Hopkins*

One member of the Alaska Federation of Natives - *Miss Nelson / Fred Sawyer*

Though membership on the committee is limited, it will be necessary to use other techniques to glean information from important segments of the Native population. Students, for one, are a segment of the population resources important to any decisions made. In this instance, student thoughts will be gathered via questionnaires and interviews in the technical activities of the assessment. It is also suggested that sometime toward the end of the project, a group of students be convened to consider the work of the total project and to advise the Project Committee.

The BIA Juneau Area Office and Central Office will supply additional technical support to the committee and to the overall project.

Figure One



APPENDIX B

PROJECT ANNA STUDENT SURVEY

Emil Kowalczyk
Assistant Area Director (Education)
Juneau Area Office

William J. Benham, Jr.
Acting Director
Office of Indian Education Programs

Warren I. Tiffany
Acting Administrator
Indian Education Resources Center

Thomas R. Hopkins
Chief
Division of Program Review and Evaluation

Bureau of Indian Affairs
Indian Education Resources Center
Division of Program Review and Evaluation
P. O. Box 1788
Albuquerque, New Mexico

OCTOBER 1973

TO THE READER:

Special recognition for the staff work on the Student Survey should be made for Mrs. Marjorie Boyd, Evaluation Assistant, and Mr. Jim Hena, Special Assistant to the Commissioner of Indian Affairs, who toiled many hours converting computer printouts into graphs. Only through such able assistance was Project ANNA conducted and carried out.

C O N T E N T S

	Page
LIST OF GRAPHS	1 - 2
BACKGROUND	3
SUMMARY OF SURVEY DATA	4
SURVEY QUESTIONNAIRE	28

<u>GRAPH NO.</u>	<u>TITLE</u>
1	STUDENT RESPONSES, BY SCHOOL
2	STUDENT RESPONSE BY SEX
3	STUDENT RESPONSE BY ETHNIC GROUPS
4	STUDENT RESPONSE BY AGE
5	STUDENT RESPONSE BY GRADE
6	STUDENT RESPONSE AS TO FUTURE OF MT. EDGE CUMBE
7	STUDENT RESPONSE AS TO FUTURE OF WRANGELL INSTITUTE
8	FUTURE PLANS OF STUDENTS
9	LOCATIONS WHERE STUDENTS WOULD LIKE TO LIVE AFTER HIGH SCHOOL
10	STUDENT RESPONSE AS TO NEED FOR COUNSELING ASSISTANCE
11	STUDENTS WHO HAVE USED COUNSELING SERVICES *
12	PARENTAL ENCOURAGEMENT TO ATTEND SCHOOL
13	TYPES OF HIGH SCHOOL PROGRAMS STUDENTS BELIEVE SHOULD BE OPEN TO THEM
14	TYPES OF HIGH SCHOOL PROGRAMS STUDENTS BELIEVE ARE NOT NEEDED
15	STUDENT RESPONSE TO GOALS
16	STUDENT RATING OF DORMITORY AND HOME LIVING STAFF
17	STUDENT RATING OF TEACHERS
18	LANGUAGES SPOKEN BY STUDENTS
19	PROBLEMS STUDENTS HAVE BUDGETING PERSONAL FUNDS
20	PROBLEMS WITH STUDY HABITS

GRAPH NO.

TITLE

21

STUDENTS WHO HAVE BEEN ENROLLED IN
DIFFERENT TYPES OF HIGH SCHOOL PROGRAMS

22

STUDENTS WHO HAVE CHANGED SCHOOLS

23

REASONS STUDENTS HAVE CHANGED HIGH SCHOOLS

PROJECT ANNA STUDENT SURVEY

Background

A survey of student preferences was conducted as a part of Project ANNA.

In reviewing the total project, it was determined that one of the most important decision makers was the student. This concern reflected the belief that in Alaskan Native communities, students and their desires are a very potent factor in the decision-related to which option (boarding school, boarding home program, state dormitory) to select for high school purposes.

In order to conduct the survey, a questionnaire was developed and sent to schools throughout the state. The questionnaire instructions were such that the teacher or principal of the school distributed the instruments along with a self-addressed envelope. The students were asked to complete the questionnaire and mail it to the Indian Education Resources Center of the Bureau of Indian Affairs in Albuquerque, New Mexico. The response distribution is given in Table One.

TABLE ONE

<u>School</u>	<u>No. Responses</u>	<u>Percentage</u>
(1) Mt. Edgecumbe	291	23
(2) Wrangell Institute	31	3
(3) Bethel	115	9
(4) Kodiak	45	4
(5) Boarding Home Program	146	12
(6) Village School	484	41
(7) Other	92	8
(8) Chemawa/Nome/Unuseable	0	0
Total:	1,223	100

TABLE TWO
Students by Grade

<u>Grade</u>	<u>Number</u>	<u>Percentage</u>
8th	464	38
9th	283	23
10th	180	15
11th	157	13
12th	91	7
Other	10	4
Total:	1,185	100

It should be noted from Table One that Chemawa and Nome (Beltz) Dormitory did not participate in the survey. Chemawa was not included as a policy decision had been made by the Juneau Area Office of the BIA that no new students were to be sent there starting with the School Year 1973-74. Those who had started their high school education at Chemawa would be allowed to finish if they so elected; however, no new Alaskan Native students were to be sent to Chemawa for purposes of obtaining a high school education. The Nome (Beltz) Dormitory elected not to participate inasmuch as they thought that the 1972-73 School Year had been overly heavy as far as research and evaluation studies were concerned. They politely returned the questionnaires with an explanation to this effect. Their actions were considered proper as experienced evaluators of Native education know only too well how easy it is to impose unnecessary work on local school personnel in order to satisfy yet another facet of the researchers curiosity. The total sample was sufficiently strong so that the exclusion of Nome and Chemawa was considered insignificant.

Summary of Survey Data

Alaskan Native high school students, and those who would enter high school during the School Year 1973-74, prefer to have several options open to them. They would like to keep the boarding schools, the boarding home program, and village schools all as viable options. There was considerable support for the village school, which is an emerging institutions in Alaska.

They have plans for life that reflect the present pattern of Alaskan Native students. Many want to attend college or pursue some form of training past high school. Yet, there is a strong desire to return to their home villages to work and to live. They do not generally have a counseling services available in village schools and many who attend larger schools do not use those counseling services available. They receive parental encouragement generally, yet, there is a significant number (about 15 percent) who do not receive parental encouragement to attend school.

They expressed a preference for the two-world goal, to be prepared to live in or out-side-of the village. A large percentage spoke their Native languages in the homes.

Perhaps the most important finding of the survey is what is termed a "Mobility Factor." This refers that the movement from one high school program to another. When the students in Grades 10, 11, and 12 were selected out for analysis, it was discovered that 42 percent of them had changed high schools. The questionnaire item read: "Have you been enrolled in a type of high school program different from the one in which you are now enrolled?" Forty-two percent of the 10th, 11th, and 12th grade students checked "yes" (Graph No. 21). The largest change was from the boarding home program to another one; (Graph No. 22).

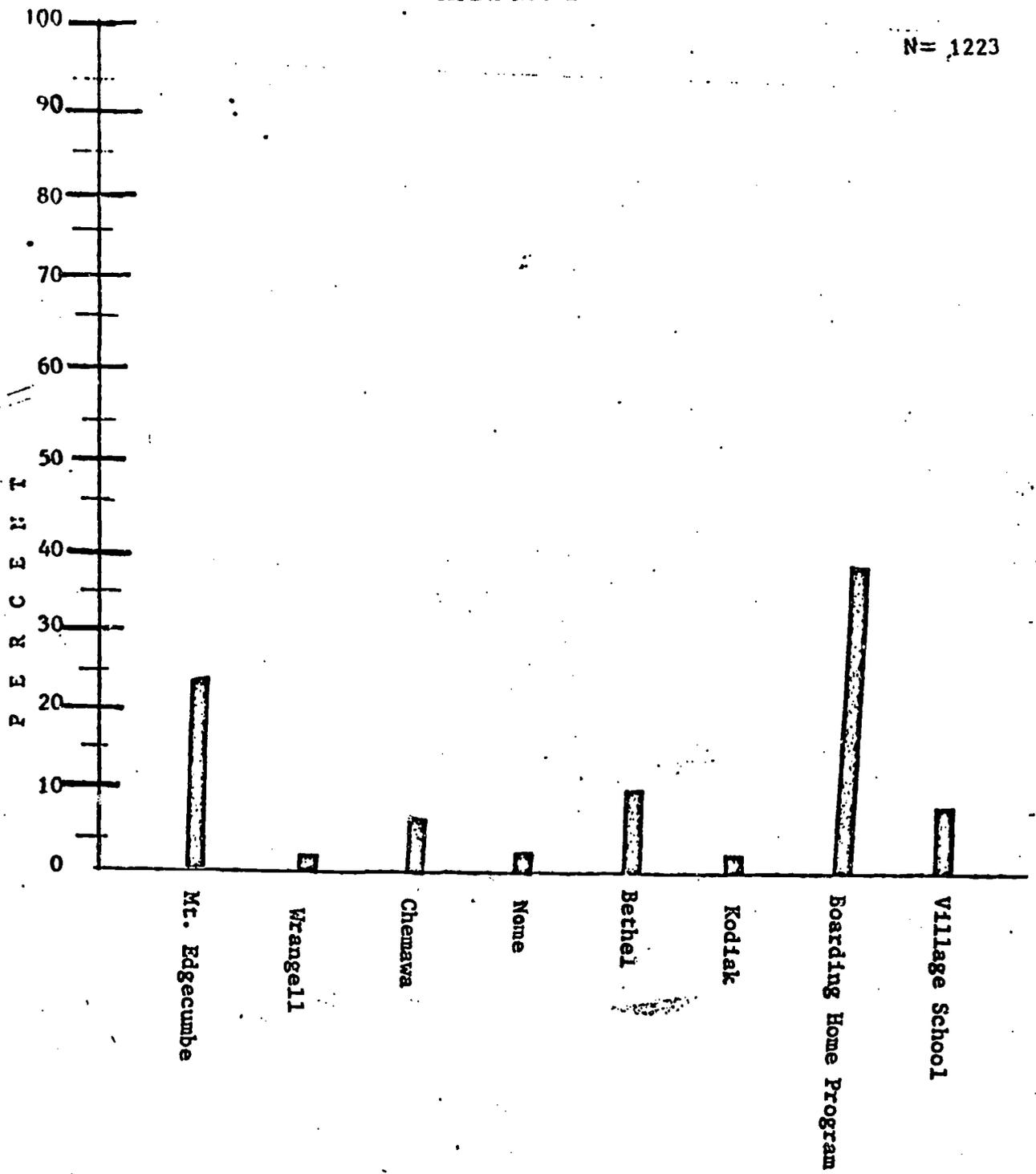
Further, it would appear that the reasons for changing were not associated with the curriculum of the school from which they changed. Reasons for changing were related to matters such as "Personal Problems," "Wanted to be Closer to Home," or "Lonesome" (Graph No. 23).

It is difficult to determine just how important it is for a student to attend the same school throughout their high school career. However, it seems reasonable to assume that a student who moves from one school to another has added adjustment problems. Obviously, they suffer from a lack of continuity in their set of relationships to peers and to staff members. Corresponding to this would be an administrative problem for school officials related to curriculum continuity, graduation requirements and student testing. In general, the administrative situation regarding Native high school education is complicated by this high mobility factor. It is suggested that its possible effect on the student be given more thought and attention.

A copy of the questionnaire used in the survey follows Graph No. 23.

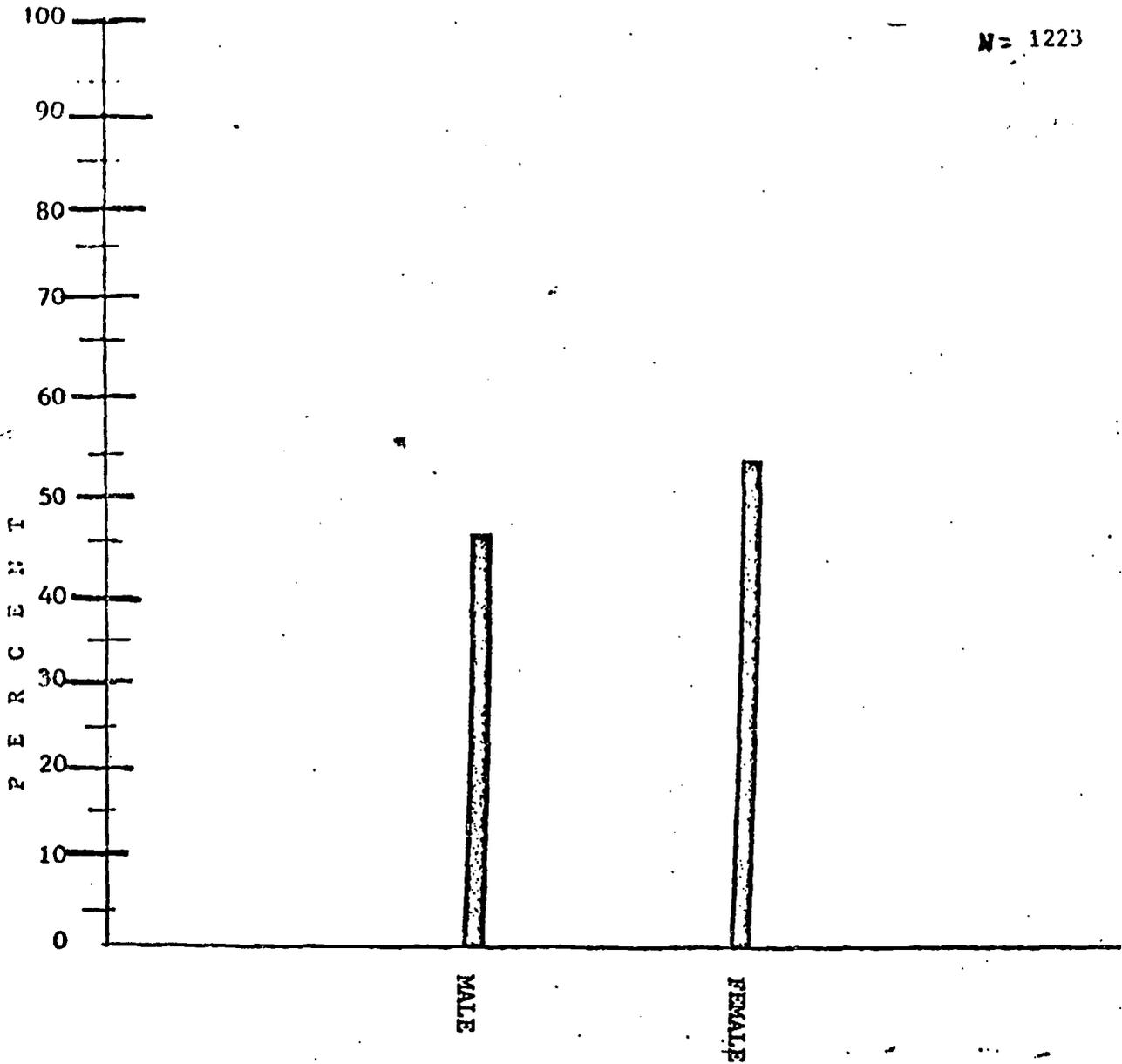
STUDENT RESPONSES, BY SCHOOL
b. GRAPH NO. 1

N= 1223



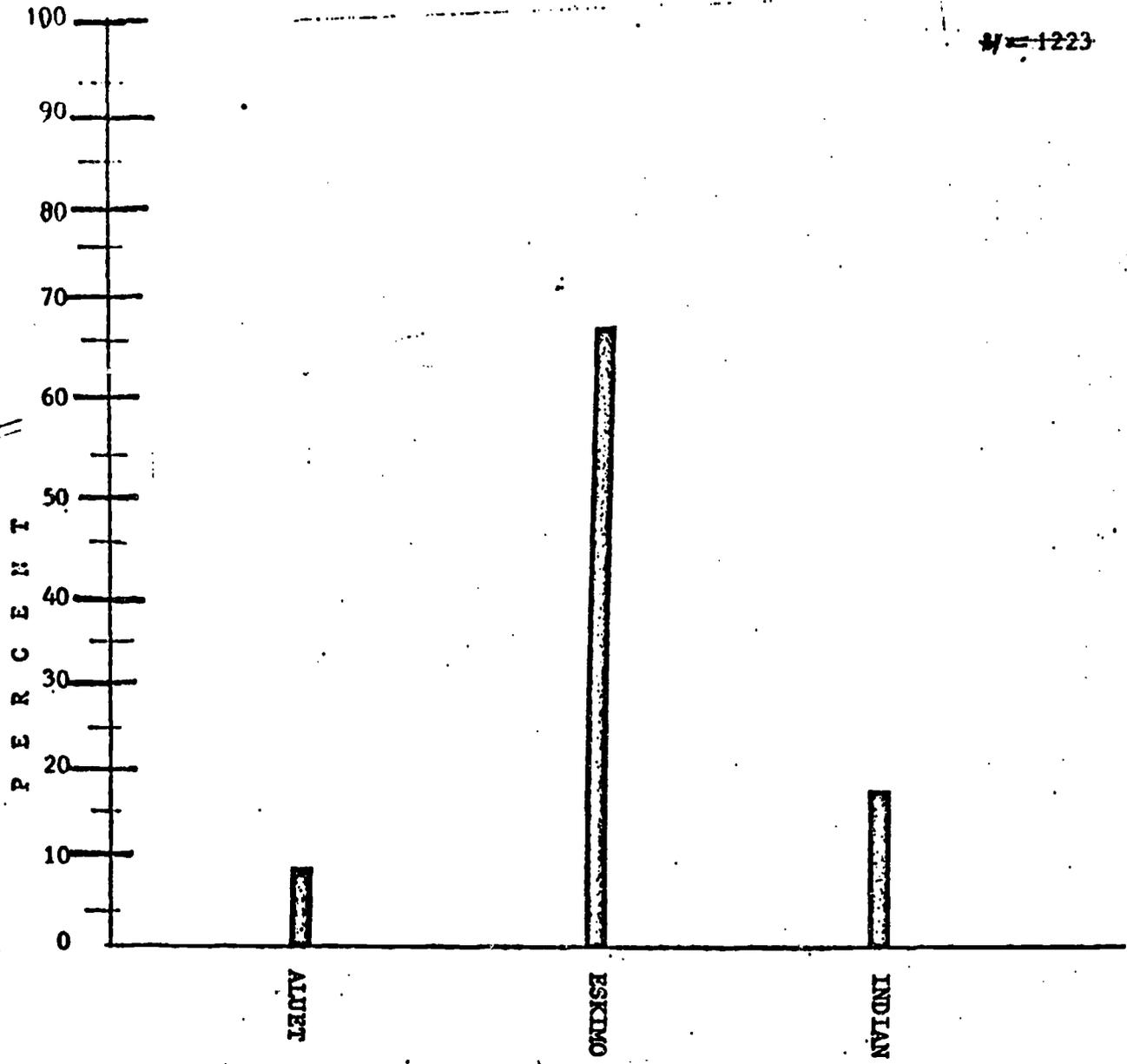
STUDENT RESPONSE BY SEX
GRAPH NO. 2

N = 1223



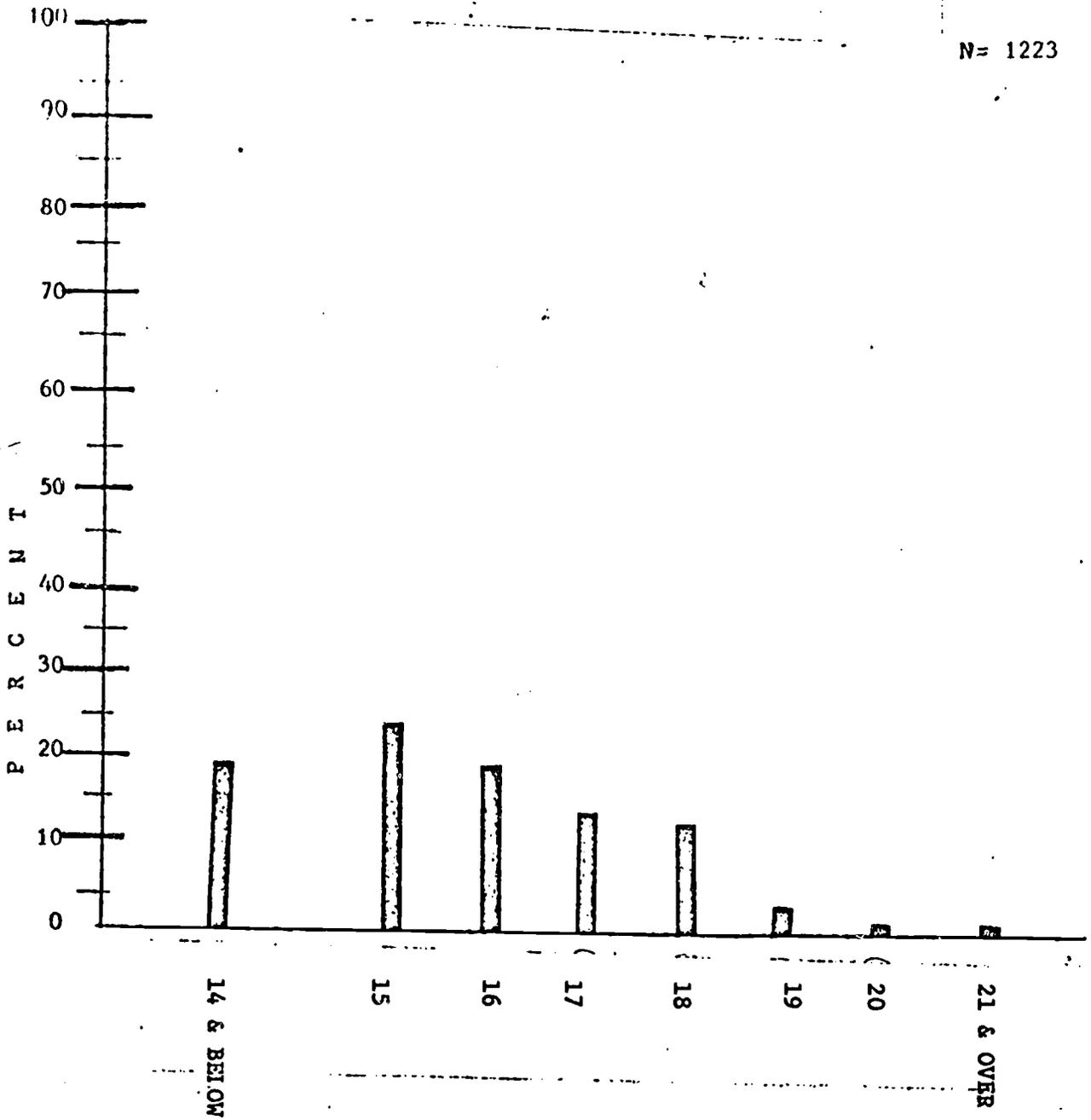
STUDENT RESPONSE BY ETHNIC GROUPS GRAPH NO. 3

