

SCR

55

COMMITTEE REPORT

SENATE

5/28/82

FURTHER: Finance

Date: _____

Mr. President: HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had SCR 55

Creating the Blue Ribbon Commission on the Status of Mount Edgecumbe High School

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass [] do not pass
[] do pass with attached amendments(s) [] same title
 replace with CS for _____ [] new title

and recommends _____

[] AND attaches a "Letter of Intent" [] New Fiscal Note

[] reports it back without recommendation

[] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MISS ELEANOR WEEDMAN

IT IS A GREAT PRIVILEGE TO BE HERE WITH YOU TODAY TO SHARE MY FEELINGS, AS WELL AS THE FEELINGS OF THE STUDENTS, PARENTS, AND MANY CONCERNED PEOPLE ABOUT A VERY SERIOUS MATTER WHICH WILL HAVE SUCH A TREMENDOUS IMPACT ON THE STATE OF ALASKA.

THERE ARE MANY REASONS WHY WE FEEL THE CLOSURE OF MTE. DGE CUMBE HIGH SCHOOL WILL BE A TERRIBLE MISTAKE. YOU ARE PROBABLY WELL AWARE OF THE IMPORTANT ROLE MT. EDGE CUMBE HAS PLAYED IN ALASKA SINCE 1947. MT. EDGE CUMBE HAS EARNED A NEXCELLENT REPUTATION FOR QUALITY EDUCATION AND HAS BEEN RESPONSIBLE FOR PRODUCING OUTSTANDING LEADERS IN THE STATE OF ALASKA. THERE ARE THOSE WHO HAVE BECOME OR PRESENTLY TRAINING TO BECOME DOCTORS, LAWYERS, TEACHERS, SOME IN COLLEGES AND A FEW WHO ARE TRAINING TO WORK FOR THEIR NATIVE CORPORATIONS OR MAKING MANY OTHER KINDS OF VALUABLE CONTRIBUTIONS TO THEIR STATE.

THE GOVERNMENT AND PEOPLE OF ALASKA HAVE BEEN WANTING MORE NATIVE ALASKAN LEADERS IN THE STATE OF ALASKA WHICH REQUIRES GOOD EDUCATION. WE BELIEVE THAT MT. EDGE CUMBE OFFERS THAT EDUCATIONS THAT WILL PREPARE STUDENTS TO GO ONT TO TRAINING OR HIGHER EDUCATION.

IF MT. EDGE CUMBE CLOSES, I BELIEVE THAT THER WILL BE A GREATER INCREASE OF DROPOUTS. THERE ARE STUDENTS I HAVE KNOW FROM MY REGION, AS WELL AS FROM OTHER AREAS, WHO HAVE DROPPED OUT AND LATER ATTENDED MT. EDGE CUMBE AND THEN SUCCESSFULLY COMPLETED THEIR HIGH SCHOOL EDUCATION, MAKING USE OF THEMSELVES AS GOOD CITIZENS.

MT. EDGE CUMBE DOES NOT ONLY HAVE COURSES FOR INTELLEAGENT & TALENTED STUDENTS, BUT HAS COURSES FOR AVERAGE STUDENTS AND STUDENTS WHO NEED SPECIAL EDUCATION.

WE HAVE TEACHERS & DORIMTORY STAFF WHO VERY OFTEN SPEND MANY HOURS TO TAKE TIME WORKING WITH STUDENTS PERSONAL NEEDS. SOME HAVE BEEN WORKING FOR 29 YEARS OR MORE AND STILL ENJOY WORKING FOR MT. EDGE CUMBE AND TEACHING THE STUDENTS. BECAUSE OF THE FACT THAT MANY OF THE TEACHERS AT MT. EDGE CUMBE DO REMAIN FOR A LONG PERIOD OF TIME, THIS IS AN ADVANTAGE FOR THEY LEARN HOW TO UNDERSTAND AND WORK WITH THE STUDENTS, WHEREAS IN THE VILLAGES, FROM MY OBSERVATION, THE TEACHERS DO NOT STAY VERY LONG. BECAUSE OF THIS, THEY DO NOT ADJUST TO THE STUDENTS OR CONDITIONS AND GET TO KNOW AND UNDERSTAND THEM AS WELL. THERE IS NOT THE CONTINUITY THAT MT. EDGE CUMBE HIGH SCHOOL PROVIDES.

WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN I WAS IN A CLASSROOM WHICH CONSISTED OF 3 SUBJECTS. IN ONE PART OF THE ROOM A SUBJECT WAS BEING TAUGHT, IN THE OTHER PART THERE WERE 2 SUBJECTS BEING TAUGHT BY ONE TEACHER.