NY-1223



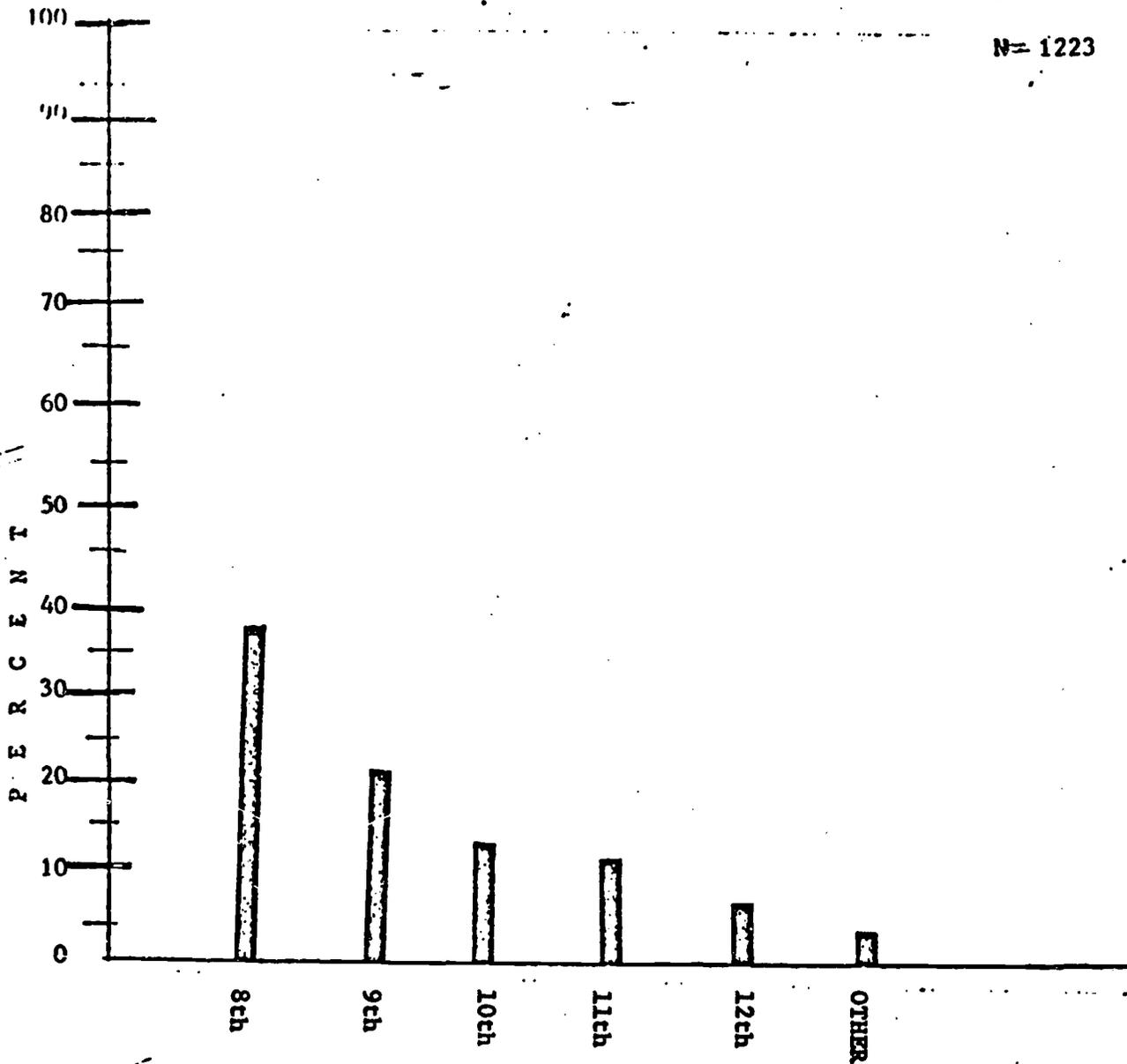
STUDENT RESPONSE BY AGE GRAPH NO. 4

N= 1223



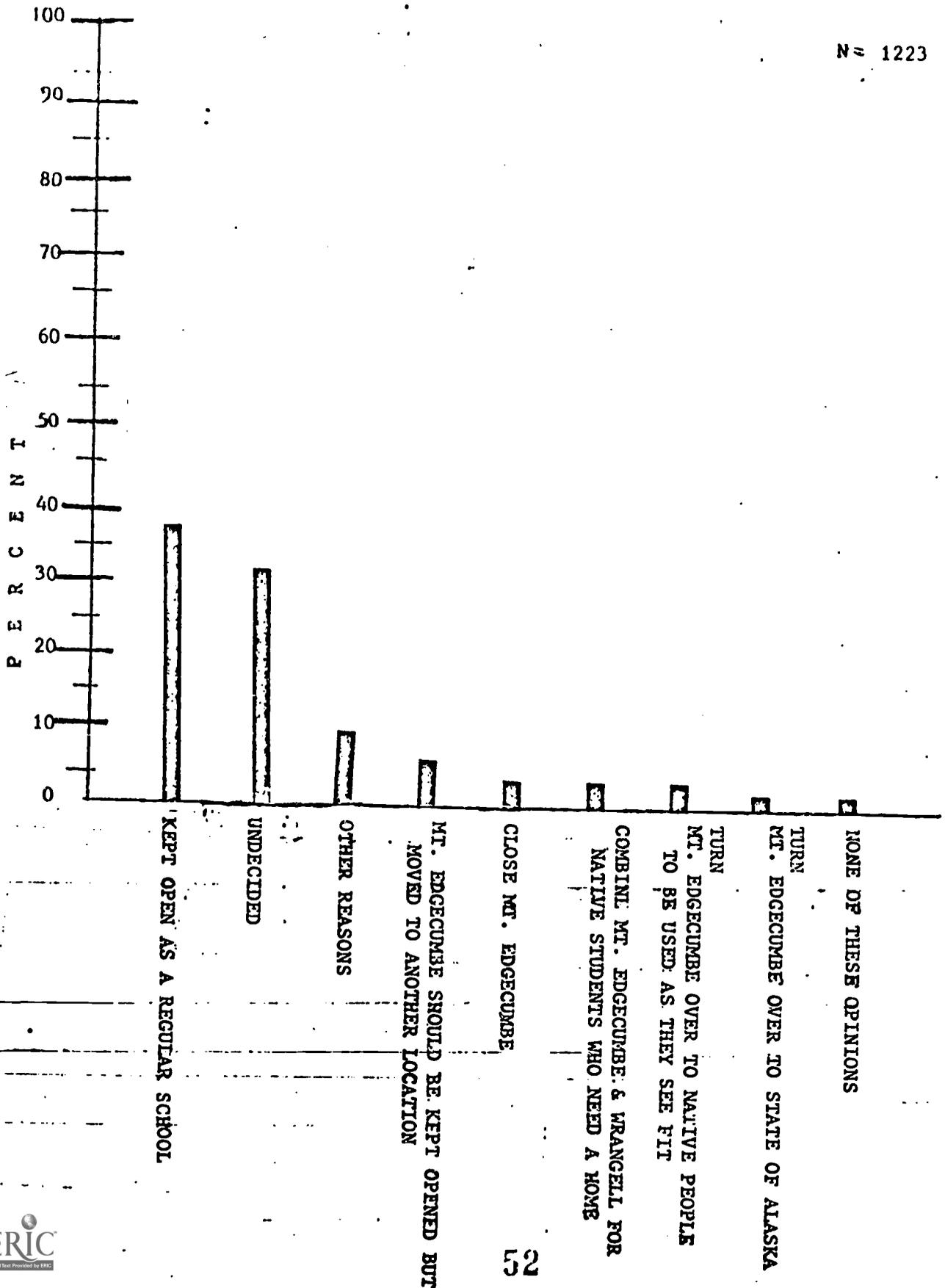
STUDENT RESPONSE BY GRADE GRAPH NO. 5

N= 1223

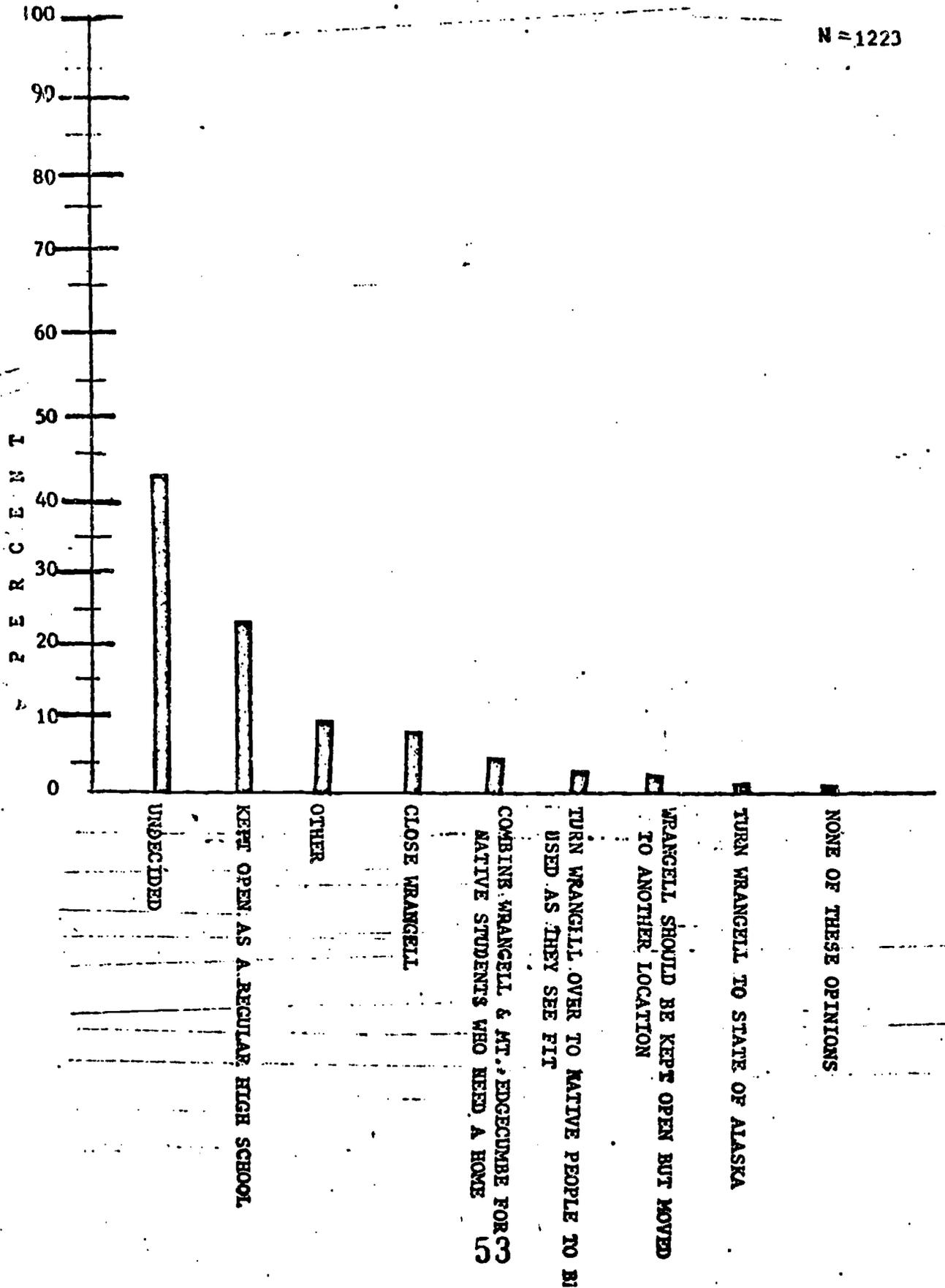


STUDENT RESPONSE AS TO FUTURE OF MT. EDGE CUMBE
GRAPH NO. 6

N = 1223

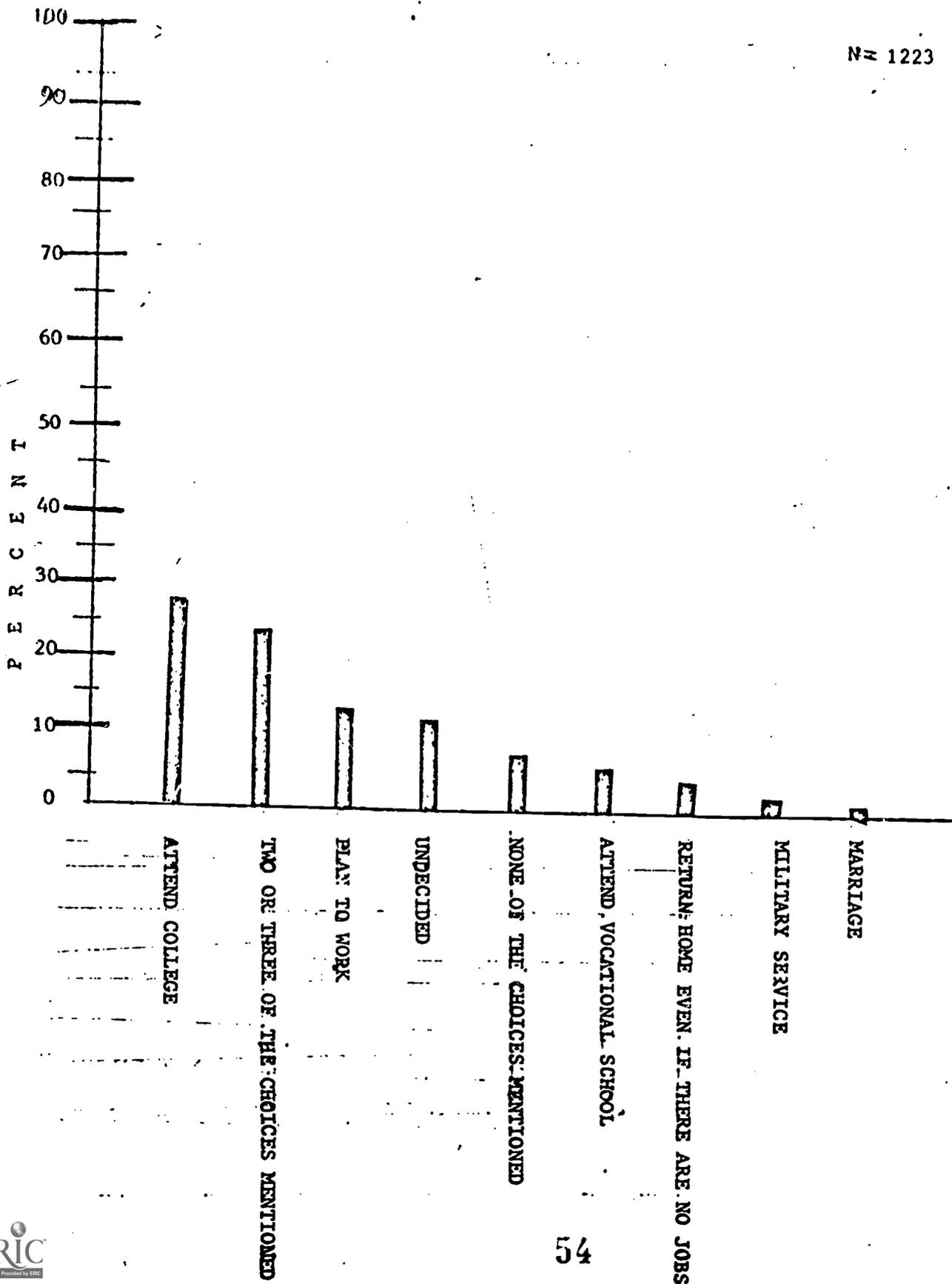


STUDENT RESPONSE AS TO FUTURE OF WRANGELL INSTITUTE
 GRAPH NO. 7



FUTURE PLANS FOR STUDENTS
GRAPH NO. 8

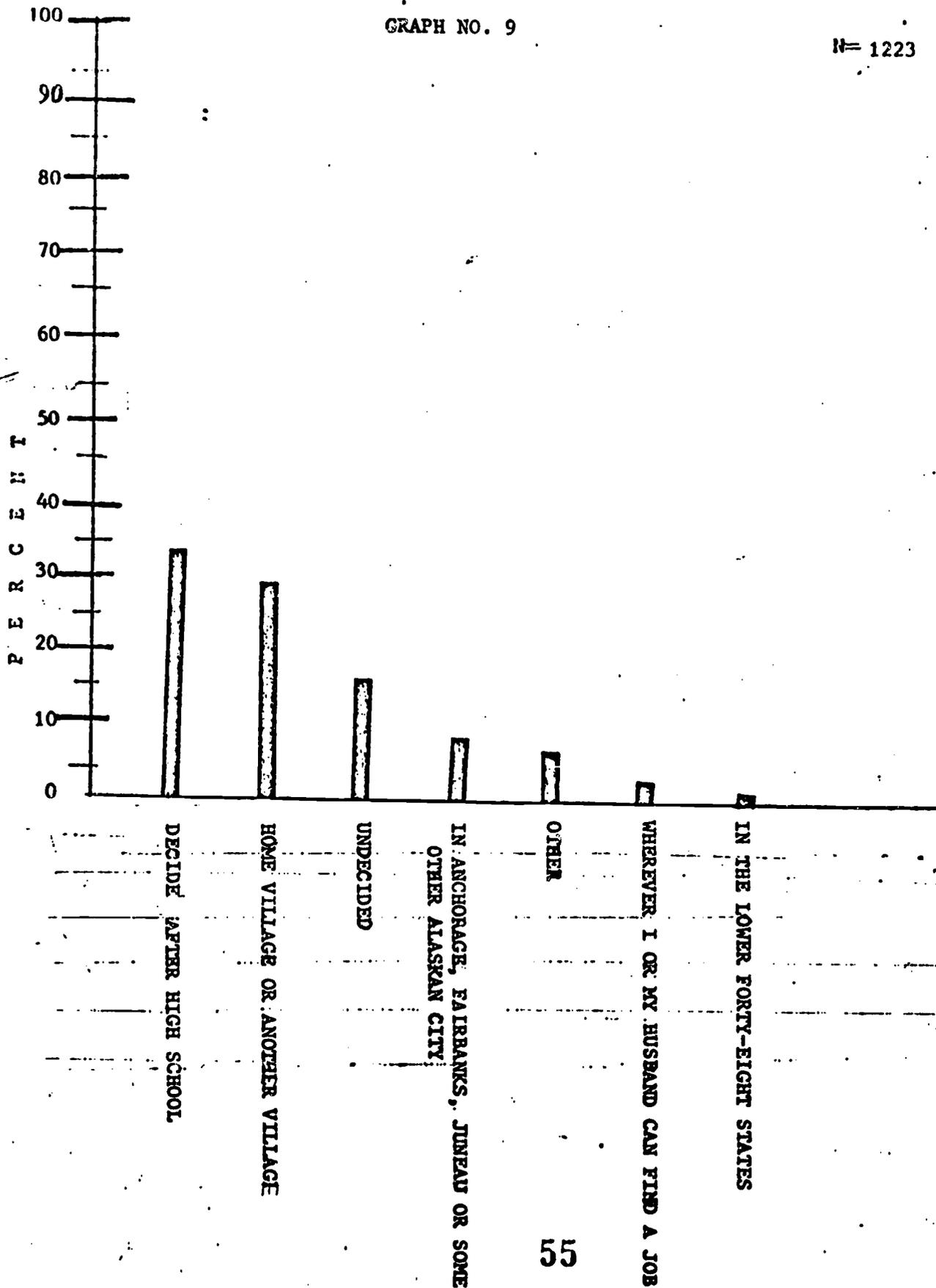
NW 1223



LOCATIONS WHERE STUDENTS WOULD LIKE TO LIVE AFTER HIGH SCHOOL

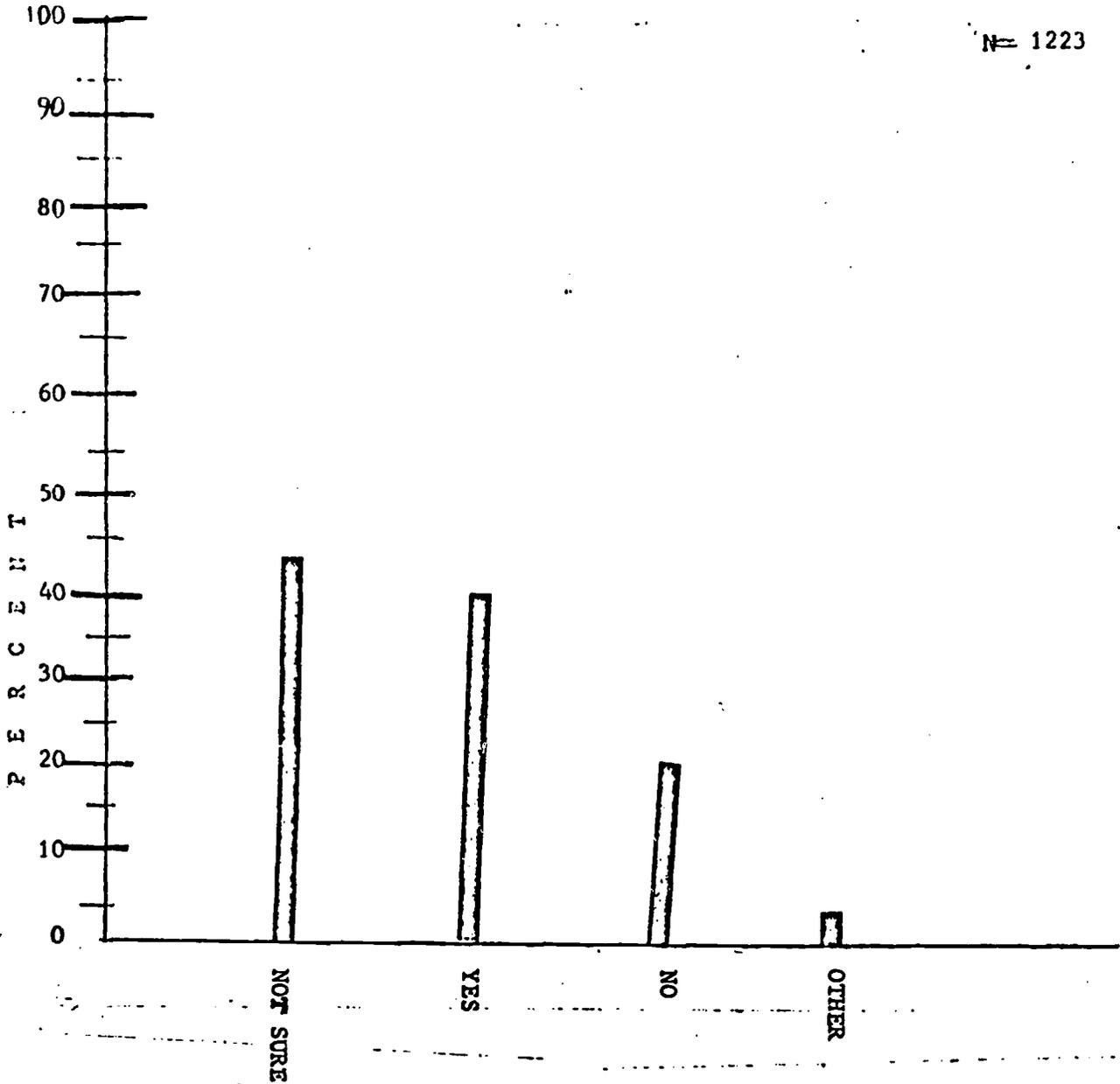
GRAPH NO. 9

N= 1223



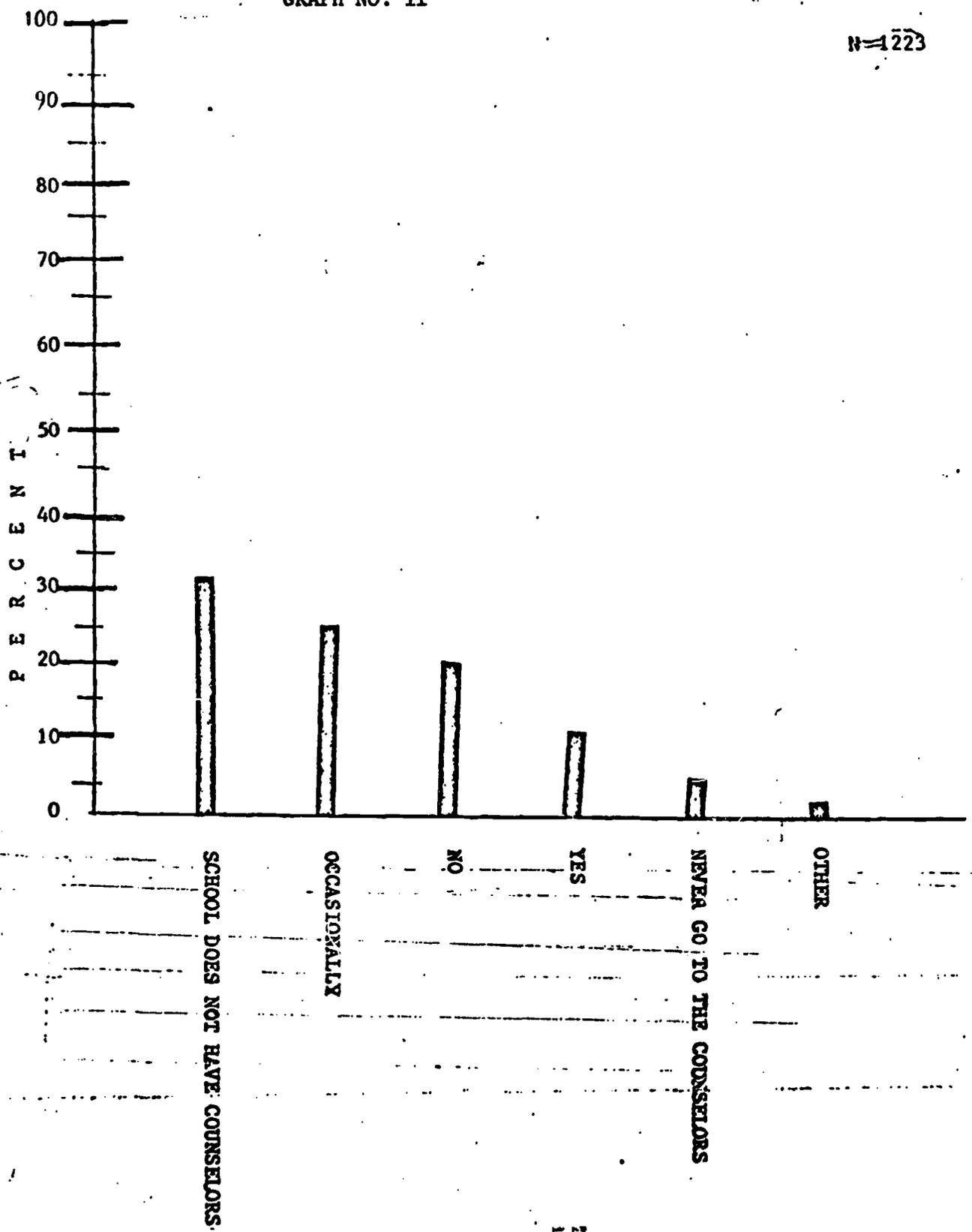
STUDENT RESPONSE AS TO NEED FOR COUNSELING ASSISTANCE
GRAPH NO. 10

N = 1223



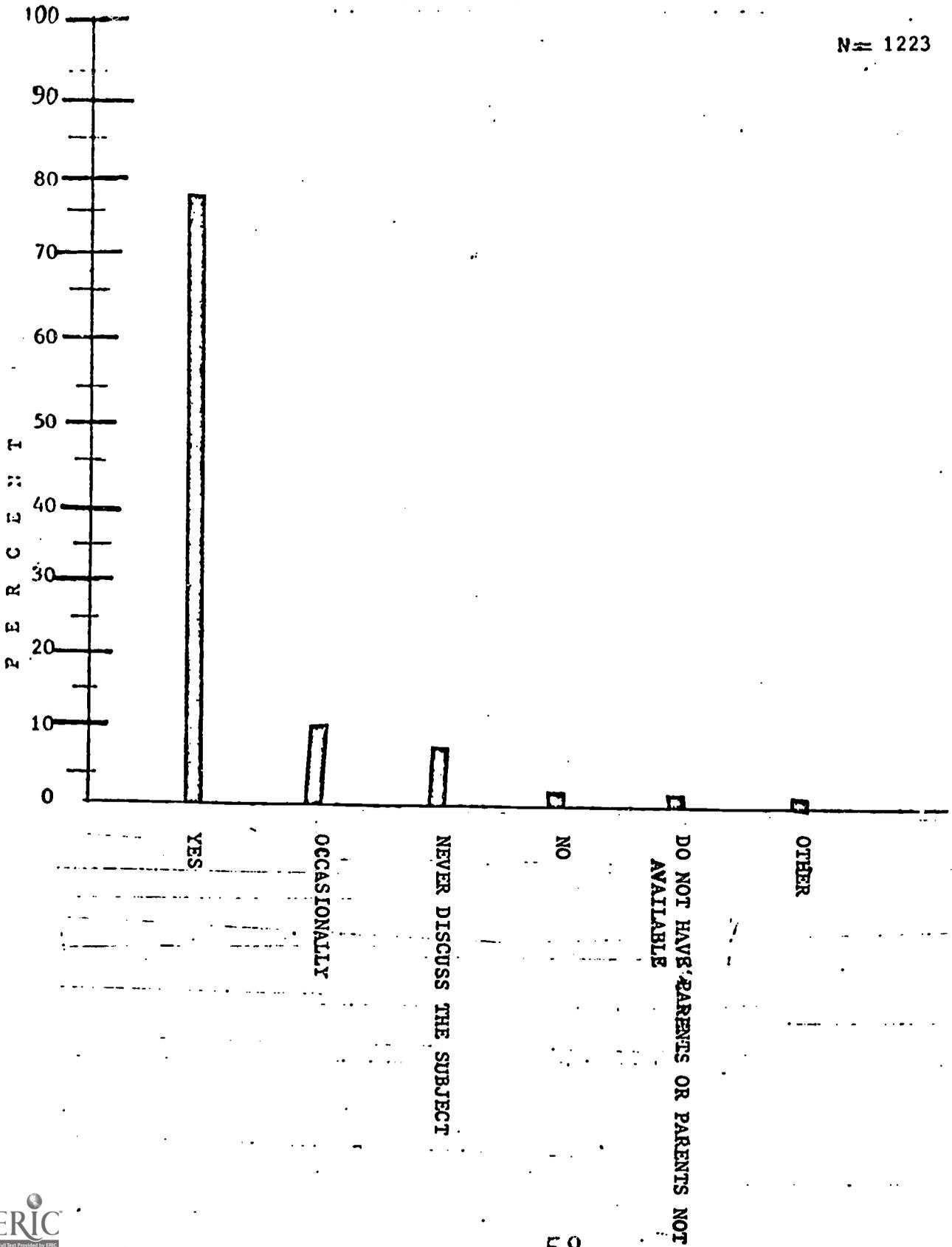
STUDENTS WHO HAVE USED COUNSELING SERVICES
GRAPH NO. 11

N=1223



PARENTAL ENCOURAGEMENT TO ATTEND SCHOOL GRAPH NO. 12

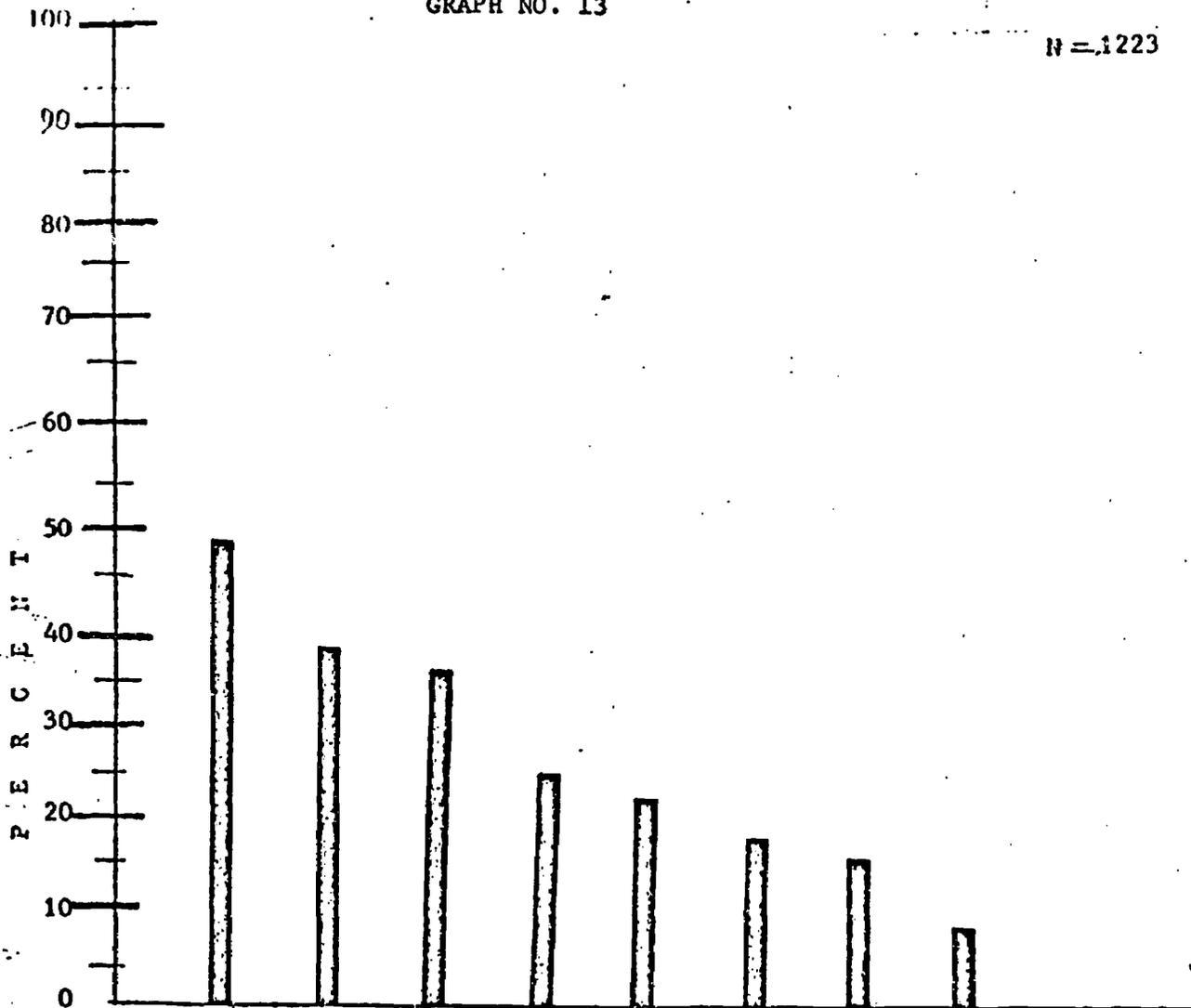
N= 1223



TYPES OF HIGH SCHOOL PROGRAMS STUDENTS BELIEVE SHOULD BE OPEN TO THEM

GRAPH NO. 13

N = 1223



OTHER

KODIAK DORMITORY

BELTZ DORMITORY IN NONE

BETHEL DORMITORY

WILDWOOD HOME LIVING PROGRAM AT KENAL

CHEWAWA INDIAN SCHOOL, OREGON, OR OTHER BIA SCHOOLS IN LOWER 48

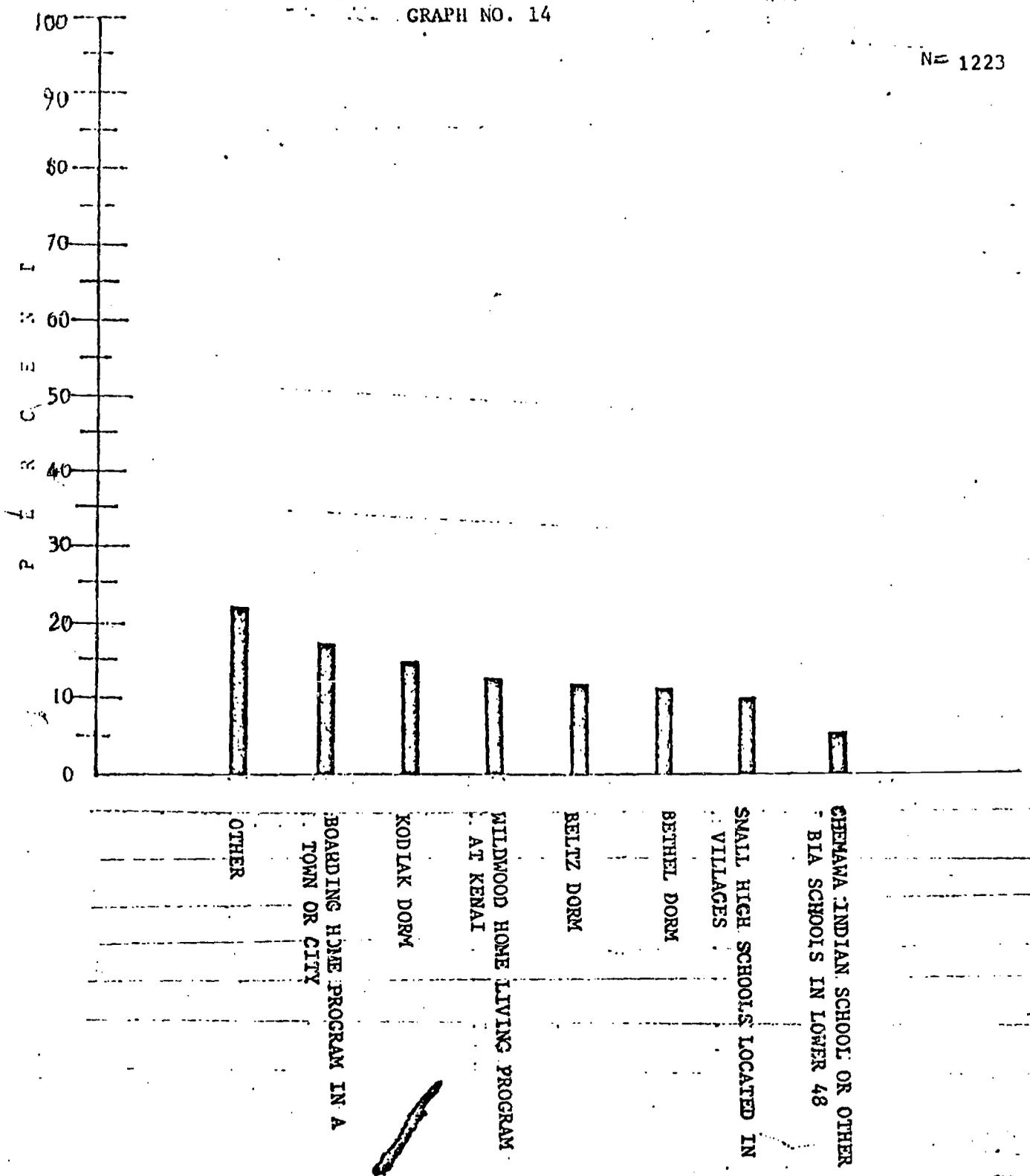
SMALL HIGH SCHOOLS LOCATED IN VILLAGES

BOARDING HOME PROGRAM IN A TOWN OR CITY

TYPES OF HIGH SCHOOL PROGRAMS STUDENTS BELIEVE ARE NOT NEEDED

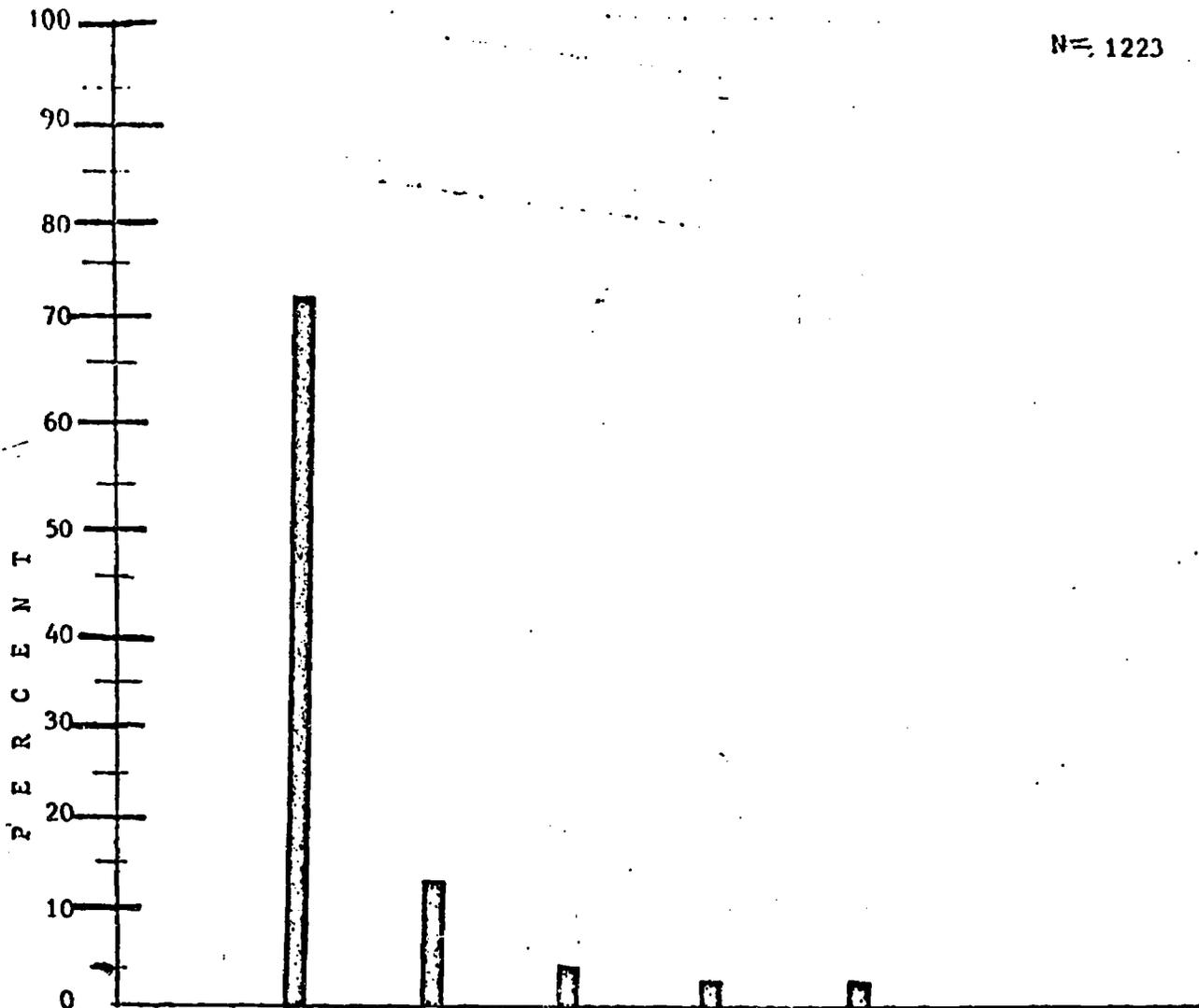
GRAPH NO. 14

N= 1223



STUDENT RESPONSE TO GOALS
GRAPH NO. 15

N = 1223



SCHOOLS SHOULD HELP ALASKAN NATIVE CHILDREN AND YOUTH LEARN THINGS THAT HELP THEM LIVE IN THE CITY -- WHICHEVER THE INDIVIDUAL CHOOSES

DO NOT KNOW

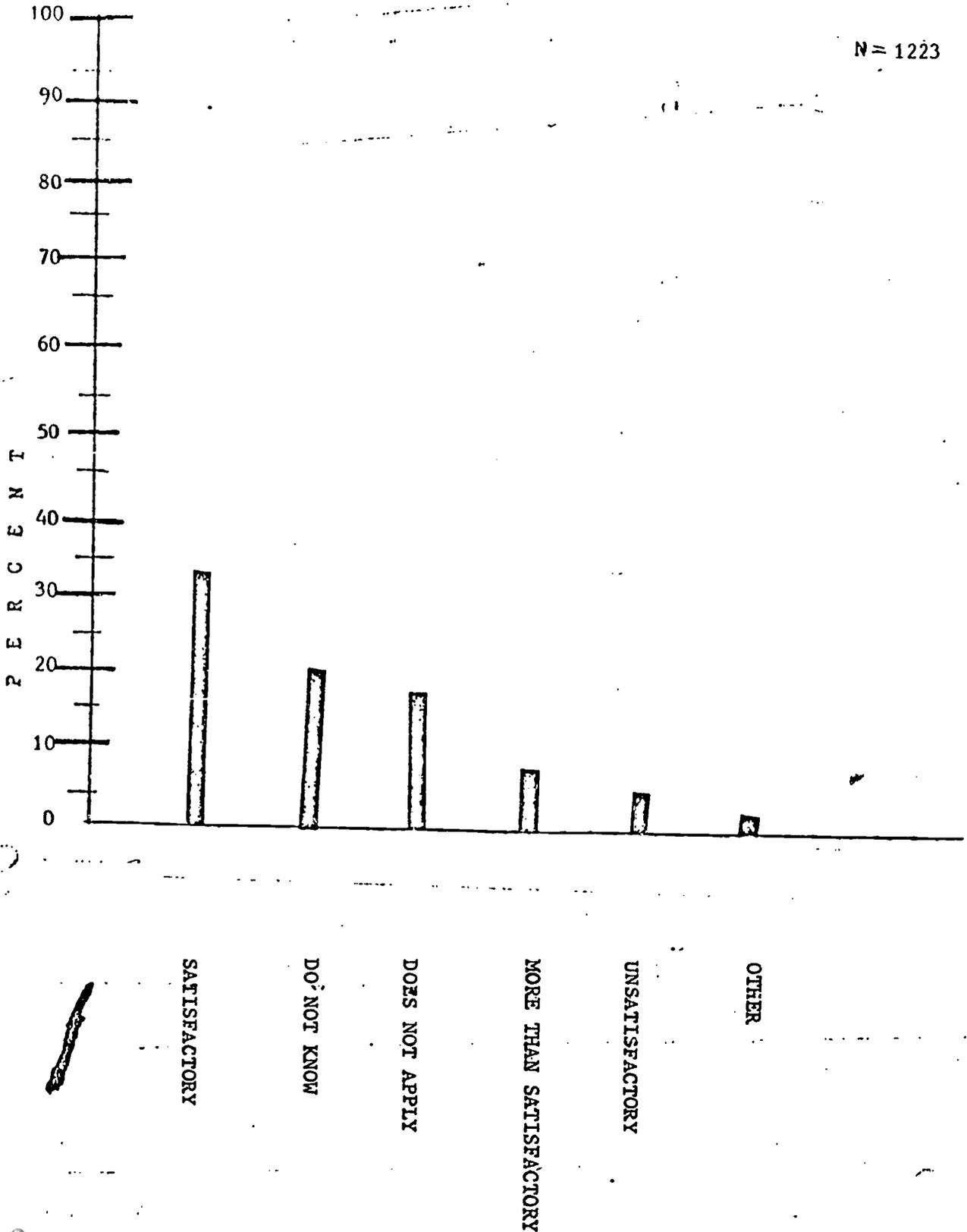
OTHER

SCHOOLS SHOULD HELP ALASKAN NATIVE CHILDREN AND YOUTH LEARN THINGS THAT HELP THEM TO LIVE IN THE CITY ONLY

SCHOOLS SHOULD TEACH ALASKAN NATIVE CHILDREN THINGS THAT ENABLE THEM TO LIVE IN THE VILLAGE ONLY

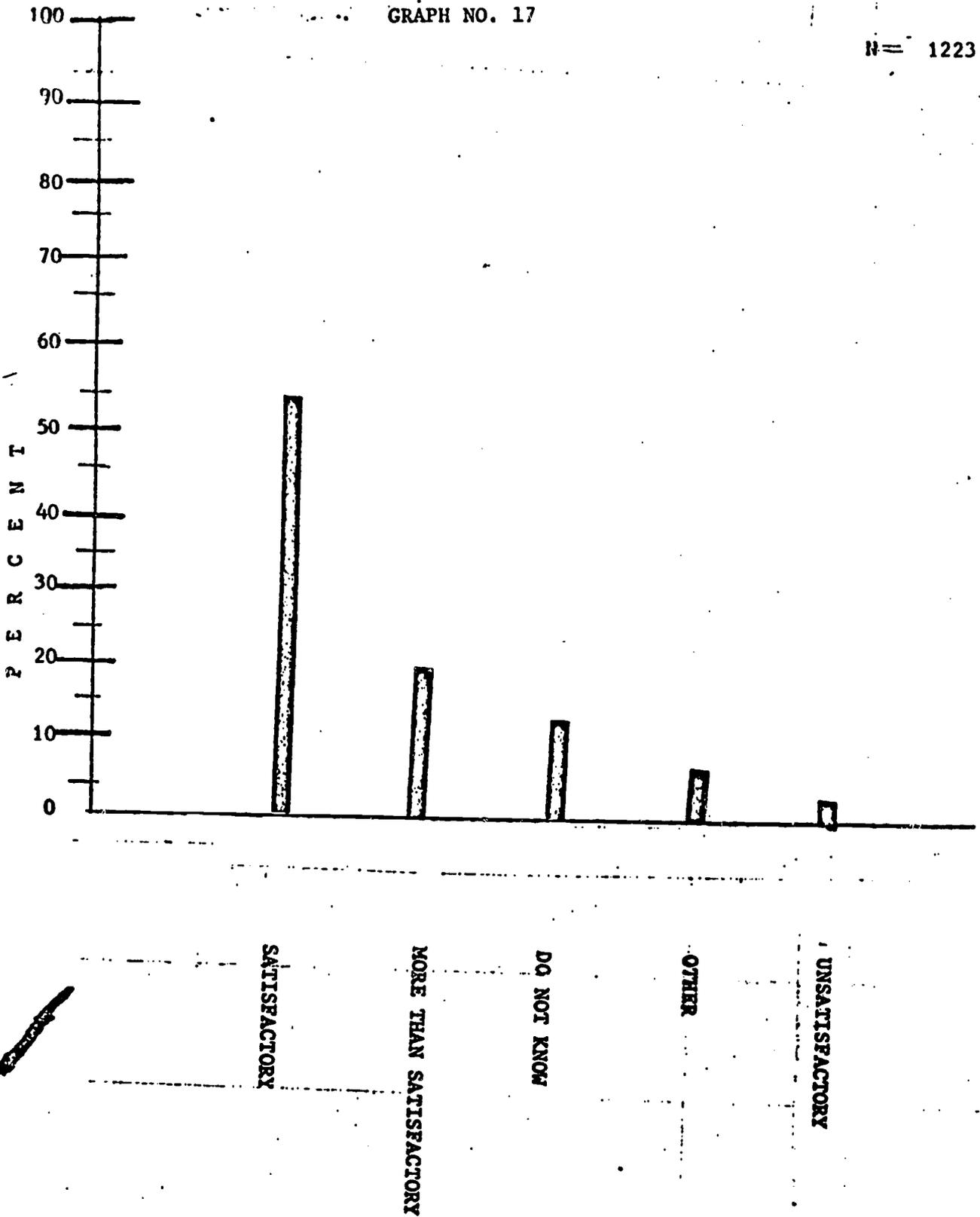
STUDENT RATING OF DORMITORY AND HOME LIVING STAFF
GRAPH NO. 16

N = 1223



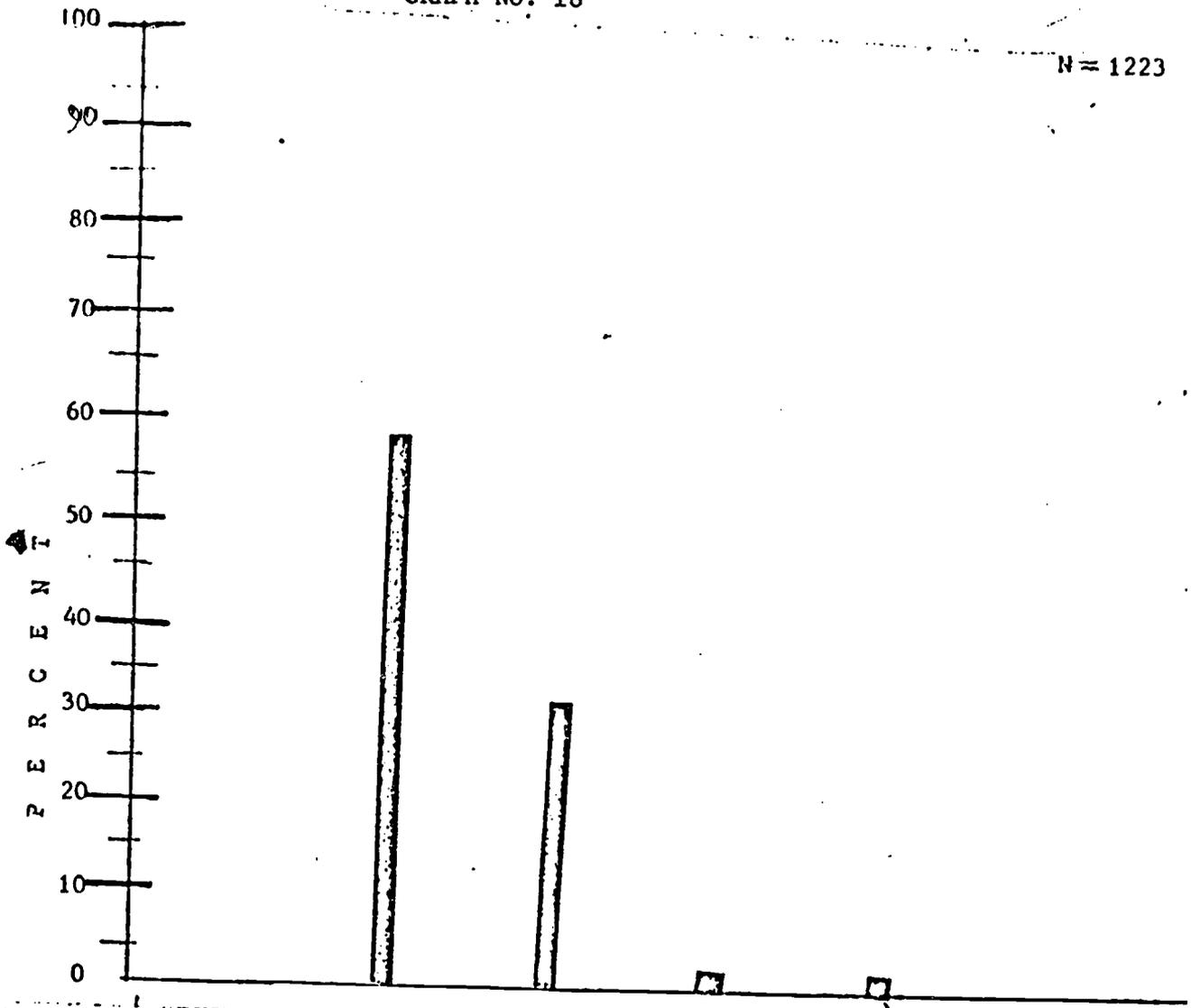
STUDENT RATING OF TEACHERS GRAPH NO. 17

N = 1223



LANGUAGES SPOKEN BY STUDENTS
GRAPH NO. 18

N = 1223



ENGLISH AND A NATIVE LANGUAGE

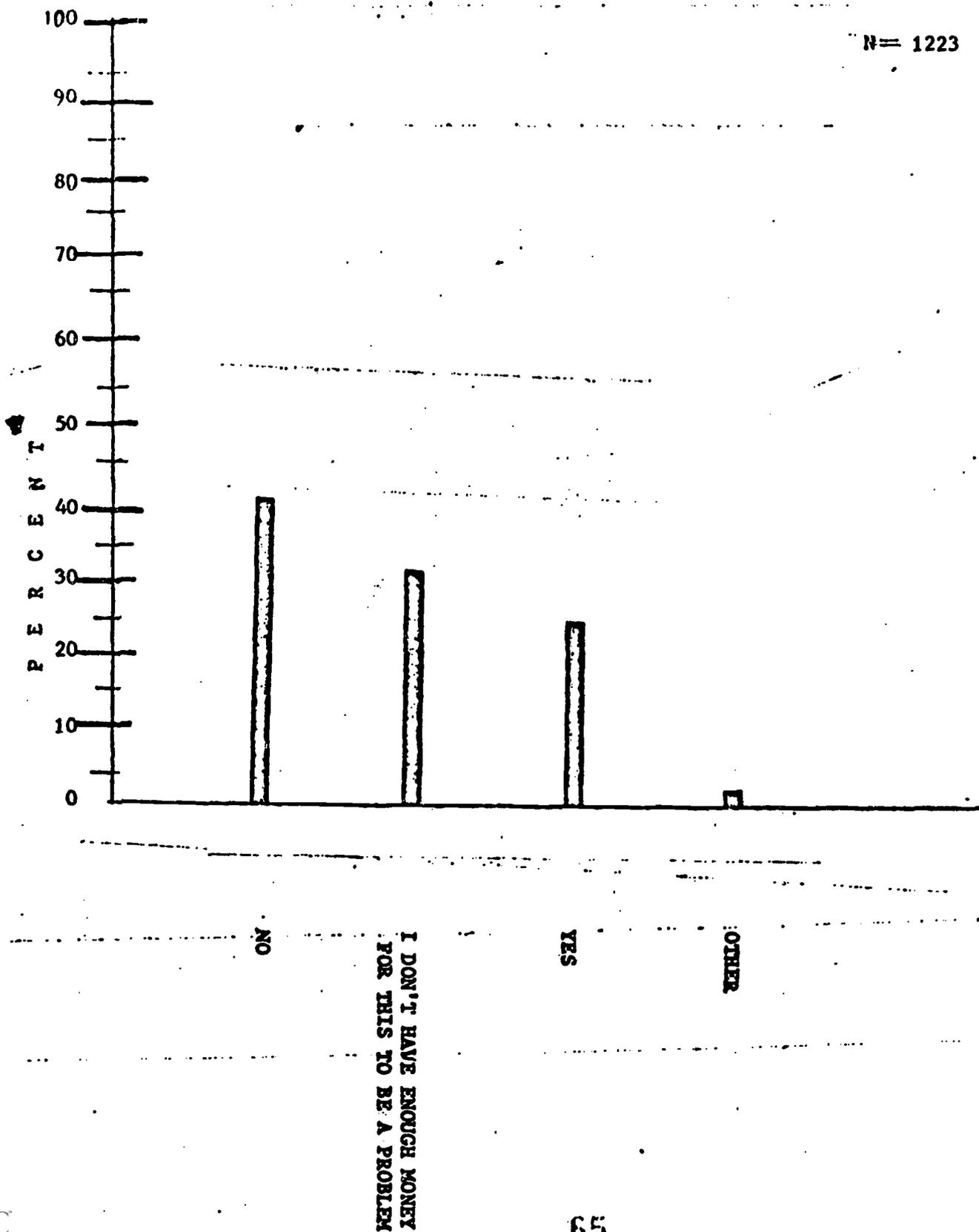
ENGLISH ONLY

ENGLISH AND ANOTHER LANGUAGE

NATIVE LANGUAGE ONLY

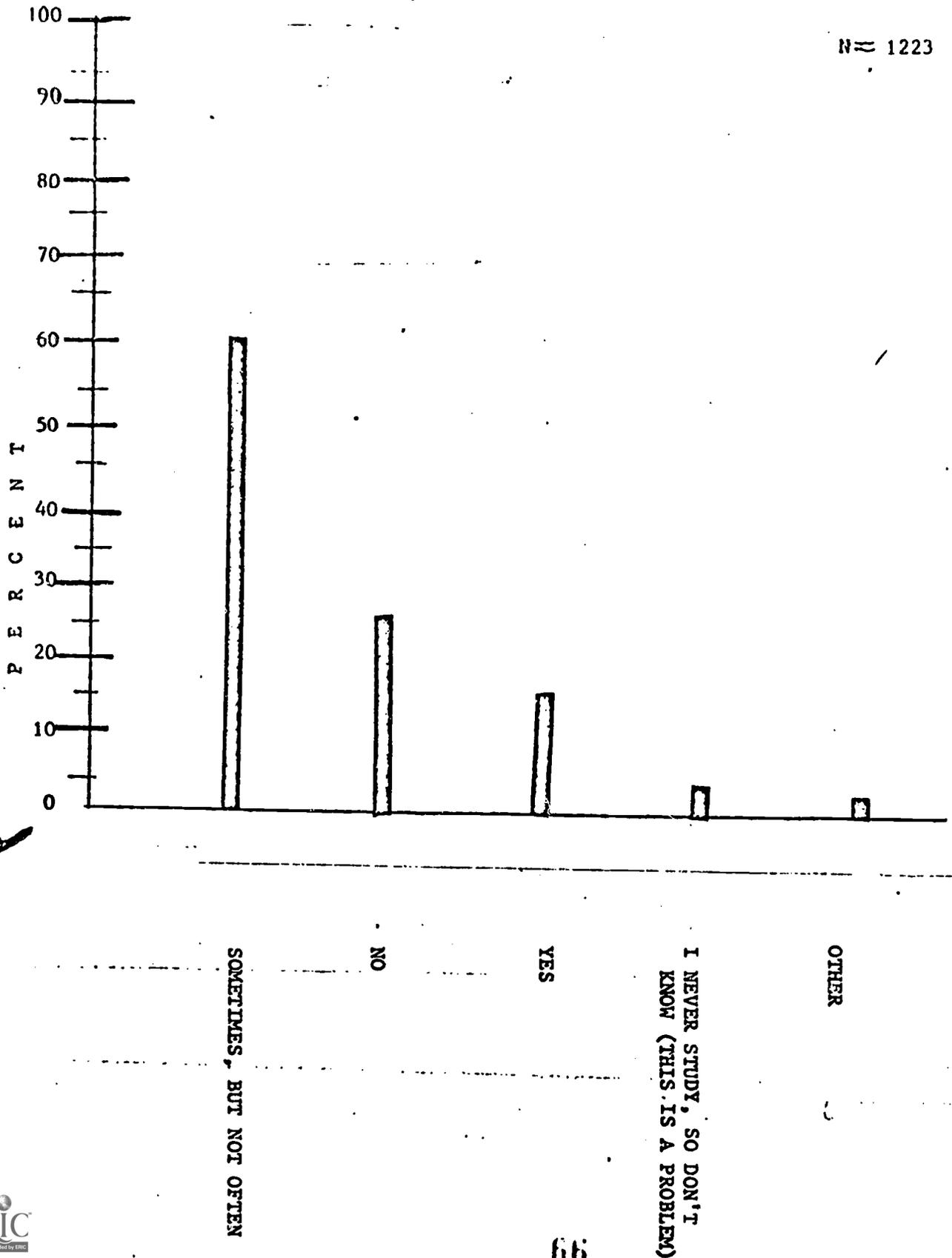
PROBLEMS STUDENTS HAVE BUDGETING PERSONAL FUNDS
GRAPH NO. 19

N= 1223

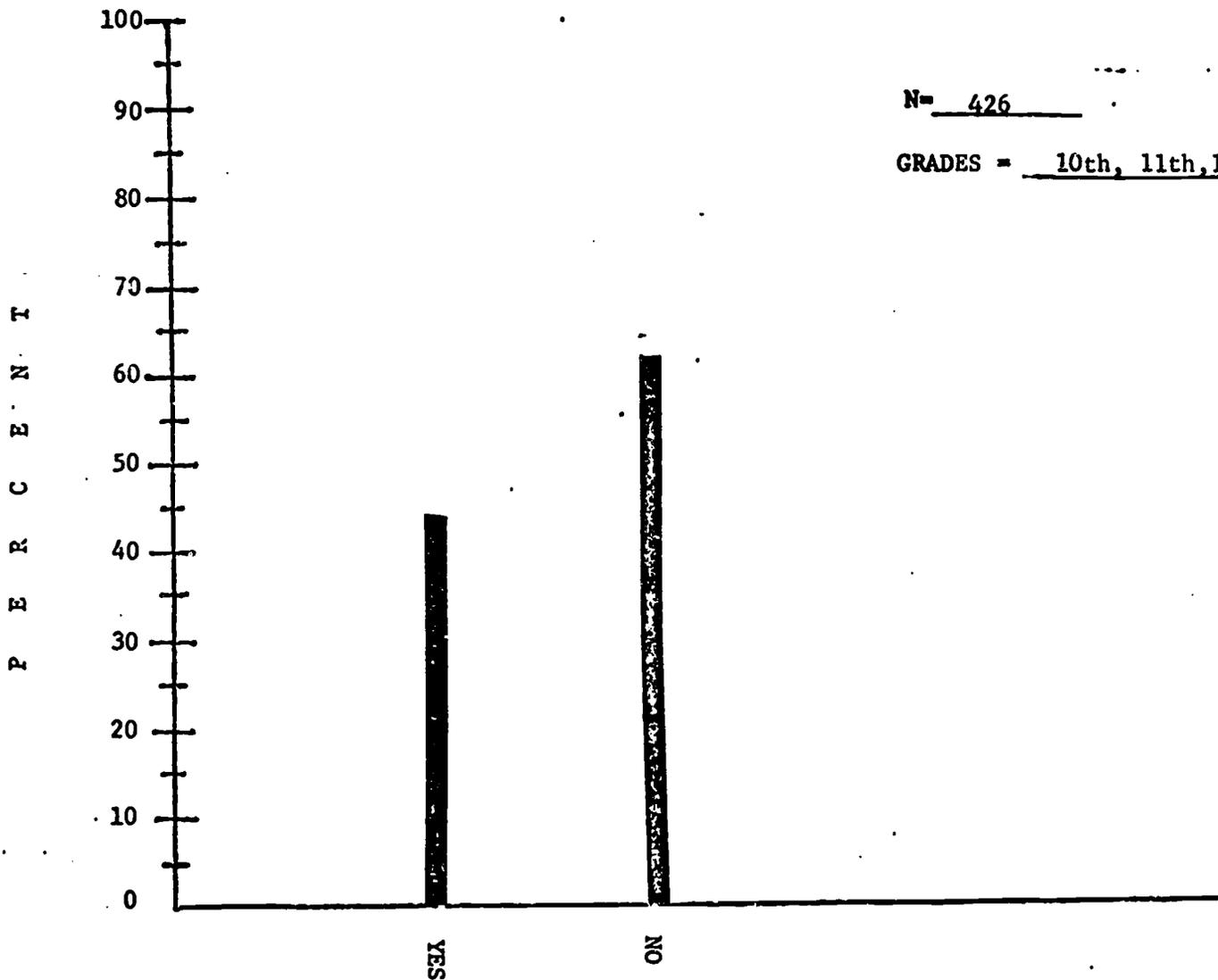


PROBLEMS WITH STUDY HABITS
GRAPH NO. 20

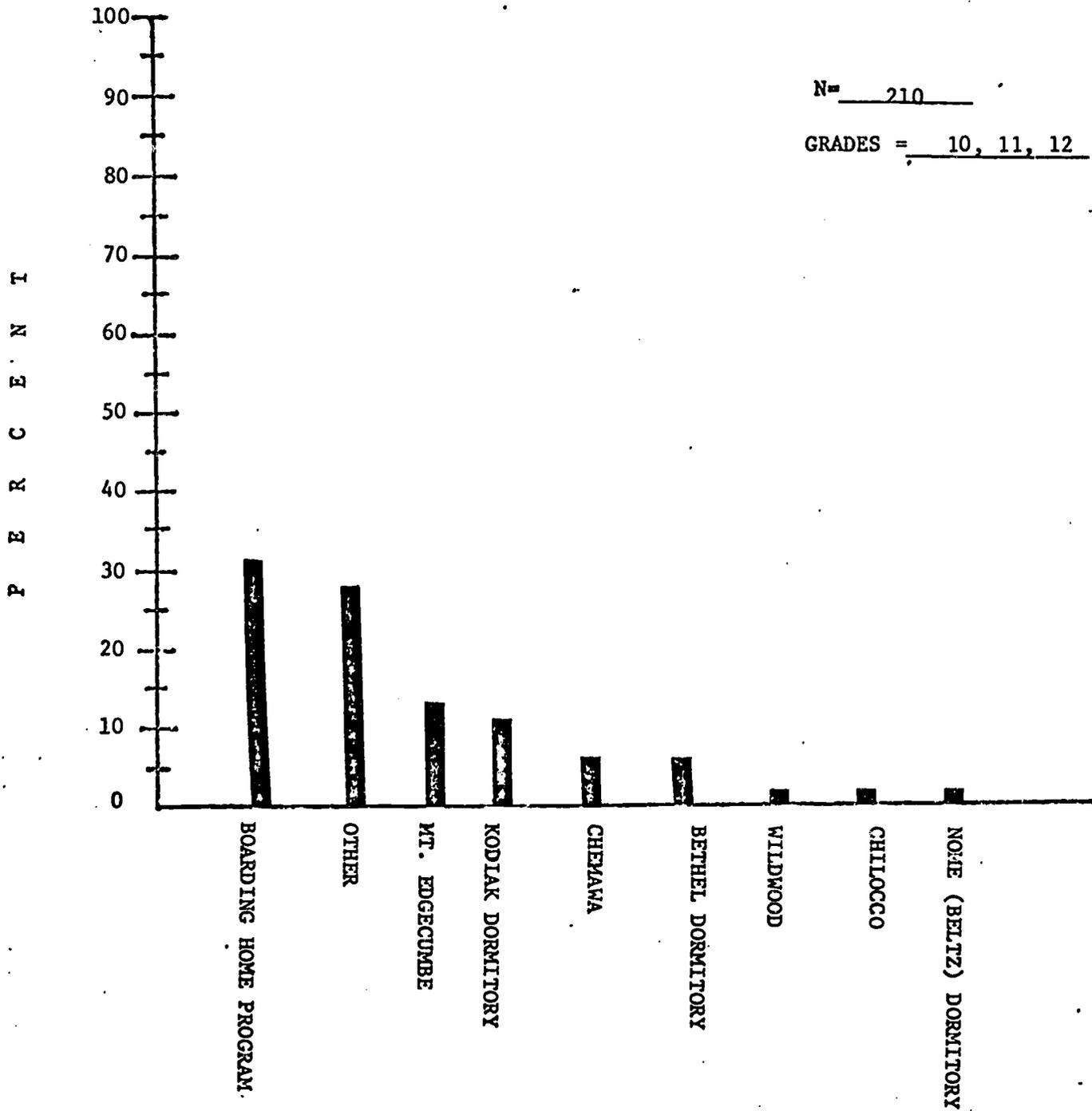
N = 1223



STUDENTS WHO HAVE BEEN ENROLLED IN DIFFERENT
TYPES OF HIGH SCHOOL PROGRAMS
GRAPH NO. 21



STUDENTS WHO HAVE CHANGED SCHOOLS
GRAPH NO. 22

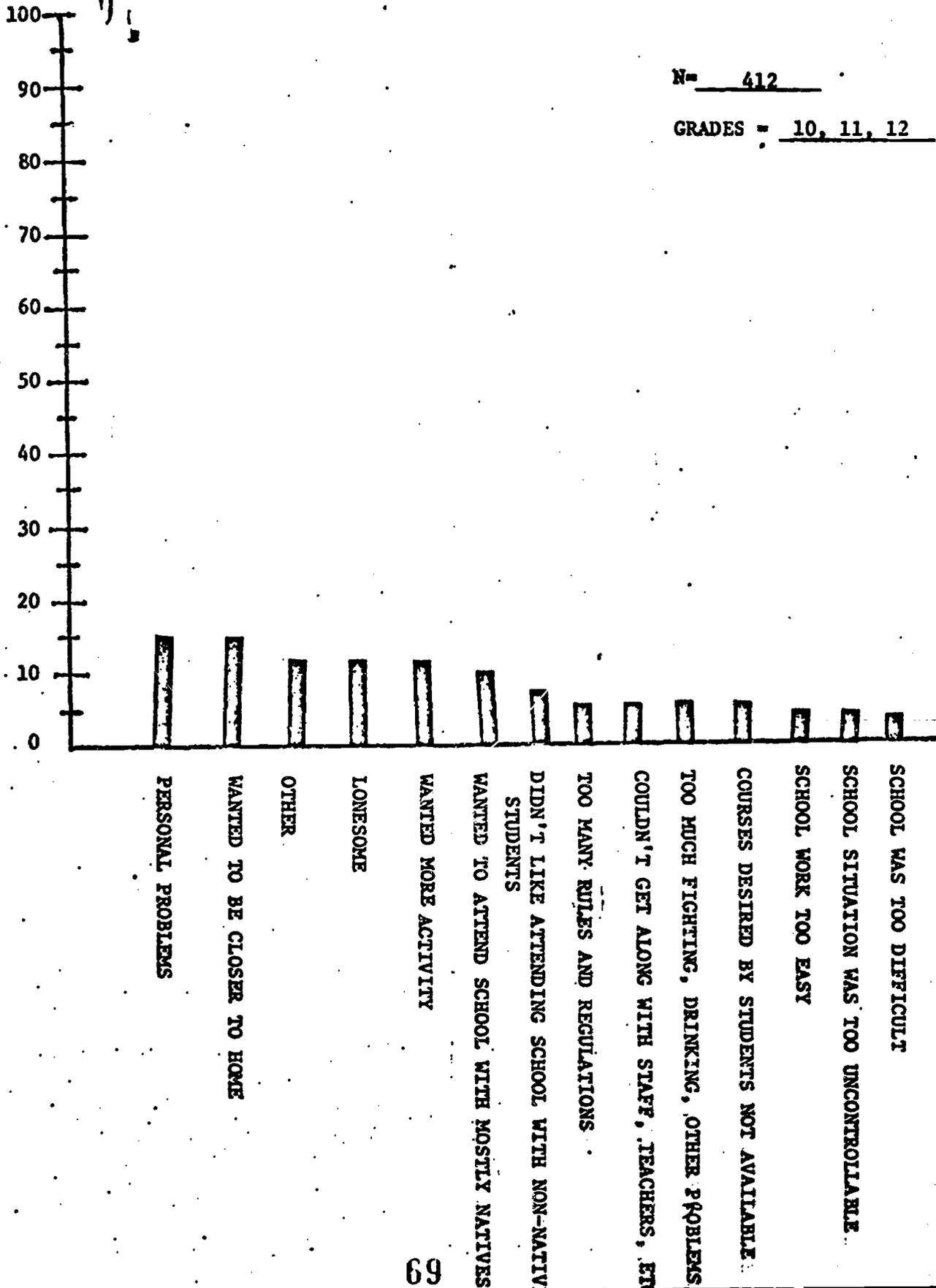


REASONS STUDENTS HAVE CHANGED HIGH SCHOOLS
 GRAPH NO. 23

N = 412

GRADES = 10, 11, 12

P E R C E N T



Technical Discussion

The procedure used in the Student Survey was:

- (1) Questionnaires were mailed to each school and school officials were asked to distribute them to students. Permission to handle the questionnaire was obtained from the Juneau Area Office of the BIA and from the State-Operated School Offices in Anchorage.*
- (2) Content for the questionnaire was outlined by the Project ANNA Committee. Technical staff at the Bureau's Indian Education Resources Center (IERC) in Albuquerque, New Mexico, developed the instrument and handled the mailing of it.*
- (3) The completed questionnaires were returned from the student directly to the IERC in Albuquerque. Upon receipt in Albuquerque, the questionnaires were forwarded to the General Services Administration Computer Center in Albuquerque which provided computer printouts. The computer printouts were analyzed by the staff of the IERC, Division of Program Review and Evaluation.*

Pertinent letters and a copy of the questionnaire are presented in the pages which follow.

INDIAN EDUCATION RESOURCES CENTER

Evaluation & Program Review

MEMORANDUM

To: Superintendent, Boarding Schools & State Dormitories

From: Chief, Division of Evaluation and Program Review

Subject: Project ANNA Survey Native Student Opinionnaire

The attached is a questionnaire that is being used in the Alaskan Native Needs Assessment Project. There are 300 being mailed under separate cover. Would you please have that number of Alaskan Native students complete and return it to the Indian Education Resources Center (IERC) here in Albuquerque. I have included enough questionnaires and envelopes for most of the Alaskan Native student body. It is not important that some of the students do not fill it out. Also, if there are not enough questionnaires, have all Freshmen and Seniors complete it.

It is important that the student mail his completed questionnaire directly to the IERC. This will filter out any possibility of anyone being accused of tampering with the students' thoughts regarding the questionnaire.

Thanks very much for your help, and I will keep you informed relative to the results.

Thomas R. Hopkins

Enclosure

Date: _____
 Noted: Administrator, IERC

surname
 chronyy 500
 chronyy IERC

TRHOpkins:rga 4/17/73



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO

Evaluation & Program Review

APR 17 1973

Memorandum

To: Alaskan Day Schools
From: Chief, Division of Evaluation & Program Review
Subject: Project ANNA Survey Native Student Opinionnaire

Enclosed, you will find a questionnaire in sufficient number to allow the Eighth Grade and High School students in your school an opportunity to complete. You will also find a self-addressed air mail envelope that the students are to use in returning the questionnaire to the Indian Education Resources Center (IERC) in Albuquerque.

It is important that the student mail his completed questionnaire directly to the IERC. This will filter out any possibility of anyone being accused of tampering with the students' thoughts regarding the questionnaire.

It is hoped that the questionnaires can be returned to Albuquerque by the first week of May, so your immediate attention to this request is deeply appreciated. Thanks so much for your help.

Thomas R. Hopkins
Thomas R. Hopkins

Approved:

William J. Benham
William J. Benham, Administrator, IERC

Date: 7 9 73

5. I am in the:

_____ (1) 8th Grade

_____ (2) 9th Grade

_____ (3) 10th Grade

_____ (4) 11th Grade

_____ (5) 12th Grade

_____ (6) Other, please write _____

6. Have you been enrolled in a type of high school program different from the one in which you are now enrolled?

_____ (1) Yes

_____ (2) No

If the answer to question 6 is yes, check any of the following which you have attended in the past:

7. _____ Mt. Edgecumbe

8. _____ Chemawa

9. _____ Wildwood

10. _____ Bethel Dormitory

11. _____ Kodiak Dormitory

12. _____ Chilocco

13. _____ Nome (Beltz) Dormitory

14. _____ Boarding Home Program

15. _____ Other, please write _____

If you have changed high schools in the past, why did you do so?

16. _____ Was lonesome for some of my friends who were attending another school.
17. _____ The school was too hard.
18. _____ Did not like attending a school that had non-Native students in it.
19. _____ There were too many rules and regulations.
20. _____ Couldn't get along with the school staff, teachers, principal, dormitory aides, etc.
21. _____ I couldn't get the type of courses I wanted.
22. _____ The school work was too easy.
23. _____ I wanted to attend a school in which mostly or all students were Native.
24. _____ Personal problems
25. _____ The situation at the school was too uncontrolled and wild.
26. _____ There was too much fighting, drinking, and other student behavior problems.
27. _____ Wanted to be closer to home.
28. _____ Wanted more activity than what I was getting.
29. _____ Other, please explain _____
30. In your opinion, what should happen to Mt. Edgecumbe? CHECK ONLY ONE.
 - _____ (1) It should be closed.
 - _____ (2) It should be kept open as a regular high school.
 - _____ (3) It should be kept open, but moved from Mt. Edgecumbe to another place in Alaska.
 - _____ (4) It should be combined with Wrangell and kept open only for Native students who need a home.
 - _____ (5) It should be turned over to the State of Alaska to be used as they see fit.
 - _____ (6) It should be turned over to Native People to be used as they see fit.
 - _____ (7) None of the above.
 - _____ (8) I don't know what should be done with it.
 - _____ (9) Other, Please say what it should be: _____

50. Check the item below which you believe is the best goal for schools to use in figuring out what Alaskan Natives should learn in school: CHECK ONLY ONE.

_____ (1) Schools should help Alaskan Native children and youth to learn things that enable them to live in the village, only.

_____ (2) Schools should help Alaskan Native children and youth to learn things that help them to live in the city, only.

_____ (3) Schools should help Alaskan Native children and youth learn things that help them live in the village or in the city, whichever the individual chooses.

_____ (4) I do not know.

_____ (5) Other, please say what it is: _____

51. How well are the staff or family members of your home living or dormitory doing their job?

_____ (1) More than satisfactory.

_____ (2) Satisfactory.

_____ (3) Unsatisfactory.

_____ (4) I do not know.

_____ (5) Does not apply.

_____ (6) Other, please say what it is: _____

52. How well are the teachers doing their job?

_____ (1) More than satisfactory.

_____ (2) Satisfactory.

_____ (3) Unsatisfactory.

_____ (4) I do not know.

_____ (5) Other, please say what it is: _____

53. What languages do you speak?

_____ (1) English only.

_____ (2) English and a Native language.

_____ (3) English and another language.

_____ (4) Native language, only.

54. Could you use more counseling help in deciding what to do after high school?
CHECK ONLY ONE.
- _____ (1) Yes.
- _____ (2) No.
- _____ (3) I don't really know.
- _____ (4) Other, please explain: _____
55. Do you go to the counselor of your school for help? CHECK ONLY ONE.
- _____ (1) Yes.
- _____ (2) No.
- _____ (3) Sometimes, but not often.
- _____ (4) Never go to see the counselor.
- _____ (5) Our school doesn't have a counselor.
- _____ (6) Other, please explain.
56. Do your parents encourage you to go to school?
- _____ (1) Yes.
- _____ (2) No.
- _____ (3) They never say anything about it.
- _____ (4) Once in a while, but not often.
- _____ (5) I don't have parents to go to.
- _____ (6) Other, please explain: _____
57. Do you have trouble budgeting money?
- _____ (1) Yes.
- _____ (2) No.
- _____ (3) I don't have enough money for this to be a problem.
- _____ (4) Other, please explain: _____
58. Do you have trouble studying?
- _____ (1) Yes
- _____ (2) No
- _____ (3) Sometimes, but not often
- _____ (4) I never study, so don't know if I have trouble.
- _____ (5) Other, please explain: _____

APPENDIX C

Characteristics of Alaska
Native Students

J. S. Kleinfeld, Ed. D.

Prepared for Alaska Native
Needs Assessment

Bureau of Indian Affairs

September, 1973

Discussing the "characteristics" of Alaska Native students presents a serious danger--the problem of overgeneralization and stereotyping of children. Many teachers, fresh from anthropology courses where they have erroneously been told that all Natives are "noncompetitive" or "concrete in thinking" expect their students to behave in these ways. Research on such teacher expectations suggests that they can become self-fulfilling prophecies and actually reduce school success.¹

Both in teaching and in educational planning, it is of the utmost importance to keep in mind the diversity and range of talents among Native students. Certainly, many students are reading far below grade level, but others are reading at grade level; or above. Certainly some students tend to be shy and withdrawn in class, but many others are highly articulate. By looking only at the "average" Native student, we may forget about other students, whose educational needs are also important. Indeed, the most neglected group of Native students is probably the academically gifted. Programs are inevitably aimed at the low achievers, the drop-outs. Academically talented Native students, who may also need some assistance to fulfill their potential, are often ignored.

¹See R. Rosenthal, Experimental Effects in Behavioral Research, Appleton, New York, 1966. See also R. Rosenthal and C. Jacobson, Pygmalion in the Classroom, Holt, Rinehart & Winston, New York, 1968.

Strengths of Alaska Native Students

Most people learn best when the educational situation takes advantage of their areas of strength and their preferred learning styles. By building on learning strengths, it may be much easier to increase achievement in areas of weakness. Alaska Native students tend to have major areas both of cognitive and social strengths, which schools rarely take advantage of.

Cognitive Strengths

Most of the research on the cognitive strengths of Alaska Natives has been done with Eskimos. However, there is reason to believe that Athabascan Indian and Tlingit Indians have similar areas² of high ability because of their adaptation to the Arctic environment.

The demands made by a particular environment may stimulate the development of certain types of cognitive skills.² To hunt successfully in the visually uniform Arctic requires highly developed visual skills. The Eskimo hunter, for example, must be extremely sensitive to visual detail and must be able to memorize visual patterns in judging weather and in navigating through the Arctic.

Many anecdotal records raise the possibility that Eskimos

²This section is based on J.S. Kleinfeld, "Intellectual Strengths in Culturally Different Groups: An Eskimo Illustration," Review of Educational Research, 43(3), pp. 341-359, 1973.

tend to have unusually high visual and spatial abilities. For example, these types of abilities are important in mechanical tasks and tales of Eskimos' skills in this area have become part of the folklore of the Arctic. Carpenter³ reports that in several instances Eskimos were able to repair complicated machinery that trained white mechanics could not fix. Oil companies working in Alaska have reported that "we have found that the Eskimo has more innate ability to work around equipment than anyone else in the world."⁴

Anecdotal reports also contain many descriptions of Eskimos' unusual skills in tasks requiring memory for visual information. For example, maps of the local terrain have later been found to be almost as accurate as arial photographs.⁵ Teachers commonly note that Eskimo children show an unusual ability to memorize visual patterns.

A number of psychological studies, comparing the figural abilities of Eskimos with those of other groups, support such anecdotal accounts. The pervasive problems of cross-cultural testing often lead to lower performance on standardized tests which are much lower than Eskimos' actual abilities. Nonetheless,

³E.S. Carpenter, "Space Concepts of the Aivilik Eskimos," Explorations, pp. 131-185, 1955.

⁴"Democrats Talk on Oil," Anchorage Daily Times, September 26, 1970.

⁵Carpenter, loc. cit.

a number of experiments suggest that Eskimos' perceptual abilities may be higher than or about as high as those of whites.⁶

These cognitive strengths may lead to success in certain occupations. Such skills are important in many areas in addition to mechanics. For example, high spatial and visualization abilities are important to pilots, a high demand occupation in the Arctic. High spatial abilities are also important in many advanced fields, such as mathematics and physics. It is possible that, after reaching a certain level of proficiency in English language skills, Eskimos could make significant contributions in these advanced fields. Yet, at the present time, Native students are systematically counseled away from scientific areas because counselors view such subjects as too difficult for them.

Teaching methods also need to be developed which build on Eskimos' frequent pattern of high visual abilities, low English language abilities. Teachers are often aware that Eskimo students have an "observational" learning style and place great emphasis on films and visual aids. However, mere visual emphasis is not enough and the wrong visual materials can actually interfere with learning. This interference occurs precisely because Native students are often so sensitive to visual detail. When students are shown a complicated picture, they may pick up not the central concept but rather the visual detail. By using abstract visuals, such as diagrams,

⁶See especially J.W. Berry, "Temne and Eskimo Perceptual Skills," Journal of International Psychology, 1., pp. 207-299, 1966. See also N. Forbes, Effects of Attitude and Intelligence Variables on the English Language Achievement of Alaskan Eskimo, Unpublished master's thesis, San Jose State, 1971.

the student who memorizes the visual pattern also memorizes the fundamental concept, not the minor detail.

Social Strengths

Native students also have many social strengths, which educational programs rarely take advantage of. Again, most of the available research has been done with Eskimos, but other Native groups have other types of social skills which should be examined and built upon.

A recent study⁷ of the self-concept of Eskimo adolescents suggests that students view themselves as strong in integrative social skills. On the Semantic Differential, Eskimo students rated themselves as above average on the characteristics of (1) friendly, (2) helpful, and (3) kind. On such qualities as (4) smart, (5) strong, and (6) good-looking they saw themselves as below average.

Most schools do not value and reward the friendly, helpful qualities which Eskimo students view as their area of particular strength. Rather, the social climate of schools tends to be individualistic and impersonal. In such a climate, Eskimo students often feel ill at ease and this anxiety may interfere with learning.

A number of studies have demonstrated the importance of a

⁷E. Benjamin, An Investigation of the Self-Concept of Alaskan Eskimo Adolescents in Four Different Secondary School Environments, Doctoral dissertation, Oregon State University.

warm instructional climate for Native students. Native students participate more in a classroom where they perceive the climate as warm.⁸ Native students receive higher scores on intelligence tests when the counselor behaves in a warm style.⁹ Native students also learn more when the instructor is warm.¹⁰

In planning educational programs for Native students, the psychological climate of the learning environment should be considered as important as the curriculum. If attention is not given to ways of creating warm learning atmospheres, the psychological climate will naturally tend toward the impersonal. This occurs because of the pervasiveness of bureaucratic organization in schools which creates impersonal, professional roles. Teachers often define "professionalism" as maintaining emotional distance from students.

There are many different ways to create the more personalized learning situation that is conducive to learning among Native children. One of the most important is a small school situation. In small groups, it is easier to develop friendly relationships.

⁸J.S. Kleinfeld, "Classroom Climate and the Verbal Participation of Indian and Eskimo Students in Integrated Classrooms," Journal of Educational Research, 1973, (forthcoming).

⁹J.S. Kleinfeld, "Effects of Nonverbally Communicated Personal Warmth on the Intelligence Test Performance of Indian and Eskimo Adolescents," Journal of Social Psychology, 1973, (forthcoming).

¹⁰J.S. Kleinfeld, "Effects of Nonverbal Warmth on the Learning of Eskimo and White Students," Journal of Social Psychology, 1973, (forthcoming).

Another is to define teachers' roles as including personal guidance as well as instruction in cognitive skills. The most successful educational programs for Native students tend to create small, friendly cohesive groups of teachers and students.

Educational Problems

The educational problems of Native children do not lie primarily in the area of academic skills. Unlike many teachers of other minority group children, teachers of Native students almost never say that their students are not smart. Quite the contrary, most teachers emphasize that their students are very smart but lack "motivation."

Achievement Levels

It is, of course, the case that Indian and Eskimo children are below national norms in academic achievement and require special assistance in this area. In the village elementary schools administered by the Division of State Operated Schools, students scored between 1.2 and 1.8 years below national norms. (See Table 1) The major areas of weakness were vocabulary, reading, and language abilities. Emphasis needs to be placed on language arts programs which raise students' achievement in these areas.

National norms should continue to be used as a standard through which to measure the school's progress in raising students'

achievement. But it is also important to note that Native students, unlike many other minority groups, are not showing a substantial decline in the number of grade levels that they are behind national norms as they progress through school. Over each year, Native students fall behind only .1 to .2 of a grade level. Their rate of progress, in short, is not very far below the rate of progress of most children.

At the high school level, village students vary widely in their achievement levels. In a recent study of reading achievement among 100 village students entering high school, for example, we found that 75% of the students were reading at the sixth grade or below. (See Table 2) However, some students were reading very close to grade level, even though they came from small, remote villages. These students very likely have unusually high levels of academic ability.

In providing for the majority of village students, it is very important not to ignore the needs of the academically gifted. From these academically talented students may come many of the highly trained Natives needed by regional corporations and other employers. Too often, both in urban high schools and in college, talented village Native students are assigned to "slow" sections or remedial courses automatically because they are Native. Attention needs to be given to developing educational programs for such academically talented students to enable them to realize their potential.

Table 1

Years Below Grade Level of Students from Village Schools (State Operated Schools Area)

The Iowa Tests of Basic Skills - October 1971

Grade	Vocabulary	Reading	Language Skills				Work-Study Skills			Arithmetic Skills			Composite		
			Spelling	Capitalization	Punctuation	Usage	TOTAL	Maps	Graphs	References	TOTAL	Concepts		Problems	TOTAL
4	1.3	1.3	.6	1.2	1.0	1.5	1.1	.9	1.1	.9	1.0	1.1	1.1	1.1	1.2
5	1.7	1.5	.8	1.3	.9	1.7	1.2	.9	1.0	1.1	1.0	1.1	1.2	1.1	1.3
6	1.8	1.6	.9	1.4	1.3	1.9	1.4	.9	1.3	1.5	1.2	1.6	1.4	1.5	1.5
7	2.0	1.7	1.0	1.3	1.4	2.1	1.4	1.3	1.5	1.2	1.4	1.6	1.8	1.7	1.7
8	2.2	2.0	1.1	1.4	1.7	2.0	1.6	1.1	1.6	1.7	1.4	2.0	1.9	1.9	1.8

-10-
Table 2

Reading Achievement Test Scores of
Entering Village Freshmen in the
Anchorage Boarding Home Program, Nome-Beltz
Regional School, and Bethel Regional School
California Achievement Test, 1971

	<u>N</u>	<u>%</u>
5th Grade or Below	45	45%
6th Grade	33	33%
7th Grade	15	15%
8th Grade	6	6%
9th Grade	1	1%
Total	<u>100</u>	<u>100%</u>

Identity Formation

The fundamental educational problems of Indian and Eskimo students appear to lie in the area of identity formation. Teachers are referring to this problem of lack of direction when they refer to Native students' major school difficulty as "motivation." Similarly, employers almost never say that Native workers lack the skills to do the job. Rather, they note that social and emotional problems impair job performance. Such problems often signal weak identity formation.

"Identity formation" is a concept that is misunderstood in Indian education. It is viewed much too narrowly as a sense of ethnic identity, a feeling of pride in being an Indian or an Eskimo. While this is one part of identity, it is a small part of it. Educational programs designed to build identity by focusing entirely on ethnic pride will not solve the problem.

Identity formation refers to the development of a unified set of values and directions that organize a life and give it meaning.¹¹ For Indian and Eskimo adolescents, identity formation is an especially difficult task. It is difficult, first of all, because traditionally self-made identities were not necessary. Adult roles were relatively fixed and assigned primarily by sex. It is difficult, second of all, because Indian and Eskimo adolescents confront a range of directions and values--traditional,

¹¹See Erik Erikson, Identity and the Life-Cycle, Psychological Issues, 1 (10), 1959, whole volume.

religious, mainstream western, countercultural western--that is much wider and more contradictory than the alternatives confronting most children. It is difficult, third of all, because during adolescence, the critical period for identity formation, most village children are taken away from the standards of their childhood and placed in western school situations where they confront not merely a different set of western values but rather value confusion. The school staff itself is divided between traditional and countercultural value orientations. Moreover, some teachers who go to the bush are trying to solve their own identity problems and can provide little stable guidance for students.

The ways in which school programs try to help students solve identity problems are ineffective. Most teachers tell students to "choose the best of both cultures." This piety is not much help because the values from which students must synthesize an organizational framework for their lives are often incompatible. To tell children to form an identity by "choosing the best of both cultures" makes about as much sense psychologically as telling children to communicate by "choosing the best of two languages."

Another way schools attempt to help Native students solve their identity problems is through Native heritage courses. At the elementary school level, such courses are often very successful. However, at the high school level, when students are struggling with identity problems, many village students question the relevance of some of aboriginal Native culture courses to their own lives.

The major exception is bilingual programs because high school students often see these courses as relevant to becoming a bilingual teacher. Native history and art courses are important. These courses have as much place and probably more place in the school curriculum as western history and art courses. But to expect Native history and art courses to solve Native students' identity problems is as reasonable as to expect western history and art courses to solve western students' identity problems.

Clues to how a school environment might be structured to help students resolve the problem of developing an organizing value framework for their lives are provided by certain parochial schools in Alaska. These schools frequently produce village student graduates with a strong sense of direction and a clear set of values. Parochial school graduates at the University of Alaska, even when they have very low academic ability levels, succeed more often than graduates of other types of high schools who have high ability levels. (See Table 3) Case studies of such students suggest that their unusual success stems in part from a sense of direction that leads to persistence in difficult situations.

Two factors seem critical to the effects of parochial schools on students. The first is intimate, extensive contact between teachers and students. At a school such as St. Mary's, for example, teachers live in the dormitories with students, organize extra-curricular activities, and are with students continually on evenings and in weekends. Much informal education occurs through such

Table 3

**FIRST ENROLLMENT SUCCESS RATES FOR
ALASKA NATIVE STUDENTS ENROLLED
AT THE UNIVERSITY OF ALASKA BY
TYPE OF HIGH SCHOOL AND ACT SCORES
1968-1972 (INCLUSIVE)**

School Type	Low ACT		Medium ACT		High ACT		Total	
	(N)	(Percent)	(N)	(Percent)	(N)	(Percent)	(N)	(Percent)
Public Native Majority	3/21	14%	21/58	36%	4/9	44%	28/88	32%
Public White Majority (no dormitory)								
Rural Background	2/7	29%	6/25	24%	2/4	50%	10/36	28%
Urban Background	1/6	17%	16/37	43%	9/16	56%	26/59	44%
Public Boarding School	0/9		9/44	20%	0/5		9/58	16%
Private Boarding School	7/12	58%	15/37	41%	4/5	80%	26/54	48%

This table is taken from K. Kohout and J. S. Kleinfeld, Alaska Natives in Higher Education, Institute of Social, Economic, and Government Research (forthcoming).

personal teacher-student contacts. Village students, for example, become aware of the similar identity problems teachers faced and how they resolved these issues.

Another important basis of the success of parochial schools is their emphasis on continuity between the values of the village and the values of the school. In part, this can occur in a parochial school because parents, students, and school staff share a common religious tradition. But many other ways these schools help students see continuity between village and western values can be used by public schools. For example, some village students view talking in class as showing off, a behavior traditionally disapproved of. The school staff at St. Mary's may explain that participating in class discussions is a way of contributing to the welfare of the group. Helping others is traditionally valued. Thus, rather than a clash between traditional and western values in class participation, the student sees value continuity.

Such personal relationships between teachers and students and such emphasis on value continuity can most easily be achieved in village schools. It is a serious educational mistake to send most village students away to high school at adolescence, the critical time for identity formation. In large high schools away from home, especially boarding schools, students have little informal contact with adults and are socialized primarily by confused peers. In large schools away from home, the school staff has little idea of the values and life style of the village and cannot show students value continuities. A small village

high school alone will not, of course, automatically have positive benefits. Teachers, if they wish, can be as impersonal and as insensitive to students' value orientations in a small village school as in a large school away from home. But small village high schools can more easily achieve personal teacher-student relationships and suggest value continuities.

Cultural Factors

The importance of cultural differences in designing educational programs for Native students is very much over-emphasized. Educators often miss the basic problems and the best solutions by expecting every educational issue involving Indian and Eskimo students to be explained by cultural differences and resolved by adapting the educational program to aboriginal culture. When I was in Bethel recently, for example, I listened to a boarding home program student complain that his Eskimo boarding home mother often picked on him for no reason at all. He also said she was depressed and nervous. While I wondered about such cultural factors as the effects of migration from a small village to a regional center, the Boarding Home Program co-ordinator, (who knew the boarding home mother), put a hand on the student's knee and said, "Oscar, have you ever heard of menopause?"

The point, of course, is that the explanation for problems involving Indians and Eskimos often lies not in cultural factors

but in common human problems. As Henry Stack Sullivan has said, "We are all more human than anything else." Cultural factors may color the particular problem, but if we look at these factors alone, we may miss the major problem for the detail. Yet, it is very tempting to do this because cultural factors are "interesting." Discussions of cultural influences lead to the publication of research studies and to large educational program grants. Discussions of cultural influences alone, however, may not lead to the solution of the fundamental educational problems of Indian and Eskimo students.

In any educational situation, many factors must be taken into account. The response of an Indian or Eskimo student to a particular type of teacher, for example, may be influenced in part by cultural factors. But it is also influenced by such factors as the religious influences in the village, the educational style of previous teachers, and the student's learning problems.

In planning educational programs, it may be far more productive to ask, first, what is the fundamental problem--lack of self-confidence, reading skills, weak identity? Only then is it important to ask how cultural as well as other factors shape this problem.

Drop-out

High drop-out among Indian and Eskimo students occurs primarily at the high school level, especially in high schools away from home.

In 1973, drop-out of students in the boarding home program averaged 16%, and drop-out of students in state operated dormitories averaged 36%. (See Table 4)

Drop-out figures alone, however, can be misleading. First, many students who drop-out of school during one school year re-enroll during later years. These figures, thus, do not show how many students permanently leave school.

Drop-out figures are also misleading unless transfer figures as well are considered. For example, in 1971-72, the drop-out rate of village students in urban boarding home programs was only 11%. The drop-out rate of students in rural boarding home programs was 15%. Does this mean that village students are slightly more satisfied in big cities? Not at all. In the big city programs 11% transferred; in the rural towns, 4% transferred. What was happening was merely that a village student unhappy in a big city was transferred to a rural town because the staff thought he might find it easier to adjust. But a student unhappy in a rural town was usually sent home because there was nowhere else to go.

Focusing exclusively on drop-out as an educational problem moreover, has negative effects on students. Since drop-out is the only way the success of the school, (and thus the performance of the staff), is measured, the staff is under pressure to produce the lowest possible drop-out figures. Students who are suffering severe emotional problems from being separated from

Table 4

Drop-Out and Transfer of Students
In State Boarding Home and Dormitory Programs 1971-1973

	Enrollment	Drop-Out		Transfer		Total Withdrawal	
		N	%	N	%	N	%
BOARDING HOME PROGRAMS							
1971-72							
Urban White Majority Towns	707	78	11%	79	11%	157	22%
Rural White Majority Towns	295	24	8%	34	12%	58	20%
Rural Native Majority Towns	286	43	15%	12	4%	55	19%
1972-73							
Urban White Majority Towns	554	87	16%	78	14%	65	30%
Rural White Majority Towns	236	36	15%	30	13%	66	28%
Rural Native Majority Towns	320	48	15%	27	8%	75	23%
Rural Native Majority Towns	320	48	15%	27	8%	75	23%
DORMITORY PROGRAMS*							
1971-72							
Kodiak Aleutian Dormitory	249	39	16%	40	16%	79	32%
Beltz Dormitory	187	5	3%	18	10%	23	12%
1972-73							
Bethel Dormitory	205	87	42%	27	13%	114	56%
Kodial-Aleutian Dormitory	73	22	30%	14	19%	36	49%
Beltz Dormitory	173	52	30%	15	9%	67	39%

*Includes students who transfer to dormitory programs..

their families are kept at the school or merely transferred to a different school when it would be in their best interests to go home. Indeed, some students away at high school purposefully get into serious trouble so they will be sent home when their previous requests to go home are ignored.

In sum, while drop-out is a problem, emphasis on drop-out figures alone diverts attention from anything else that happens to students in a school except whether their bodies are still there. Drop-out figures are emphasized in part because, if students are not in school they are not learning academic skills and, in part because these figures are easy to obtain. But it is of the greatest importance to evaluate schools by many other measures than drop-out rates. The effects of the school program on mental health, academic progress, and the success of graduates in adult life also should be examined.

Transfer

While attention is paid exclusively to the problem of dropping out, transferring from high school to high school is also a common and serious problem. Of course, in some circumstances, it is quite desirable for a student to transfer from a high school where he is dissatisfied to a school which might have a better program for him. What is psychologically damaging, however, is the common practice of transferring to a different school almost every school

year and even within a school year as well. Many students have told us that they "tried out Anchorage this year and it was okay. Covenant was better. Next year I'm going to see what Edgecumbe is like. See you."

This practice of continual transferring may produce personality disorder. Psychiatrists who have studied extensively among Indian students in boarding schools call this condition "psychosocial nomadism." When students repeatedly transfer to different schools, they experience constant change in the people who are meaningful figures in their lives. With each transfer, the child must form new relationships with new people who have different standards and expectations for him. Always a stranger in a strange land, the student never feels in control of his world. As Krush puts it:¹²

Frequency of movement and the necessity to conform to changing standards can only lead to confusion and disorganization of the child's personality. The frequency of movement further interferes with and discourages the development of lasting relations in which love and concern can permit adequate maturation.

Such practices as yearly transfers are encouraged by the lack of co-ordination between Bureau of Indian Affairs, the state Division of Regional Schools and Boarding Home Program, and Alaska's private high schools. Students transfer from one agency to the next

¹²T.P. Krush, J.W. Bjork, M.S.W., P.S. Sindell, and J. Nelle, "Some Thoughts on the Formation of Personality Disorder: Study of an Indian Boarding School Population," American Journal of Psychiatry, 122:8, pp. 868-875, February 1966.

without anyone responsible for considering what their problems are and the most appropriate programs for them. Means of coordinating the different agencies involved in rural secondary school education need to be considered.

Success in Higher Education

The formation of regional and village corporations through the Land Claims Settlement has generated high demand for trained Natives in professional occupations. Very conservative manpower estimates indicate that by Fiscal Year 1978, at least 400-600 professional, technical, and clerical personnel will be needed by these corporations.¹³

The present rate of Native college graduates is far short of the demand both from Native corporations and government and private businesses. Over the last four years, only from 18 to 23 Natives per year have graduated with four-year degrees.

(See Table 5)

Over the last ten years, the numbers of Alaska Natives entering and succeeding in college has substantially increased.¹⁴ Moreover, the greatest increase had been in those Natives at the most educationally disadvantage, rural Native with low levels of academic

¹³J. Kleinfeld, P. Jones, and R. Evans, Land Claims and Native Manpower, Alaska Native Foundation, Institute of Social, Economic and Government Research, 1973.

¹⁴K. Kohout and J.S. Kleinfeld, Ibid.

skills. However, the proportion of Natives succeeding in college is still far below that of non-Natives. Indeed, during 1971-72, the success rate of Native students at the University of Alaska was half that of non-Natives. (See Table 6) The greatest gap between Native and non-Native success occurs among high academic ability students. The college success of Native students with high levels of academic skills, at least at the University of Alaska, has shown no improvement over the last ten years. This suggests the importance of non-academic factors such as the drive and persistence that occurs through strong identity formation to college success.

Much attention has been given to adapting Alaska college programs to the academic ability levels of Native students. For example, the University of Alaska has established special freshman courses designed to improve students' language skills and understanding of the expectations and structure of college courses.

The area in which much improvement is still needed is the college social environment. For example, placing Native students in large, impersonal dormitories, where no one knows if they stay in their room and do not attend classes, may not be as desirable as placing Native students in small dormitories where people know each other. Much attention also needs to be given to the possible functions of social organizations in creating a college climate which supports academic achievement.

Table 5

ALASKA NATIVES RECEIVING HIGHER EDUCATION DEGREES AT COLLEGES IN ALASKA AND IN OTHER STATES (1967-1972)					
Type of Degree	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972
4-year degree	5	23	18	21	22
2-year degree	6	3	4	12	13
Total	11	26	22	33	35

*Coverage outside Alaska was incomplete so this table underestimates the number of Native graduates. Since most Natives attend college within Alaska, the error should not be substantial.

This table is taken from K. Kohout and J. S. Kleinfeld, Alaska Natives in Higher Education, Institute of Social, Economic, and Government Research, 1973, (forthcoming).

Table 5

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Table 6

COMPARISON OF FIRST ENROLLMENT SUCCESS RATES* AT THE UNIVERSITY OF ALASKA, FAIRBANKS, 1971-1972 FOR ALASKA NATIVE AND NON-NATIVE STUDENTS BY ACT GROUP					
ACT Group	Alaska Native Students		Non-Native Students		
	N	%	N	%	
High (21+)	6/12	50%	202/250	81%	
Medium (11-20)	21/56	38%	106/166	64%	
Low (0-10)	11/29	38%	7/16	44%	
All Students**	40/105	38%	347/486	71%	

*Success was determined by achievement of a college G.P.A. of 2.00 or better while averaging 7.5 or more completed credits per session completed during first enrollment.

**Includes students for whom no ACT scores are available.

This table is taken from K. Kohout and J. S. Kleinfeld, Alaska Natives in Higher Education, Institute of Social, Economic, and Government Research, 1973, (forthcoming).

Institutional Impact

Very little research has been done in Alaska on the relative effectiveness of different types of educational institutions on the success of Indian and Eskimo students. Evaluations of the effects of different types of educational environments is important in determining policy directions. Such studies, however, need to consider not merely what type of agency--the state of Alaska, the Bureau of Indian Affairs, or Native organizations--control the school. Such studies must also consider specifically how the particular educational environments differ and through what processes these different environments influence students.

Comparison has been made of the relative effectiveness of different types of high schools on Native students' college success. Methodological problems, such as differences between entering students, make conclusions tentative. However, this study does suggest that attending integrated schools leads to no higher college success for Native students than attending all-Native schools.¹⁵ Integrated schools also appear to provide no advantage in achievement gains for Native students.¹⁶

¹⁵Kohout and Kleinfeld, Ibid.

¹⁶W. Bass, An Analysis of Academic Achievement of Indian High School Students in Federal and Public Schools, Albuquerque, New Mexico, 1971. This study involved primarily outside Indian but also Alaska Native students.

While differences must be viewed with caution because of student selectivity, it is of interest that parochial boarding schools in Alaska have the highest rate of college entrance and success of Native graduates while public boarding schools are least successful.¹⁷

Case studies of graduates from these two types of schools suggest that the public boarding schools socialize students into dependent, passive ways of behaving that are self-defeating outside of the boarding school environment. Parochial boarding schools, with their educational emphasis on character development, tend to produce students with strong identities who are much more successful.

Conclusion

The central problems of Indian and Eskimo students occur at the secondary school and college levels. While academic achievement levels below national norms do cause students difficulty, the fundamental issues appear to lie in the area of strong identity formation. Almost never do teachers or employers say that Native students do not succeed because they lacked the necessary cognitive or academic abilities. Rather, when Native students do not succeed, it appears to be because they lack a sense of direction and purpose which leaves them vulnerable to negative social influences. Educational

¹⁷Kohout and Kleinfeld, op. cit.

environments need to be designed which create strong identities. But strong identities mean more than a sense of pride in being an Indian or Eskimo, as important as this is. Strong identity means the development of unified values that organize one's life and give it meaning.

APPENDIX D

ALASKAN NATIVE SCHOOL ENROLLMENTS, BIA, STATE, PRIVATE
[1973]

TOTAL SCHOOL ENROLLMENTS, ELEMENTARY AND SECONDARY

STATE OF ALASKA, DEPARTMENT OF EDUCATION, ENROLLMENT BY ETHNIC GROUP,
SUMMARY

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS, FINAL SCHOOL
REPORTS, 1972-73

PRIVATE AND DENOMINATIONAL SCHOOLS, LOCATIONS, AND NATIVE ENROLLMENTS

UNITED STATES GOVERNMENT

Memorandum

BUREAU OF INDIAN AFFAIRS
RECEIVED

JUL 10 1973

TO : Chief, Division of Evaluation & Program Review

DATE: JUL 10 1973
DIVISION OF PROGRAM REVIEW
& EVALUATION

FROM : Educational Planning & Development

INDIAN EDUCATION RESOURCES CENTER

SUBJECT: Alaskan Native Student School Enrollment Data

The following information is submitted for use in Project ANNA:

	Elem.	H.S.	Total
Public Schools	12,118	3,770	15,888
Private & Denominat.	91	331	422
Bureau of Indian Aff.	5,140	715	5,855
Total	17,349	4,816	22,165



5010-109

Information was obtained from the State of Alaska Department of Education and the files of the Bureau of Indian Affairs.

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

W. Burnett

State of Alaska
Department of Education
Enrollment by Ethnic Group
SUMMARY

Alaska Native Enrollment
and Graduates
1972-73

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
WISIRICIS	5662	3637	883	10182	383	31029	20741	1482	1121	64,555
NOME-BELIZ	-	236	17	253	27	-	48	-	-	301
STATE OPERATED SCHOOLS										
Rural	4298	825	354	5477	110	1382	453	61	12	7,385
On-Base	28	52	-	80	2	6063	2036	925	232	9,341
SOS Total	4326	877	354	5557	112	7450	2489	986	244	16,726
TOTAL PUBLIC	9988	4750	1254	15992	522	38479	23278	2468	1365	81,582
PRIVATE AND DENOMINATIONAL										
	69	245	79	393	58	893	165	39	4	1,494
STATE TOTAL	10057	4995	1333	16385	580	39372	23443	2507	1369	83,076

*Alaska Native Enrollment and Graduates
1972-73

State of Alaska
Department of Education
Enrollment by Ethnic Group

DISTRICT SCHOOLS

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Fined Enrollment
Anchorage	1,333	999	270	2,542	87	16,394	11,974	1,025	813	32,749
Harrow-North Slope	79	63	-	142	-	1	-	-	-	143
Bristol Bay	87	85	-	172	8	56	51	-	-	279
Cordova	88	68	1	157	13	197	147	8	9	518
Craig	3	64	29	96	3	46	16	-	-	158
Oillingham	129	128	32	289	36	43	30	-	-	362
Fairbanks	497	298	80	875	19	3,817	2,907	225	166	7,990
Haines	56	24	34	114	4	256	86	-	-	456
Hoonah	136	120	-	256	17	28	12	-	-	286
Hydaburg	46	11	-	57	-	5	-	-	-	52
Juneau	465	268	82	815	12	2,093	1,265	55	54	4,282
Kake	67	31	37	135	-	31	5	2	-	173
Kenai	446	189	2	637	36	2,801	1,046	23	9	4,516
Ketchikan	434	348	3	785	44	1,086	988	29	13	2,901
King Cove	59	23	-	82	-	3	3	-	-	88
Klanlock	7	-	58	65	-	3	-	-	-	68
Kodiak	455	220	72	747	33	922	512	45	13	2,239

*Alaska Native Enrollment
and Graduates
1972-73

State of Alaska
Department of Education
Enrollment by Ethnic Group

School	Elem.*	Sec.*	Ungraded	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Marasmuske-Susitna	113	49	9	171	8	1,513	662	32	12	2,350
Nenana	48	34	7	39	6	73	42	1	3	208
Nome	346	110	13	469	-	73	19	4	1	565
Pelican	19	9	-	28	3	18	4	-	-	50
Petersburg	120	22	-	142	3	361	138	7	1	549
Sitka	425	258	23	706	23	586	447	14	16	77,769
Skagway	7	8	-	15	1	93	91	-	-	199
St. Mary's	14	-	94	108	-	-	-	1	-	109
Unalaska	37	34	-	71	5	25	13	2	2	113
Valdez	19	7	30	56	1	170	82	1	-	309
Wrangell	90	63	7	150	15	295	138	7	7	607
Yakutat	37	28	-	65	6	40	23	-	-	128
Dillingham Foreign Studies	-	136	-	136	-	-	40	-	2	173
TOTAL	5,662	3,637	,883	10,182	383	10,182	20,741	1,482	1,121	64,555
None-Beitz Regional High	-	236	17	253	27	-	48	-	-	301

*Alaska Native Enrollment
and Graduates

State of Alaska
Department of Education
Enrollment by Ethnic Group
State Operated - RURAL SCHOOLS

School	Elem. #	Sec. #	Ungraded*	Grand Total*	H.S. Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Akutan	19	-	-	19	-	-	-	-	-	19
Alcantre	6	8	-	14	-	8	9	-	1	32
Aleknagik	23	-	-	23	-	7	-	-	-	30
Allakaket	45	-	-	45	-	-	-	-	-	45
Ambler	52	-	-	52	-	-	-	-	-	52
Anderson Village	7	1	-	8	-	86	14	13	1	122
Angoon	106	-	-	106	-	2	-	-	-	108
Aniak	57	6	-	63	-	4	-	-	-	67
Annetta	5	-	-	5	-	119	-	3	-	127
Anvik	26	-	-	26	-	3	-	-	-	29
Arctic Village	39	-	-	39	-	-	-	1	-	40
Atkas	18	-	-	18	-	3	-	-	-	21
Atmeutiuk	43	-	2	45	-	-	-	-	-	45
Balkofski	14	-	-	14	-	-	-	-	-	14
Bethel	624	282	34	940	47	45	30	-	-	1015
Betties Field	7	-	-	7	-	6	-	-	-	13
Birch Creek	15	-	-	15	-	-	-	-	-	15

*Alaska Native Enrollment
and Graduates

State of Alaska
Department of Education
Enrollment by Ethnic Group

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Brown's Court	—	—	—	—	—	12	—	—	—	12
Buckland	36	—	—	36	—	—	—	—	—	36
Canwell	12	—	—	12	—	20	1	—	—	33
Cape Pole	4	—	—	4	—	20	5	1	1	31
Chalkyitsik	29	—	—	29	—	—	—	—	—	29
Chignik	21	—	—	21	—	—	—	—	—	21
Chignik Lagoon	15	3	—	18	—	—	—	—	—	18
Chignik Lake	38	—	—	38	—	—	—	—	—	38
Chistochina	8	—	—	8	—	10	—	—	—	18
Cnyatnbeluk	44	—	1	45	—	—	—	—	—	45
Circle	13	—	—	13	—	1	—	—	—	14
Clark's Point	22	—	—	22	—	—	—	—	—	22
Coffman Cove	—	—	—	—	—	36	—	—	—	36
Cold Bay	2	1	—	3	—	14	3	—	—	20
Copper Center	16	—	—	16	—	11	—	—	—	27
Crooked Creek	34	—	—	34	—	3	—	—	—	37
Deering	25	—	—	25	—	—	—	—	—	25

*Alaska Native Enrollment
and Graduates

State of Alaska
Department of Education
Enrollment by Ethnic Group

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.** Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Delta Junction	16	22	—	38	2	205	154	6	7	411
Dot Lake	8	—	—	8	—	—	—	—	—	8
Eagle	8	—	—	8	—	10	—	—	—	18
Egegik	33	—	—	33	—	1	—	—	—	34
Eruk	12	—	—	12	—	—	—	—	—	12
Elkvik	28	—	—	28	—	—	—	—	—	28
El Capitán	5	—	—	5	—	11	—	—	—	16
False Pass	14	—	—	14	—	—	—	—	—	14
Fort Yukon	128	45	—	174	13	17	1	—	—	192
Fortuna Ledge	42	—	—	42	—	—	—	—	—	42
Gakona	15	—	—	15	—	11	—	—	—	26
Galená	60	54	—	114	—	12	1	—	—	127
Gildersleeve	—	—	—	—	—	11	—	—	—	11
Glennallen	34	24	—	58	3	146	112	3	—	319
Gustavus	1	—	—	1	—	7	2	—	—	10
Happy Harbor	—	—	—	—	—	2	2	—	—	4
Holy Cross	60	—	—	60	—	1	—	—	—	61

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enroll
Hughes	24	-	-	24	-	-	-	-	-	24
Huslia	49	-	-	49	-	1	-	-	-	50
Igiugig	11	3	-	14	-	-	-	-	-	14
Island Enterprises	3	-	-	3	-	8	-	-	-	11
Ivanof Bay	9	-	-	9	-	-	-	-	-	9
Kartag	65	-	-	65	-	1	-	-	-	66
Kenny Lake	24	-	-	24	-	53	-	-	-	77
Kivolina	57	10	-	67	-	-	-	-	-	67
Koyuk	16	-	-	16	-	-	-	-	-	16
Kotchanok Bay	28	-	-	28	-	-	-	-	-	28
Koliganek	40	-	3	43	-	-	-	-	-	43
Kongiganek	76	-	-	76	-	-	-	-	-	76
Koyuk	33	-	6	39	-	-	-	-	-	39
Koyukuk	45	-	-	45	-	-	-	-	-	45
Levelock	28	-	-	28	-	-	-	-	-	28
McGrath	49	21	-	70	8	25	5	5	-	105
Manley Hot Springs	8	-	-	8	-	2	-	-	-	10

*Alaska Native Enrollment
and Graduates

State of Alaska
Department of Education
Enrollment by Ethnic Group

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S. x Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollmen
Mamokotak	82	-	-	82	-	2	-	-	-	84
Mentaster Lake	18	-	-	18	-	-	-	-	-	18
Metlakatle	181	106	-	287	17	22	12	22	-	343
Minto	45	-	-	45	-	-	-	-	-	45
Nelson Lagoon	9	-	-	9	-	-	-	-	-	9
Neshalen	34	-	-	34	-	5	-	-	-	39
New Stuyahok	-	-	75	75	-	-	-	-	-	75
Nikolai	30	-	-	30	-	-	-	-	-	30
Nikolski	9	-	-	9	-	-	-	-	-	9
Noatak	85	-	-	85	-	2	-	-	-	87
Nondalton	63	7	-	70	-	2	2	-	-	74
Noorvik*	16	7	134	157	-	2	-	-	-	159
North Aleknagik	14	-	-	14	-	-	-	-	-	14
Northway	60	-	-	60	-	24	-	2	-	36
Nulato	103	25	-	128	-	-	-	-	-	128
Ongsenakale	22	-	-	22	-	-	-	-	-	22
Pedro Bay	7	-	-	7	-	-	-	-	-	7

School	Elem.*	Sec.*	Ungraded*	Grand Total*	H.S.* Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Perryville	18	-	-	18	-	-	-	-	-	18
Pilot Point	16	-	-	16	-	2	-	-	-	18
Pitker's Point	23	-	-	23	-	-	-	-	-	23
Platinum	24	-	-	24	-	1	-	-	-	25
Poxson	3	-	-	3	-	5	1	-	-	9
Port Alice	-	-	-	-	-	10	-	-	-	10
Port Healden	22	-	-	22	-	-	-	-	-	22
Rampart	-	-	12	12	-	-	-	-	-	12
Red Devil	14	-	-	14	-	-	-	-	-	14
Ruby	27	-	-	27	-	13	-	-	-	40
Russian Mission	25	-	-	25	-	2	-	-	-	27
St. George Island	44	-	-	44	-	1	-	-	-	45
St. John's Harbor	-	-	-	-	-	17	-	-	-	17
St. Paul Island	121	-	-	121	-	3	-	-	-	124
Sand Point	89	27	-	116	-	10	3	3	1	133
Selavik	138	31	-	169	-	2	-	-	-	171
Shishmaref	-	-	87	87	-	-	-	-	-	87

*Alaska Native Enrollment
and Graduates

State of Alaska
Department of Education
Enrollment by Ethnic Group

School	Elem.*	Sec. #	Ungraded*	Grand Total*	H.S. * Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollme.
Shunagak	53	-	-	53	-	2	-	-	-	55
Sleefmute	31	-	-	31	-	-	-	-	-	31
Stevens Village	11	-	-	11	-	3	-	-	-	14
Stony River	13	-	-	13	-	-	-	-	-	13
Sunrise Creek	-	-	-	-	-	12	-	-	-	12
Takotna	8	-	-	8	-	5	-	-	-	13
Tanacross	9	-	-	9	-	-	-	-	-	9
Tanana	104	60	-	164	20	9	2	-	-	175
Tatitlek	20	3	-	23	-	1	-	-	-	24
Teller	46	-	-	46	-	3	-	-	-	49
Tenekee	-	-	-	-	-	6	-	-	-	6
Thorne Bay	3	2	-	5	-	67	21	-	-	93
Togiak	93	46	-	139	-	-	-	-	-	139
Tok	25	22	-	47	-	90	34	-	-	171
Tri-Valley	9	8	-	17	-	85	39	2	1	144
Tuxekant	-	-	-	-	-	10	-	-	-	10
Twin Hills	25	-	-	25	-	-	-	-	-	25

School	Elem.*	Sec.*	Ungraded	Grand Total*	H.S. Graduates	Caucasian Elem.	Caucasian H.S.	Other Elem.	Other H.S.	Final Enrollment
Alaska Christian *	6	-	1	7	-	11	-	-	-	18
Anchorage SCA	1	1	-	2	-	44	12	2	-	60
Bloom SDA	-	-	-	-	-	9	-	-	-	9
Covenant High	-	82	-	82	13	-	13	-	-	95
Dillingham SDA *	2	-	-	2	-	12	-	-	-	14
Fairbanks SDA	1	-	-	1	-	6	-	1	-	21
Holy Name	18	-	-	18	-	99	-	13	-	130
Immaculate Conception	11	-	-	11	-	220	-	3	-	234
Juneau SDA	-	-	-	-	-	16	-	-	-	16
Ketchikan SDA	1	-	-	1	-	14	-	1	-	16
Verenuskor Valley SDA	4	-	-	4	-	27	-	-	-	31
Monroe High	-	29	-	29	2	-	113	-	3	145
Yoravon Childrens Home	8	-	-	8	-	1	-	-	-	9
Mt. McKinley Kindergarten	-	-	-	-	-	4	-	-	-	4
St. Mary's (Kodiak)	5	-	-	5	-	67	12	1	1	86
St. Mary's Mission (High)	-	104	74	178	32	-	-	-	-	178
Sitka SDA	6	-	-	6	-	5	-	-	-	11

TOTAL ENROLLMENT IN BUREAU OF INDIAN AFFAIRS SCHOOLS
 Taken from School Reports, School Year 1972-1973

SCHOOL	Total Elem.											Total HS			Total Elem. & HS				
	K	B	1	2	3	4	5	6	7	8	U	10	11	12		U	N	M	N
Akinchak			20	13	9	14	8	5	9	7									85
Ariak			5	5	3	3	4	3	0	0									31
Alokanuk			39	21	8	15	10	10	14	8									125
Barrow	55		125	49	63	73	50	48	62	16	6	606	32						639
Barter Island			11	12	5	1	5	4	4	4									46
Beaver			8	2	2	4	6	5	3	3									53
Brevig Mission			4	8	6	6	8	4	7	5									48
Chefernak			11	6	4	7	6	1	9	1									46
Chovak	15		25	16	11	15	17	15	17	1									142
Dionede			10	5	1	3	3	4	5	1									35
Eek			10	5	12	4	6	6	5	4	2								54
Elm			3	5	8	6	5	8	2	9									40
Emmenak	14		34	17	20	16	13	11	19	18									162
Cambell			21	8	9	12	12	12	11	4									80
Qelovin			6	3	3	4	4	4	1	4									29
Coodacus Bay			21	7	10	8	6	8	3	6									69
Ungwiling			9	4	4	8	4	10	3	1									46
Hooner Bay	13		39	25	22	23	20	22	14	13		196			15				211

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

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

School	Total Elem											TOTAL HS			TOTAL ELEM & HS							
	K	S	1	2	3	4	5	6	8	U	NN	9	10	11	12	N	M	NN	N	HS	NN	
Kalskak	2			4	4	5	10	5	2													40
Kasigluk				15	9	10	10	8	9													81
Kiona				18	5	14	8	7	8													78
Kinnuk	12			25	10	13	16	11	11													121
Klukvan				4	0	4	2	3	0													20
Koclik	14			11	7	4	12	12	10													87
Korzebuc	39			47	61	72	55	62	53													607
Kvothuk	14			20	12	16	16	9	13													114
Migillingok				17	6	4	6	6	6													55
Lower Kalskak				17	6	12	4	10	2													51
Iekeryuk				16	5	9	9	7	9													90
Mt. Village	17			38	16	18	13	18	12													159
Ienakik				14	12	11	5	9	12													73
Ienaskiak				19	9	7	9	5	8													65
Ievtak	6			6	5	8	4	9	0													50
Mglunnte				5	0	3	0	1	2													13
Mitchuk				21	9	10	10	13	11													105
Iscarville				5	0	0	2	3	1													14

n-Active students are not shown except where noted.

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

School	K	B	1	2	3	4	5	6	7	8	Total Elem				11	12	TOTAL HS	TOTAL ELE & HS
											U	N	M	N				
Pilot Station			19	12	8	6	11	9	5	7	1							78
Quinhagak			37	13	8	12	9	8	6	12	4							109
St. Michael			11	2	9	10	8	7	4	6								57
Saveenga			29	9	10	15	9	15	11	9		107	16	4	1	21		128
Scornon Bay			12	8	7	7	4	10	0	8								56
Shagoiuk			12	5	6	3	5	4	6	3								44
Shaktoolik			5	6	2	3	5	5	5	5								36
Sheldon Point			10	9	1	8	2	2	1	3								40
Stebbins			16	10	4	4	1	7	7	7								56
Taelin			5	3	6	3	2	3	6	3								25
Teknock Bay		16	10	8	8	9	6	9	5	5	9							85
Tulukak			12	6	4	4	4	5	4	4								43
Tunatuliak			21	4	9	8	7	6	3	1								59
Tunurak		7	4	10	9	25	8	7	7	5								82
Unalakleet		10	6	10	10	17	16	11	18	16								114
Yeneric			4	2	5	2	1	2	3	1								20
Wainwright			24	12	12	17	10	14	15	9								113
Grand Total	218	16	940	517	558	566	502	473	460	400	41	32	115	49	26	14	13	4895

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

School	K	B	1	2	3	4	5	6	7	8	Total Elem				TOTAL HS & HS									
											U	N	MN	0	10	11	12	TOTAL HS	N	MN	W			
Wrange											137											137		
Mt. Edgecumbe																							343	
Chenaka																								
Chillico																								
Haskell																								
Grand Total											137													480



PRIVATE AND DENOMINATIONAL SCHOOLS AND LOCATION

Alaska Christian	Homer
All Saints Tuller	Anchorage
A.M. Play School	Anchorage
Anchorage Lutheran	Anchorage
Anchorage SDA	Anchorage
Bloom SDA	Ketchikan (Logging Camp)
Bristol Bay Mission	Aleknagik
Catholic Jr. High	Anchorage
Copper Valley	Glennallen
Covenant High	Unalakleet
Dillingham SDA	Dillingham
Fairbanks Montessori	Fairbanks
Fairbanks SDA	Fairbanks
First Baptist Kindergarten	Soldotna
Friends High	Kotzebue
Hubbard Memorial	Anchorage
Holy Cross	Holy Cross
Holy Rosary	Dillingham
Holy Name	Ketchikan
Immaculate Conception	Fairbanks
Juneau SDA	Juneau
Kenai Kindergarten	Kenai
Ketchikan SDA	Ketchikan
Matanuska SDA	Palmer
Mt. McKinley Kindergarten	Anchorage
Monroe High	Fairbanks
Moore's Private	Anchorage
Moravian Children's Home	Kwethluk
Our Lady of the Snows	Nulato
St. Ann's	Juneau
St. Mary's	Kodiak
St. Mary's Mission	St. Mary's
St. Stephens	Ft. Yukon
Sheldon Jackson	Sitka
Sitka SDA	Sitka
Soul Harvest	Anchorage
Tom Thumb	Anchorage
Vank Island	Wrangell
Victory High	Palmer
Wrangell SDA	Wrangell
Willow Ptarmigan	College

Private and Denominational Schools
 NATIVE ENROLLMENTS 1962-63 to 1972-73

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73*
	Elem. Sec. Elem.										
Aleska Christian	14	-	8	-	16	-	14	-	10	-	10
Anchorage Lutheran	-	-	-	-	-	-	-	-	-	-	-
All Saints Tullier	-	-	-	-	-	-	-	-	-	-	-
A.M. Play School	-	-	-	-	-	-	-	-	-	-	-
Anchorage SDA	3	-	4	-	-	5	6	8	4	1	1
Bloom SDA	-	-	-	-	-	-	-	-	-	-	-
Bristol Bay Mission	20	3	34	5	30	4	30	14	20	9	22
1	3	1	-	-	-	-	-	-	-	-	-
Catholic Jr. High	26	30	25	56	14	73	110	8	76	61	83
Cooper Valley	-	22	-	27	-	36	49	2	48	58	63
Covenant High	3	-	2	1	-	-	-	2	-	2	-
Dillingham SDA	-	-	-	-	-	-	-	-	-	-	-
Fairbanks Montessori	-	-	-	-	-	-	-	-	-	-	-
Fairbanks SDA	1	-	-	-	4	-	2	-	2	4	3
First Baptist Kogn.	-	-	-	-	-	-	-	-	-	-	-
Friends High	-	19	-	-	-	11	-	-	-	-	-
Halewood Memorial	-	-	-	-	-	-	-	-	-	-	-
Holy Cross	81	14	76	-	-	69	-	59	70	-	64
Holy Name	-	-	-	10	-	10	-	10	8	-	11
Holy Rosary	24	-	21	-	46	-	-	-	-	-	-
Immaculate Conception	1	-	1	-	-	2	-	2	-	-	-
Juneau SDA	3	-	-	-	-	2	-	9	7	1	8
Kapal Kogn.	-	-	-	-	-	-	-	-	-	-	-
Ketchikan SDA	4	-	5	-	-	10	-	5	4	-	2
Marionette SDA	3	-	3	-	-	-	-	-	-	-	-
Mt. McKinley	-	-	-	-	-	-	-	-	-	-	-
Monroe High	1	-	-	-	-	3	-	1	2	1	4
Moore's Private	-	-	-	-	-	-	-	-	-	-	-
Mr. Prevan Children's H.	37	2	38	3	37	1	39	3	32	4	41
Our Lady of the Snows	84	-	93	-	103	-	107	-	108	-	101
St. Ann's	31	-	26	-	22	-	25	-	23	-	-
St. Mary's (Roodlak)	-	-	-	-	-	-	-	-	-	-	-
St. Mary's Mission	143	75	132	70	115	124	102	135	108	132	105
St. Stephens	-	-	-	-	-	-	-	-	-	-	-
Sheldon Jackson	-	97	-	102	-	66	-	89	-	39	-
Sitka SDA	3	-	8	-	-	3	-	6	-	11	-
Seal Harvest	-	-	-	-	-	-	-	-	-	-	-



	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73*
	Elem. Sec. Elem.	Sec. Elem.									
Tom Thumb	-	3	-	1	3	5	6	6	13	-	-
Vank Island	-	-	-	-	-	-	-	-	-	-	-
Victory High	13	10	13	20	26	28	30	34	38	-	39
Wrangell SDA	-	-	-	-	-	-	-	-	-	-	-
Willow Ptarmigan	-	-	-	-	-	-	-	-	-	-	-

*Figures not available at present

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
Bank Island	-	-	-	-	-	-	-	-	-	-	-
Victory High	-	1	-	8	2	4	-	3	-	-	-
Wrangell SDA	-	-	-	-	-	1	-	-	-	-	-
Willow Ptarmigan	-	-	-	-	-	-	-	-	-	-	-

* Estimated

FINAL EXPENSES - PRIVATE and DENOMINATIONAL SCHOOLS
1962-63 to 1972-73

Yr
of
1962-63 to 1972-73

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
2.98 Alaska Christian	17	19	19	26	21	20	9	11	10	26	16
- A.M. Pler School	14	closed	-	-	-	-	-	-	-	-	-
60.93 Anchorage SDA	38	42	40	39	34	34	46	42	50	61	61
- Anchorage Lutheran	-	27	18	34	30	39	closed	-	-	-	-
- All Saints Teller	-	-	-	-	-	46	30	51	23	closed	-
- Bristol Bay Mission	28	43	48	43	53	35	38	34	closed	-	-
150.00 Bloom Logging Camp	-	-	4	8	11	7	6	7	10	8	10
- Catholic Jr. High	228	224	352	273	327	name changed to Hubbard Memorial	-	-	-	-	-
- Cooper Valley	149	165	142	148	145	142	137	120	74	closed	-
282-62 Covenant High	26	30	42	50	54	64	69	61	76	76	102
- Hubbard Memorial	-	-	-	-	-	112	167	closed	-	-	-
- Fairbanks Methodist	-	-	-	-	-	41	15	no reports received	-	-	-
(33.12) Cillingham SDA	32	32	16	12	21	18	12	24	17	12	12
(57.14) Fairbanks SDA	21	15	20	22	30	19	28	27	27	9	9
- Friends High	25	19	15	closed	-	-	-	-	-	-	-
- First Baptist Kogn.	-	-	5	7	16	18	14	closed	-	-	-
- Holy Cross Mission	96	76	81	65	69	70	64	State assumed operation	-	-	-
- Holy Rosary	24	21	45	42	closed	-	-	-	-	-	-
193.75 Holy Mary	-	-	-	48	71	95	65	113	123	142	141
(25.40) Immaculate Conception	311	332	311	300	299	251	250	217	225	215	232
(26.67) Jureau SDA	15	13	13	18	27	23	22	22	13	11	11
- Kana Kindergarten	-	-	-	-	21	closed	-	-	-	-	-
(44.44) Pitkin SDA	27	44	31	40	31	31	23	19	12	15	15
14.66 Maranatha SDA	12	5	4	8	7	13	8	9	18	23	25
54.08 Marce High	98	125	141	124	128	116	120	139	144	142	151

inc. or (Dec.)	1982-83	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
-	35	55	73	44	68	24	closed	-	-	-	-
(20.00)	-	-	-	-	-	25	11	2	closed	6	5
(30.92)	42	41	40	40	44	37	42	41	35	35	25
-	84	93	103	103	107	108	101	school operated by State - Nulato	-	-	-
-	210	204	202	199	149	135	closed	-	-	-	-
(10.91)	220	199	150	225	243	238	252	241	160	175	195
(13.63)	54	99	96	98	97	74	73	78	92	101	61
-	15	16	16	closed	-	-	-	-	-	-	-
-	116	138	129	104	59	-	-	-	-	-	-
(15.38)	13	16	11	12	13	13	19	13	15	10	11
-	-	-	-	-	-	-	-	-	15	18	21
243.06	104	128	148	239	243	262	252	309	351	349	362
-	-	-	-	7	5	5	4	closed	-	-	-
-	4	closed	-	-	-	-	-	-	-	-	-
115.75	15	12	16	22	27	30	35	38	47	47	39
-	-	-	-	-	-	-	-	-	-	-	27

* First quarter enrollment figures

RESIDENT EDUCATION

by

Vern Shook

Division of Post Secondary and Adult Education

Indian Education Resources Center

[1973]

APPENDIX E

RESIDENT EDUCATION EVALUATION

NOTE: At the time Project ANNA evaluated the resident-education program in Alaska, there was no decision to close down the State-operated dormitories. It was during the last of the School Year 1972-73 and after, but in one instance during the evaluation, that a decision was made which essentially opted in favor of the Home Boarding Program over State-operated dormitories. Nonetheless, the evaluation data for BIA and State-operated dormitories is contained in this section of the Project ANNA report.

Selection of and Rationale For Instrument

An instrument, originally developed for Project ORBS evaluation and used for the evaluation of out-of-class activities at several BIA schools was selected for the data gathering in the present evaluation. This instrument, since its inception has been undergoing refinement as a development emerging from repeated use in a variety of school situations.

Its design is viewed as practical and productive due to the following features:

1. It is comprehensive, collecting up to 420 items of data .
2. The data are listed under 19 categories of activities, programs, equipment, supplies, facilities and staff.
3. The data collected may be quantified for evaluation of need fulfillment through out-of-class activities, for comparisons and for computer use.
4. With the acquisition of information related to problem experience at the educational setting, correlation may begin between problems and program deficiencies resulting in the development of diagnostic and prescriptive capabilities.
5. It provides for the kind of flexibility which permits the gathering of conditional and collateral information

which increases the reliability of responses.

6. It provides a consistent outline for reporting and thus enhances and facilitates valid contrasts and comparisons between educational units.
7. It may be completed with the assistance and input of a cross section of individuals who are, or should be, involved in the educational process including home living and other out-of-class activities. Such persons include academic staff, out-of-class activities staff (Pupil Personnel), plant management staff, administrators, students, health personnel, food services staff, parents, community representatives, and school board members.
8. It is designed for use in succeeding periods (i.e., yearly) for follow up self-evaluation.

Procedure

1. After arrangements were made with the Directors of the Dormitories and Administration of the schools selected for evaluation, the out-of-class activities evaluator presented himself to each Director or Administrator at the appointed time and date. An explanation of the procedure, the use of the instrument, the involvement of staff, students and others was made. Additionally, the cooperation of the Director or Administrator was requested in arranging meetings with individuals and groups who might be involved. A rough schedule would be arranged for such meetings, many of which would be on site of the program or

activity to permit observation in addition to interview and discussion

2. In all discussions with individuals and groups, the purpose, use and methods of the evaluation were explained. The evaluator was mindful of the current state of apprehension and insecurity of staff due to changes in the Alaskan Native educational directions. He assured all who were present at these discussions that the present effort was not designed to find fault for the purpose of placing blame. Rather, it was for the constructive purpose of defining the exact state of out-of-class activities in order to knowledgeably plan improvements and changes directed toward meeting basic developmental needs of students adequately and in accordance with the best scientific thinking of educators, sociologists, psychologists, pediatricians, social workers and other related professionals.

3. It was stressed that the improvement of educational production - the more complete development of individual, family, community and societal potential - is a complex task demanding a comprehensive approach rather than an attempt to "find the key." The present procedure is a beginning in what is planned to be a continuous striving toward greater refinement and comprehension of causes and solutions relative to problems and barriers in the development of students through out-of-class activities. The cooperation of all those interested and involved is necessary and each one must maintain an objective attitude in his participation if the results are to be

productive and the production is appropriately directed.

4. Following the above explanations and reassurances and the answering of all questions pertaining to purpose, intent and philosophy in the evaluation plan, the instrument would be explained. Each discussant was provided with a copy of the instrument to follow and, if desired, to mark. In addition to the evaluators copy, one other instrument was marked for the school's or dormitories' retention for reference and other considerations in continuing self evaluation.

5. The instrument then became the subject of consideration as each statement was read, explained if necessary, and responded to. Conditional responses were noted in the margins. Additional and collateral information was also noted for use of the evaluation later.

6. Where the existence of documents, plans, charts, platts, reports became evident, a copy was requested for inclusion in the final report as appendix material to enhance and enlarge upon the description.

7. Where pertinent, an exit oral summation was made to the Director or Administrator upon completion of the fact gathering process. Wherein the Director or Administrator was continuously involved in the procedure this was not considered necessary in the sense of a structured report.

8. The completed instrument and related materials were next reviewed in detail and each item in the instrument was evaluated as to applicability as a response and the relative value of the item response. This was done in accordance with an assigned value related to the Maslow Need Hierarchy.

9. Numerical evaluation totals were derived in each activity category and in each need category. These reflect the order of importance in the need hierarchy as well as the complexity of the category. These were arranged in tables and made a part of the present report.

10. To eradicate some of the differential of the numerical quantifications as between activity and needs categories and to better serve the purpose of comparisons, the numerical scores and the potential numerical scores were used to arrive at percentages of achievement and fulfillment.

11. Bar charts were produced from the above percentages to illustrate comparisons and status at each site and between sites.

Methods Used

1. Colors for Needs Identification:

Various methods have been employed in the presentation of the considerable mass of information to enhance its retrievability and usability. One of these methods involves the use of colors to designate the different needs defined by Dr. Maslow and used here as a theoretical base for evaluation and quantification of need fulfillment. These colors are consistent throughout the report and are as follows:

Red - Physiological (Life supporting)

Blue - Security (Safety)

Green - Social (Need for others, love affection)

Orange - Ego - Identify, self-esteem, etc.)

Yellow - Esthetic (Self-actuating)

In some instances certain activities concentrate upon fulfilling a single need as used here. In other instances more than one need is served by an activity, facility or condition. Regardless of the possibility that one of several needs is served much more than others, each is arbitrarily weighted in equal proportion to all others.

Some activities, etc., may quite possibly serve numerous needs and some actions of a particular staff member might "spin-off" or inadvertently result in the servicing of a need not ordinarily associated with his or her normal function.

To simplify we have measured in terms of the principal functions of staff and activities and have held the kinds of needs served to a maximum of three of what normally may be considered the principle or most important ones. In such cases three colors may have quantifying marks scored.

2. Cross Reference for More Detailed Information

Although the table of contents does not include cross references, such a procedure is a fairly simple one; thanks to the arrangement of materials. For example, if one is looking at the overall comparisons or other considerations and finds that one dormitory or school scores low, or high in a particular activity or need fulfillment and is curious to know why, he can find the answer easily by turning to the section relating to the particular school or dormitory. In that section he will find the evaluation instrument showing the 'Yes-No' scoring on each of 19 activities, facilities, conditions, etc., with marginal explanatory comments.

Many of these responses are backed up by copies of other documents obtained from the dormitory or school. The same instrument, adapted for quantification scoring by activity and by need category will provide additional detailed information. Each of these is displayed for "at-a-glance" consideration on bar-charts in the sections for each school.

3. Maps and Building designs have been secured where available. These will help the unfamiliar reader with his concept of size, shape, dimension, maintenance considerations, accessibility of facilities, etc.

Wherein such sketches or drawings are not included, the school or dormitory is asked to furnish BIA, I.E.R.C, Albuquerque; with a copy which may be duplicated for distribution to each report holder.

4. Quantification by Percentages

As mentioned elsewhere in this report, numerical as well as percentage quantification has been used. Each method of presentation has its own separate use value. It will be found, for example, that one institution may have a higher numerical score in a given activity than another institution but a lower percentage score for the same activity. This condition may arise because of differences in potential which is the first factor to be considered in the percentage calculation - the second being the actual extent of activity. (See the following tables titled "ANNA" An Assessment of Out-of-Class Activities and Services)*. Figures for each school or dormitory appear in three horizontal columns by activity and need. The top represents quantified maximum potential, the middle line of figures represents the estimated actual amount of activity and the third, being the quotient percentage figure resulting from dividing the actual by the potential. This percentage figure provides the means for a truer comparison between educational institutions, especially in terms of needs fulfillment.

*(Appendix-i)

Measuring Needs Fulfillment

Of prime importance to the basic success of any out-of-class activities program or provision is the meeting of the human needs of each and every student. Some of these needs are vital to the survival of the physical being of the individual and may indeed be labeled "life supporting" needs. It is understandable that school planners and administrators regard these as being first in order of priority of needs to be met. There is a tendency to argue with this point of view because it seems to place other classifications of needs into inferior categories for educational program planning - requiring less attention and providing a greater chance of being overlooked.

This is much like an automobile which requires gasoline, oil, air, electricity and an exhaust system, but it would stand at the curb, functionless and sometimes in the way unless somehow the key is turned, the gears meshed for motion, the steering mechanism purposefully operated, the accelerator depressed according to requirements for the grade of ascension, descension, turn, etc.

The example can be elaborated upon considerably, taking into consideration the springs, seat belts, stabilizers, bumpers and other "essentials". Suffice it to conclude that, like the automobile, we want the educational institution to be a means of achieving a relatively simple goal but which demands a complicated plan and operation involving many parts, all of which are necessary to its success in achievement of that goal.

Also like the automobile, many parts of the educational institution's functions must be highly specialized and all parts and functions must be coordinated. Otherwise the educational program cannot relate productively

to the needs of the hundreds of those most complex creations conceivable; young, developing, demanding, insatiable, often unpredictable students, each different in many ways from any and all the rest.

The present effort started with the awareness of these complexities and of the need to deal with them. The designers of the methods used, realized that an acceptable theoretical base would be necessary to achieve simplification, order and system in the approach to evaluation.

Evaluation and needs assessment is purposeful when the results are usable in program and facility analysis, design, budgeting planning implementation. Evaluation and needs assessment should also provide, especially for budgeting and management purposes, a scale of urgency for needs fulfillment. A rough calibration has been attempted in the following report materials. It must be realized that these indicators are of general application. Individual student needs will sometimes be inadequately represented. However, budget needs and purposes may be well served with a rational and visible base of justification, relating to the comparative urgencies of need so depicted.

USE OF THE INSTRUMENT FOR NEED FULFILLMENT QUANTIFICATION

The information gathering instrument (Appendix IV) was modified (Appendix V) for quantification and need fulfillment designations. This modification utilizes the space provided in the right margin of each sheet. The "Yes" - "No" responses are essentially the same as those gathered at the site. Some few changes, or corrections rather, have been made where marginal notations, also made at the site, have indicated this should be done.

The "Yes" scores for quantification reflect the different weights assigned to the various levels of needs fulfilled by a given activity, facility or function as well as the kinds of needs involved in such considerations.

The "No" responses and the "NA" notations result in no score for consideration in the totals. Since the numerical score is used against the potential maximum score to determine the percentage of need fulfillment, the result is always 0.%. In the case of an "NA" (Not Applicable) response, there would not logically be a potential and the "NA" would also apply to the percentage calculated for the item, (Appendix i). The sum of all of the values merited by the activity items and the sum of all the need fulfillment values are the same. This is an academic but important fact, showing that activity, facility and staff functioning as found to exist are all tied to student need fulfillment in fact as well as in the evaluation findings.

Columnar Charts: A Method of Reading

Appendix - ii illustrates by length of columns the school's or dormitories need fulfillment achievements with respect to each activity category. The six educational settings evaluated are thus presented in such a fashion that comparisons and contrasts are possible at a glance. It will be noted here that neither the Special Education activities nor the item of distance from home are represented. These were not

considered suitable for comparisons, although both may be considered important factors among out-of-class activities applicable to needs fulfillment.

It is to be noted that Bethel Regional Dormitory has more activity category ratings over 75% than any other educational installation studied. On the otherhand it has no categories rated 25% or below indicating no category with urgent need of upgrading, if we assume the 25% mark to be the point at which the red flag of danger and emergency is to be raised.

Bethel does have two activity categories below 50%, the lowest of which is 47% (Sports). We may assume that each of these two is in need of improvement planning and implementation. Extreme emergency treatment is not needed but active attention is indicated.

One might use the order of percentage rates to establish priorities for time, staff and money expenditures.

If we use sports at Bethel as a point in example, we find by comparison with other installations that only one other rates better and above the 50% mark. One has an urgent need for immediate improvement. To be in the next to lowest percentage category on the scale is not an enviable position and it becomes even more obvious that action must be taken to improve this situation for all educational institutions studied in Alaska.

Next we look quickly at all six sections of the chart, Appendix ii, and find four installations record an extremely low score in the assessment of the educational needs of their youth by people in the home communities.

Such an assessment serves several purposes: a. it demands the thoughtful interest of home town or village people in the question: What good can and should be derived by the community from the Native Educational effort? b. It strongly suggests that the school should serve the community's needs. c. It demonstrates one way in which people of the home community can have a voice in their children's school's program planning. d. It provides a means through school-community cooperation for resolving through the educational programs and interests some of the grave problems which have beset native peoples throughout the U.S.A. That is: poor economic conditions, personal and family disorganization, poor competitiveness with respect to acquisition of jobs, social status, political status, etc. e. It helps to make stronger communities in which families and individuals can have greater pride of being a part, and to which students might more justifiably decide to return after their formal educational experience at a school some distance from home.

Expanding upon our assumed lines of denotation for attitude and action, let us suggest 75% as the percentage score above which we can feel a good to excellent job is being achieved. Action indicated is to sustain this relatively high rating rather than to smugly rest on the laurels now manifest. Examine carefully what human needs are being met and what problems are avoided or dealt with. A slump in the success of this activity category should result in an increase in problems of a certain nature. A record of such observations for future study and activity planning should be preserved and made a part of a data bank.

50% to 75% achievement should indicate a fair out-of-class activity program or condition which, with the active interest and striving of those involved, might and should be improved.

Using these assumed standards, let us make a list for overall consideration:

Activity	0-25% Danger: Urgent	25-49% Poor: Action	50-74% Fair: Attention	75-100% Good to Excellent
1. Planning			Bethel & Kodiak	Wildewood, Mt. E., Beltz & Wrangell
2. Dorm Facilities		Beltz	Kodiak, Mt. E., Wrangell	Wildewood & Bethel
3. Dorm Staff		Beltz & Mt. E.	Kodiak, Wrangell Wildwood & Bethel	
4. Student Behavior	Wrangell	Beltz & Kodiak	Bethel & Mt. E.	Wildewood
5. Student Gov't		Beltz, Mt. E., Kodiak, Bethel	Wildwood-Wrangell	
6. Student Store		Beltz, Kodiak Mt. E., Wild- wood, Wrangell		Bethel
7. School as a Community		Beltz	Kodiak, Mt. E. Wildwood	Bethel & Wrangell
8. School as Part of Comnty in which located		Beltz & Kodiak		Bethel, Wrangell, Mt. E., & Wildwood
9. Home Comnty as Sponsors of the School (Dorm)		Beltz, Kodiak Wildwood	Wrangell & Mt. E.	Bethel
10. Ed. Neccis of Home Comnty	Beltz, Wran- gell, Kodiak Wildwood		Mt. Edgecumbe	Bethel
11. School Social Wk	Wrangell	Beltz & Kodiak	Wildwood	Bethel & Mt. E.
12. Counseling	Kodiak	Beltz & Wildwood	Mt. Edgecumbe	Bethel & Wrangell
13. Sports	Wrangell	Beltz, Wildwood Bethel Kodiak	Wrangell	
14. Recreation			Beltz, Kodiak, Bethel, Wrangell Mt. Edgecumbe	Wildwood
15. Records	Mt. E.	Beltz		Bethel, Wildwood, Kodiak & Wrangell
16. Food Service	Kodiak		Wildwood, Mt. E. Wrangell & Beltz	Bethel
17. Student Employment			Mt. E. & Kodiak	Wildwood, Bethel, Beltz & Wrangell

Using these assumed standards, let us make a list for overall consideration:

Activity	0-25% Danger: Urgent	25-49% Poor: Action	50-74% Fair: Attention	75-100% Good to Excellent
1. Planning			Bethel & Kodiak	Wildewood, Mt. E., Beltz & Wrangell
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3. Dorm Staff		Beltz & Mt. E.	Kodiak, Wrangell Wildwood & Bethel	
4. Student Behavior	Wrangell	Beltz & Kodiak	Bethel & Mt. E.	Wildewood
5. Student Gov't		Beltz, Mt. E., Kodiak, Bethel	Wildwood-Wrangell	
6. Student Store		Beltz, Kodiak Mt. E., Wild- wood, Wrangell		Bethel
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13. Sports	Wrangell	Beltz, Wildwood Bethel Kodiak	Wrangell	
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15. Records	Mt. E.	Beltz		Bethel, Wildwood, Kodiak & Wrangell
16. Food Service	Kodiak		Wildwood, Mt. E. Wrangell & Beltz	Bethel
17. Student Employment			Mt. E. & Kodiak	Wildwood, Bethel, Beltz & Wrangell

The scope of the resident education evaluation follows in itemized form. Those individuals interested in detailed reports on the various aspects of the schools' resident programs may obtain them by writing the Indian Education Resources Center, Attn: Vern Shook, or by writing Juneau Area.

Quantification of Out-of-Class Activities and Needs Fulfillment	i
Comparisons of Activity Categories	ii
Need Fulfillment Comparisons Between Dormitories	iii
<u>Bethel Regional Dormitory</u>	
Out-of-Class Activities	iv
Out-of-Class Activities Scoring Sheet	v
Bethel Regional Dormitory	vi
Bethel Regional Dormitory Percentage Fulfillment of Basic Needs	vii
List of Bethel Dormitory Staff	viii
Monthly Statistical Summary	ix
Bethel Regional Dormitory First and Second Floor Plan	x
<u>Wrangell Institute</u>	
Wrangell Boarding School Percentage Fulfillment of Basic Needs	xi
Wrangell Boarding School	xii
Division of Regional School --- Boarding Home Program Personnel Organization Chart	xiii
Boarding Homes, Anchorage	xiv

Boarding Home Program

Boarding Home Parent Application

Out-of-Class Activities Evaluation

Out-of-Class Activities Scoring Sheet

Kodiak Regional Dormitory

Kodiak Regional Dormitory Percentage Fulfillment
of Basic Needs

Kodiak Regional Dormitory

Out-of-Class Activities Evaluation

Out-of-Class Activities Scoring Sheet

Mt. Edgcumbe School

Mt. Edgcumbe High School

Mt. Edgcumbe Boarding School Percentage Fulfillment
of Basic Needs

Mt. Edgcumbe School Rules and Regulations

Mt. Edgcumbe School Student Roster

Mt. Edgcumbe Dormitory Staff Shift Schedules

Contract Report - Conduct Agreement

A Suggested Session Schedule of Activities

Constitution of the Mt. Edgcumbe Highschool Mat Maids

Mt. Edgcumbe Facility Map

Student Personnel Services Department

Student Activities - March 27 thru April 2

MECAP Center Policy and Procedure
(Mt. Edgecumbe Comprehensive Alcohol Program)

Policy for Handling Drinking Students With Procedures
For Implementation and Enforcement

Family Life Planning

Family Life Education Program

Schedule I

Mt. Edgecumbe Evaluation

Mt. Edgecumbe Evaluation Scoring Sheet

Beltz Regional Dormitory

Beltz Regional Dormitory Percentage Fulfillment of
Basic Needs

Beltz Dormitory

Activity Schedule

State Board Committee of Education - Educational Campus

Beltz Regional Dormitory (152 students)

Beltz Regional Dormitory Evaluation Scoring Sheet

Beltz Regional Dormitory Evaluation

Wildewood Contract Dormitory

Wildewood Contract Dormitory Percentage Fulfillment
of Basic Needs

Wildewood Dormitory

Budget-Wildewood A.F.S. Boarding Program

Cottage Parent Schedule - Beginning March 5, 1973

Wildwood Cantonment Map

Movie Schedule

Wildewood Evaluation - Out-of-Class Activities

Wildewood Evaluation - Scoring Sheet

Boarding Homes Program

Evaluation Data Relating to Boarding Homes For
Alaska Native High School Students in Anchorage

Boarding Home Parents' Guide

APPENDIX F

EDUCATIONAL PREFERENCES
OF
ALASKAN NATIVE SCHOOL BOARDS

BY

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RESEARCH ASSISTANT

INDIAN EDUCATION RESOURCES
CENTER

[1973]

The following is a report based on a questionnaire which was part of the Alaskan Native Needs Assessment in Education (PROJECT ANNA). It was sent to members of the village school boards to determine educational preferences of Alaskan Native adults. This is a part of the project that will attempt to identify what it is that Native people want regarding the education of their children. It will be concerned with pertinent issues as well as with some curriculum preferences.

The method used to find the concerns of the parents of Alaskan Native students was a questionnaire which ask six open ended questions which are as follows: (1) What kind of high school does your village want your students to go to? Where? (2) What should happen to BIA Boarding Schools such as Mt. Edgecumbe? (3) What should be the role of village school boards in local education? (4) Is your school board ready to take over the school? (5) What do you want the school to do for your children? (6) How well do you think the school is doing its job?

The participants in this survey communicated that most of the 44 school boards who participated expressed a strong desire to have their children closer to home. Thirty-one school boards wanted a school closer to their village but at the present time felt that this was an impossibility and if a student wanted to go to a boarding home or boarding school this would do until a school could be built in the village or close to the village. A few of the members felt that if the students attended a larger school in a place like Fairbanks, Anchorage, etc. they could get a better education and a better job after graduation.

In response to the second question, what should happen to BIA Boarding Schools such as Mt. Edgecumbe? Out of the total sampling of 44, 29 school boards felt that Mt. Edgecumbe as well as other BIA boarding schools should be kept open. There were several comments on the drinking problems and that something should be done to have better supervision at the schools. Also, of the 29 responding most of them stated that the boarding schools should be kept open for those who wished to attend a boarding school. Out of the 44, four school boards felt that the school should be discontinued altogether. Three felt that they should be phased out. Three felt that they should be used for vocational centers. One felt that these facilities should be controlled by the state of Alaska. A few left the answer blank.

For the most part, village school boards thought they should have increased decision making power. Eighteen boards felt that with more power they could help bridge the gap between the school and the community. It was interesting to note that attached to the answer that the school boards having more authority was the preference that they include authority to hire and fire staff as they saw fit. Of the 17 boards several felt that they should have a part in choosing the teachers and in making school policy. While six boards felt they should remain in an advisory capacity, three felt they could handle the schools with some training. Three boards felt their responsibility was to the parents and to educate them.

Thirty-one out of the 44 participating school boards gave an emphatic no in answer to question four: Is your school board ready now to take

over full control of your school? If not, when do you think it could be ready? Six out of the 31 felt it would take them at the very least five years to prepare to take over the operation of a school, six felt that it would take three years, three felt it would be ready in one year, and one felt it would take 20 years to prepare. Seven felt that with proper training full control could be reached within the next few years. Three felt they could never be ready because of the isolation of the logging camps. One felt that they should be given the chance to learn right now.

After reading the responses to question five it is apparent that most school board members look at the school as an institution to prepare the student for a life that may be foreign to him, that is, if he chooses to go to the city. They see it as a place to prepare him for the knowledge to get along with others. Twenty-two out of the 40 felt that the school should prepare the student for an adult life. Thirteen felt that the school should generally educate the students (reading, writing, arithmetic.) Two felt that it should serve as a vocational or trade school and one felt that the school should teach both young and old.

Question six deals with the question of how well the school is doing its job. Thirty-seven out of 44 felt the schools were doing an excellent job with the facilities and supplies they had to work with. The three that felt there was need for improvement also felt that the school was adequate and the teachers do their best for the students. One was

not satisfied at all and one's only complaint was that they needed a kindergarden. It appears that the school boards feel quite pleased with the present operations of the school.

Kathryn R. DuMont
Research Assistant

APPENDIX

APPENDIX A: WHAT KIND OF HIGH SCHOOL DOES YOUR VILLAGE WANT YOUR STUDENTS TO GO TO? WHERE?

APPENDIX B: WHAT SHOULD HAPPEN TO BIA BOARDING SCHOOLS SUCH AS MT. EDGE CUMBE?

APPENDIX C: WHAT SHOULD BE THE ROLE OF VILLAGE SCHOOL BOARDS IN LOCAL EDUCATION?

APPENDIX D: IS YOUR SCHOOL BOARD READY NOW TO TAKE OVER FULL CONTROL OF YOUR SCHOOL? IF NOT, WHEN DO YOU THINK IT COULD BE READY?

APPENDIX E: WHAT DO PEOPLE IN YOUR VILLAGE WANT THE SCHOOL TO DO FOR YOUR CHILDREN?

APPENDIX 6: HOW WELL DO YOU THINK THE SCHOOL IS DOING ITS JOB?

Appendix may be found in Project Anna File

TECHNICAL DISCUSSION

The questionnaire, which follows, was distributed to schools throughout the State of Alaska. It was mailed from the IERC in Albuquerque, New Mexico, directly to BIA Day Schools with instructions for the school officer to hand them to the Chairman of the Advisory School Board. The State Operated School System (SOS) headquarters in Anchorage forwarded them to the schools under their jurisdiction. Each School Board mailed the completed questionnaire directly to the IERC. The completed questionnaires were analyzed by a Research Assistant with a speciality in this type of research technique.

The questionnaire was mailed to 53 BIA Day Schools and to all the State Operated Schools Day Schools. Forty-four School Boards responded. No differentiation between BIA and SOS School Boards was made in the analysis.

APPENDIX U

Alaskan Native High School Dropouts: A report Prepared for Project ANNA by the Alaska Federation of Natives. Desa Jacobson, Native Youth Council.

1973

SUMMARY

The data collected on one hundred eighty (180) Native high school dropouts was taken from the regional dormitories at Nome (now closed), Kodiak, Bethel and Boarding Home Programs located in Anchorage, Tok, Fairbanks, Dillingham, and Ketchikan.

In reviewing files, reports and statistics, it has been found that reasons for termination are similar regardless of location or whether or not the student was in a dorm or boarding home program. (See reports on Mt. Edgecumb and the Nome-Beltz Dormitories.) A survey completed by A.S.H.E.S. in February 1973 of the Alaska State Boarding Home and School programs for the first half of the school year revealed the following:

<u>School</u>	<u>September Enrollment</u>	<u>December Terminated</u>	<u>Percentage Terminated</u>
Nome-Beltz	144	15	10%
Bethel	171	34	20%
Kodiak	84	58	69%
Kenai	174	94	54%
Boarding Home Program	342	101	29%
Total Enrollment	915	302	33%

982200-007786

SOCIAL

Because of the close relationship, students who terminated for academic reasons, failed to attend school, and those classified as no shows, are categorized as dropping for social reasons. Failure to properly initiate the boarding home student into his new environment accounts for the many social adjustment problems. Likewise, failure to orient and sensitize teachers, boarding home parents and dormitory personnel who are unable to relate and or fully comprehend the numerous problems encountered by the students contributed to this also.

Programs accredited or not, which directly relate to the student that are of cultural value are few. Confusion is created when the student attempts to adjust to urban living and while wanting to retain their cultural identity.

Improper screening and possibly no screening at all of the prospective boarding home parent is a contributing factor to the drop out rate. Most students live in an environment while attending school which vastly differs from their natural homes. This conflicts with their standards and lifestyle and after spending many months and possibly years in an alien area, both the student and natural parent feel separated in culture, standards and lifestyle.

It is extremely difficult for the students to socially and academically involve himself in the boarding home program

as many have left their homes during a family crisis. A crisis may arise while the student is attending school. Because of incomplete, confusing or conflicting reports reaching the student about conditions at home, the student would feel compelled to return to the village during a time of crisis. Often times the natural parents send for the student.

The most frequently stated reasons for termination listed below, in relation to the social aspect, are categorized as:

- a. Problems relating to the academic system
- b. Problems with community and social adjustment
- c. Problems within the boarding home and/or school
- d. The natural homesickness syndrome.

<u>Reason</u>	<u>Number of Times</u>
1. No shows	23
2. Truancy	28
3. Drinking/drugs	24
4. Decided not to attend	16
5. Homesickness	15
6. Grades	16
7. Needed at home	15
8. Conflict in boarding home	9
9. Boarding home rules	8
10. Rejected	7
11. Sent home	5-1 at the request
12. Discipline	6 of juvenile
13. Runaway	4 authorities
14. Poor attitude	4
15. Did not return from Xmas vacation	4

<u>Reason</u>	<u>Number of Times</u>
16. Mental/physical health	7
17. Bad conduct	2
18. Family attitude	14
19. Community problems	5
20. Expelled	5
21. Pregnancy	2
22. Incarcerated	2
23. Death in family or death	2
24. Returned home	2
25. Not attending school	4
26. Getting married	5

Poor attitudes, discipline, family attitude, and conflict in boarding home are questionable as to whether or not they were pertaining to just the boarding student.

<u>NUMBER OF STUDENTS</u>	<u>REASON FOR TERMINATION</u>	<u>PERCENTAGE</u>
124	social/academic/no shows	69%
25	transfers	14%
16	no reason	9%
15	ineligible	8%
TOTAL		
<u>180</u>		

Of the 180 dropouts 89 are male and 91 are female.

Anchorage Dropouts by Region

Association of Village Council Presidents	39
Bering Straits Native Association	20
Arctic Slope Native Association	11
Bristol Bay Native Association	11
Tanana Chiefs Conference	10
Aleut League	6
Northwest Alaska Native Association	3
Koniag	1

Nome Beltz Dropouts by Region

Bering Straits Native Association	13
Northwest Alaska Native Association	3

Bethel Regional Dormitory Dropouts by Regions

Association of Village Council Presidents	11
Bristol Bay Native Association	1

Fairbanks Boarding Home Program Dropouts by Regions

Tanana Chiefs Conference	15
Northwest Alaska Native Association	5
Arctic Slope Native Association	5
Association of Village Council Presidents	1
Copper River	1

Dillingham Home Program Dropouts by Region

Bristol Bay Native Association	3
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Ketchikan Boarding Home Program Dropouts by Region

Thlinget and Haida Council	1
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Kodiak Dormitory Dropouts by Region

Bristol Bay Native Association	3
Aleut League	11
Tanana Chiefs Conference	1

Tok Boarding Home Program Dropouts by Region

Tanana Chiefs Conference	2
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DROPOUT RATES BY REGIONS

<u>Region</u>	<u>No. of Dropouts</u>	<u>Percentage</u>
Association of Village Council Presidents	51	28
Bering Straits Native Association	33	18
Tanana Chiefs Conference	28	15
Bristol Bay Native Association	18	10
Arctic Slope Native Association	16	9
Aleut League	17	9
Northwest Alaska Native Association	8	4
Koniag Region	1	1
Copper River Native Association	1	1
Thlinget and Haida Council	1	1
TOTAL	<u>174</u>	<u>96</u>

Six students were not available.

APPENDIX H

THE FUTURE

A REPORT PREPARED
FOR
PROJECT ANNA

BY
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JUNEAU AREA OFFICE

[1973]

THE FUTURE

An assessment of the future of Native education in Alaska confronts us with a complexity of major social trends, technical developments and accumulating evaluative and projective data that are profoundly challenging the existing educational structures and rationales. Not only in Alaska, but nationally, significant questions as to role, purpose and methods of instruction are being raised. The quantity of significant concerns appears endless, ranging from record keeping to revenue sharing. It would be impossible to devote even a paragraph to each. Therefore, in this report we will attempt to limit discussion of national issues to those which should be of vital concern to Alaska Native programs, while at the same time including those major Alaskan factors that are unique to our particular situation.

An overview of the myriad questions and issues relative to our topic points to four basic areas of educational concern. For purposes of discussion and whim, let's refer to them as the FACE issues of function, approach, control and economics.

Since the last two FACE issues will be discussed in other ANNA reports, we could dispense with their consideration for the purposes of this article but for three major points which have had, and will continue to have significant, and perhaps determining roles in establishing direction for Alaska Native educational programs. These will be mentioned only briefly, although their impact is profound and merits a great deal of attention by the ANNA committee.

1. Education is big business. Roughly \$160,000,000 was spent in Alaska last year on education from grades K-12. Any business this big is bound to have vested interests, intensive lobbying, and individual and group struggles for power and control. This is especially true in Alaska, where the economic impact of education dollars has a significant effect on the economy.
2. Education is publicly supported by local, State and federal funds, and is acutely subject to political pressure from all these levels. In addition, federal funds are presently a crucial factor in Alaska Native education. What happens in Washington has a significant impact on what happens in rural Alaska.
3. Education is an emotionally laden issue, dealing as it does with the welfare of children. This is a growing concern in rural Alaska, with the problems inherent in providing quality education for the bush students.

As stated, these points indeed merit consideration, and will have significant effect on the first two components of FACE, function and approach.

FUNCTION: There is at present a great deal of discussion relating to the proper function of Alaskan Native education, although all points of view seem to point toward the socialization role as being of prime import. The question lies in, socialization to what?

At present we find a variety of opinion as to this role. Should prime emphasis be placed upon education for local socialization, or for socialization within a non-local situation? Is a segregated system preferable to an integrated system? Should the schools emphasize prevocational studies, precollege?

A clearer picture on desirable functions may well result from the ANNA studies, but present indications seem to indicate a consensus that the schools are expected to provide for the educational needs of individuals ranging from early childhood through adulthood, and from the physically or mentally handicapped to the college-bound. Interest in adult literacy and training is apparently increasing. Opinions solicited from local school boards indicate a feeling that career education is highly important. (Dropout studies also indicate that this is important--in conjunction with the capability to adapt to the social environment of whatever the setting in which a given career might exist.) The themes of self-identity and cultural pride have also been strongly advanced over at least the past eight or ten years.

That all these concepts are important seems to be at least generally acceptable. However, the degree to which they modify the curriculum

has created controversy in professional and lay circles. At one extreme are proponents of same-culture immersion, in which teacher, curriculum, language and academic approach would be totally Native Alaskan, based on three premises:

- a) Self and cultural identity and pride are necessary for success and the prime function of the academic experience is to instill these;
- b) The function of school is to develop thought processes and concepts. This can be done most readily when done within the framework in which the student habitually operates;
- c) The function of education being preparation for life, schools should offer only that which is relevant to the students' own culture. This position limits severely ^{both} scope and clientele of the educational process.

The other extreme holds the position of majority culture immersion.

This position is also based on functional premises:

- a) Teaching of skills is an essential function of the school. Many of these skills are necessarily tied to an understanding of the majority culture which has a high degree of utilization of the skill.
- b) Career training as a proper school function demands the ability to deal successfully with the culture in which many career opportunities exist.
- c) Students know their own culture through living it, it is not a school function. It is the function of the school to acquaint them with that culture they don't know.

This position ignores advances in learning theory and the basic rights of self-determination and self-expression. However, it would seem that both positions have points of validity, and that several school functions can legitimately be drawn from them.

In summary, by drawing positive aspects from each extreme, it would appear that we could identify the following as legitimate Alaska Native school functions on which valid result-producing programs could be built:

1. To provide, or act as referral agent for, the educational needs, interests and aptitudes of the broad spectrum of individuals living in the local community from pre-school through adult.
2. To develop competence in the functional skills essential for individual and societal success.
3. To develop analytical processes relevant to situational recognition and problem resolution--the skills of the self-starting, continual learner and independent thinker.
4. To prepare students for the world of work, either through entry level training or pre-vocational and pre-college courses of study.
5. To provide significant opportunities for the development of a positive self and cultural awareness.
6. To develop self-disciplined individuals with positive attitudes toward life and learning.

If these can be accepted as the major legitimate--though by no means exclusive--functions of an Alaskan Native educational program, we can

proceed to an analysis of the means to making these functions operational--the approach component of FACE.

APPROACHES:

This is the action arena in education today--in terms of approaches we are in at least a reform--and probably a revolutionary--era. All aspects of the traditional approaches to schooling are being challenged for a myriad of valid, and some less than valid reasons. Among the more valid seem to be the following:

1. The Information Explosion: More data is being produced than can possibly be taught. The advent and development of computer science is causing quantum jumps in knowledge accumulation.
2. Learning Process Advancements: As other fields have advanced, so too has our understanding of the ways in which learning occurs. This knowledge is being translated into functions and approaches.
3. Rapid Societal Changes: Changes in village society and its relation to larger communities over the past 20 or 25 years has been profound--and increased rates of change are in the offing. This is in part due to technological advances in transportation and communication, and in part due to the Land Claims Bill and its economic and socio-political impact.
4. Recent Technological Innovation: These have vast possibilities for application to education. These applications can make such terms as relevancy, immediacy, and self-pacing, fact rather than fancy for bush education.

5. Changes in the Learner: Today's youth generally enter the educational system with a greater level of sophistication than their parents. In addition, the increase in educational opportunities has correspondingly increased the spectrum of learner needs and abilities.
6. The demand of accountability and relevance: It is a generally conceded fact--as evidenced by the recommendations of various federal, state, and professional groups, that change in the schools has not kept pace with the changes in need and opportunity, and much that occurs in the school may not be relevant to--in fact, may even hinder--positive development. Educators are being challenged to justify their actions with more than rhetoric. This demand is coming from educators, society at large--and the students themselves.
7. "The Movement":--for want of a better term, that began with the civil rights activities of the late fifties and has since encompassed women, the aged, all minorities, youth and peace groups. This major social evolution has led to a recognition of the rights of individuals and groups to justice and identity. This awakening has had--and will continue to have--a profound effect on Alaska Native education.

In summary then, when we speak of Alaskan Native Education, we are speaking of a societal function designated to provide a broad spectrum of individuals with a wide range of cognitive, affective and psychomotor skills, and with positive attitudes about themselves, their

society, life and learning--all this to be done in an arena of continual vast sociological upheaval, technological advancement, and increasing understanding of learning processes, and under conditions which may vary greatly according to the economic, political, emotional and rhetorical factors of the day. To say the least, this is a great challenge!

It is through the approaches--or strategies--that we use to achieve these ends that our school will rise or fall. However, several tasks are necessary before this can be accomplished. To develop strategies competent to meeting this challenge successfully over the next several years seems to require an analysis of several factors. These would appear to include the following:

1. Examination of those major trends and directions in Alaskan education which we can expect, with some degree of certainty, to expand and develop.
2. Gaining familiarity with developments in the understanding of the learning process, and with those recent technological advances that can be utilized in educational activities.
3. Determining the relevance between existing and desired educational functions and activities.

1. Examination of Trends:

Although often times education seems to be heading in more directions than there are students, I think we can identify a few major, significant trends about which we can feel fairly certain. Again I hasten to

point out that these are not all-inclusive and that there will be exceptions to each direction mentioned. However, as overall indicators, I think the following appear adequate:

- a) Decentralization of control
- b) Expansion of local high school programs
- c) Reduction in non-local secondary options
- d) Expansion in scope of all education programs
- e) School population stabilization
- f) Increased emphasis on career education and educational accountability
- g) Large scale rural school facility development.

a) Decentralization of control:

Present trends indicate that both State and BIA schools will be subject to increasing local control through school boards, through local input into Federal funding, and through a turnover program as local school districts are established. To date, a new school turnover policy has not been determined for BIA schools. At present the Bureau and State are still operating under the three-party mutual agreement plan established in 1966 between the State of Alaska and the Department of Interior. Under this plan, about 30 schools have been turned over to State control after a village referendum on the subject. However, since the State of Alaska is moving out of the area of direct program control, new transfer agreements will probably be developed. This might well involve the substitution of school district participation in place of State participation in the turnover process. To date however, no new plan has been adopted.

Along with this decentralization of control will come a corresponding need for local development of educational priorities and projects for federal grants. This will be necessitated by Public Law 89-10 guidelines as well as Indian Education Act regulations, which call for local involvement in project development. As these funds play a major role in Native education programs, this will be a significant factor in the development of quality local school systems.

b) Expansion of local high school programs:

As this is being written, movement is under way in both the Bureau of Indian Affairs and the State of Alaska to significantly increase the number of local high school programs. At present, more than a dozen new high schools have been funded or are in the process of becoming funded for imminent construction. This trend is accelerating, and with the legal implication of the upcoming Molly Hootch v. State Board of Education case, may well become the dominant mode of secondary education for Native high school students within two or three years. Although this is the direction in which most educators and Natives seem to wish to move, there is more than a little apprehension about the educational dangers and difficulties inherent in this shift. These will be discussed in the section relating to strategy development.

c) Reduction in non-local secondary options:

If we relate enrollment projections indicating a short-term growth and a long-term stability or shrinking in secondary student populations to the above mentioned development of village secondary facilities, it becomes obvious that the current non-local options, as they exist, must

soon become underenrolled, and therefore, too inefficient to continue operation. Indeed, this trend is already becoming glaringly obvious. As this happens, several options for these boarding programs will exist:

- 1) Change to a functional secondary specialization for a selected Native student body attending on a full-time basis.
- 2) Change to a functional secondary specialization for a general Native student body attending on a part-time basis.
- 3) Remain open for those students not reached by local secondary programs.
- 4) Develop program related to educational needs other than secondary.
- 5) Shut down.

At present, at least in the case of the Kodiak facility, shutting down seems to be the only option currently under consideration.

It would seem that, with some thought, other uses for a multi-million dollar facility might be developed. However, these too can be discussed in strategy development.

d) Expansion of educational opportunities in terms of population served and programs offered:

In a village which, twenty years ago, may have had only a single teacher, we could today find a variety of programs for kindergarten and pre-kindergarten, special education, bilingual education, and adult basic education. In addition, there are correspondence courses for State diplomas or for community college credit, numerous visits by education

consultants in various fields, and in-service training sessions-- all of which are designed to provide learning opportunities for those previously untouched by the educational system. Although these programs are far from perfect, they appear to be growing in number and quality. It is not likely that this trend would be reversed.

e) Village Population Stabilization:

Statistical data indicates that village populations are, with few exceptions, in a state of relative stability, or in some cases, declining. The effects this will have upon the total education dollars entering a community and how these dollars will be used has yet to be determined.

f) Increased emphasis on career education and educational accountability:

As the needs of Alaska and the regional corporations expand and become more visible, the school systems will be pressed to assist in meeting these needs. In addition, as the urgency of meeting these needs runs headlong into the apparently inevitable time lag in the establishment of programs in this direction, we will be seeing an increased demand for educational accountability. Movement in this direction will most likely be furthered as local control and awareness of school programs increases.

g) Educational facility development:

At present, the State and the Bureau have in various planning stages, about fifteen village school facility projects due for imminent construction. Most of these projects are for the provision of local secondary options.

It is likely that this trend will continue and perhaps increase in pace. In addition, it is likely that, as local school districts are formed, the replacement rate of older, existing facilities will also increase. Possible, though by no means certain, beneficial outcomes for programs could develop from this construction activity.

2. Developments in Learning Process Theory and Educational Technology:

A great deal of research has been published over the past several years relating to the way we learn; i.e. the learning process. Rather than reiterate all that has been said, copies of several pertinent books are available for your review. These include HOW CHILDREN LEARN by Holt, the PROCESS OF EDUCATION by Bruner, EDUCATION AND ECSTASY by Leonard, and TOWARD A THEORY OF LEARNING by Bruner (ch.2 & 3).

To summarize the divergent points of view would not be fair, but a few of the significant findings by these and other researchers appear to include the following:

1. Pertinent and frequent evaluation is an essential element of curriculum design from the point of view of the learner and the instructor.
2. A major goal of education should be to create in the learner a predisposition to learning.
3. Skill development is essential to growth in learning.
4. Accomplishment and gaining of understanding are internal rewards that can lead to further learning development.
5. Experimentation and experience are two essential elements of learning.

6. The curriculum must be relevant to the goals, needs, environment and experiences of the learner and the growth must be measurable.
7. Learning of the concrete must come before learning of the abstract.
8. Learning can be defined in terms of behavior changes to be developed, and therefore the learning and the effectiveness of the instructional strategies can be measured and evaluated.
9. The cognitive skills have been classified and learning experiences prepared to assist in their development.
10. The cognitive skills of thinking are more crucial in today's world than the cognitive skills of remembering.
11. Individual learners have individual needs and interests, and individual rates of physical, emotional, and intellectual development.
12. Immediacy of feedback from the appropriate external sources is a positive asset to growth in learning.

Although this is by no means an all-inclusive list, it does include some of the more relevant findings and development of educational theory, and should be reflected in the curriculum and strategies of the practitioners in our school systems.

This transfer from theory to practice can be assisted by rapid development in technology--especially in small, rural schools. I would just like to mention a few of these developments:

1. The packaged unit:

Today, there are commercially available packaged learning "kits" complete with reading materials, filmstrips, cassettes, relevant "objects" to see, touch, and manipulate, lesson plans, objectives and evaluation tools. These are available for all levels and for nearly all subject areas.

2. The 8mm film loop:

Short (1-5 minute) films on nearly any subject or "mini-subject", are packaged in a quick, slide-in cartridge for use by individual students--or groups of two or three--in a small quiet projector. The films are usually in series, with each film showing one step in a series. For example, the method for dissection of a frog may be shown in various stages on 8 or 10 film loops. The films keep revolving on the loops in a continuous cycle for constant reference.

3. Programmed Learning Units:

First developed by the Armed Forces, these units consist of lock-step individual instruction in which a small amount of information and explanation is given. A question is asked and answered, and the answer checked by the learner. If he is correct, he proceeds to the next step. If incorrect, he is referred back to a pertinent section for review and retest.

4. The VTR:

Video taping and playback units make available to the isolated classroom the latest information and educational programming from

major centers of learning. In addition, the capability of video-taping in the village and the classroom provide numerous opportunities for student exploration, course development and evaluation.

5. Satellite Communications:

This project will be making possible live, two-way educational programming for bush schools.

6. Computerization:

The development of small, rugged, fairly inexpensive computers makes individual development programs in math and sciences possible for the smallest school.

CONCLUSION:

Using the information from preceding sections, the final task would seem to be the evaluation of existing and planned educational approaches in the light of

- a) what is desirable - and should be striven for;
- b) what is possible - and should be achieved;
- c) what is probable or certain - and must be accounted for in planning.

To do this properly would be a full-time job for a dozen committees, if individual factors are to be considered (e.g., parental involvements, school facility design, hiring and tenure policies, school administration, state graduation requirements, student rights, etc.).