THE CLASSES IN MANY VILLAGE HIGH SCHOOLS ARE INADEQUATE AND USUALLY DON'T HELP STUDENTS TO BENEFIT FROM THEM AS ACADEMIC WORK IS NOT COMPETITIVE. THIS IS MAINLY BECAUSE IT IS VERY DIFFICULT FOR THE SMALL STAFF IN THE BUSH HIGH SCHOOLS TO PROVIDE ALL THE COURSES HIGH SCHOOL STUDENTS NEED. BECAUSE OF THIS LACK OF CHALLENGING WORK AND ACTIVITIES, MANY YOUNG PEOPLE IN THE VILLAGES ARE BECOMING INVOLVED WITH DRUGS AND ALCOHOL. THE NUMBER IS DRASTICALLY INCREASING EACH YEAR. IN CONTRAST AT MT. EDGE CUMBE THERE ARE A WIDE RANGE OF ACTIVITIES, NUMEROUS OPPORTUNITIES FOR INTERACTION AND CHALLENGING ACADEMIC WORK WHICH HELPS THE STUDENT TO STAY OCCUPIED.

IN MT. EDGE CUMBE THERE IS A STRICT POLICY CONCERNING DRUGS AND ALCOHOL WHICH HELPS TO DISCOURAGE MANY STUDENTS FROM USING THEM.

ANOTHER STRICT POLICY WHICH IS BENEFICIAL, IS THE POLICY THAT FORCES ALL STUDENTS TO BE ON TIME AND ATTEND ALL CLASSES UNLESS IT IS INAVOIDABLE; WHEREAS IN THE VILLAGES TARDIES AND ABSENCES ARE A BIG PROBLEM.

SOME STUDENTS WHO ARE YET STILL IN GRADE SCHOOL ARE LOOKING FORWARD TO COMING TO MT. EDGE CUMBE FOR THEIR HIGH SCHOOL. I HAVE NOT ONLY GOTTEN MY EDUCATION AT MT. EDGE CUMBE BUT I'VE LEARNED TO MAKE CERTAIN DECISIONS, BECOME SELF-RELIANT, AND BE MORE RESPONSIBLE BECAUSE OF THE WORK WE ARE REQUIRED TO DO, BOTH IN THE DORM AND CLASS, AND THE ACTIVITIES I HAVE PARTICIPATED IN SUCH AS, CORSS-COUNTRY, TRACK, DRILL TEAM, GYMNASTICS AND CLASS SECRETARY. THIS YEAR I AM ASSUMING RESPONSIBILITIES AS VICE-PRESIDENT OF THE STUDENT COUNCIL. THE OPPORTUNITIES TO DEVELOP LEADERSHIP ARE LIMITLESS. I HAVE ALSO COME TO KNOW MY PERSONAL SAVIOR.

IF IT HADN'T BEEN FOR MT. EDGE CUMBE, I WOULDN'T HAVE THE KNOWLEDGE I GAINED WHICH WILL GREATLY AFFECT MY FUTUER PLANS. THIS IS NOT PROVIDED IN MY HOMETOWN. THERE, BECAUSE THERE ARE FEWER SUBJECTS AND EVERYONE KNOWS ONE ANOTHER WELL, THE STUDENTS AREN'T MOTIVATED TO DO THEIR WORK IN OR OUTSIDE CLASS. WHEN I ATTENDED MT. EDGE CUMBE I SAW A BIG DIFFERENCE IN ATTITUDE AND IN EFFORT IN DOING MY WORK IN AND OUTSIDE OF CLASS.

THE CHANCE OT INTERACT WITH MANY DIFFERENT NATIVES IN VARIOUS PARTS OF ALASKA IS ALSO A GREAT OPPORTUNITY STUDENTS HAVE AT MT. EDGE CUMB LIVING AND WORKING TOGETHER HELPS US TO GAIN UNDERSTANDING AND A FEELING OF UNITY. THIS HELPS US TC ADJUST TO SITUATIONS WE WILL HAVE TO FACE LATER IN LIFE WHERE WE WILL NEED TO MEET AND DEAL WITH PEOPLE FROM OUR VAST STATE.

BECAUSE MY MOTHER AND A FEW OTHER PEOPLE FROM MY HOME CANNOT READ, WRITE OR SPEAK VERY GOOD ENGLISH THEY WANTED ME TO SAY A FEW THINGS AT THIS MEETING. QUOTE: "WE FEEL THAT MT. EDGE CUMBE HAS AFFECTED STUDENTS IN MANY DIFFERENT WAYS WHICH PROBABLY NO OTHER SCHOOL IN ALASKA WOULD. THE STUDENTS ARE LUCKY TO HAVE THE VARIETY OF EDUCATIONS, ACTIVITIES, STAFF WORKERS AND PROVIDED TRANSPORTATION. WE ARE THANKFUL FOR ALL OF THAT, BUT TO HEAR THAT IT MIGHT BE CLOSED IS MORE THAN A PITY. UNQUOTE.

MANY OF THE PEOPLE WHO FAVOR CLOSING MT. EDGE CUMBE HAVE NEVER ACTUALLY VISITED OUR SCHOOL OR TALKED WITH STUDENTS WHOSE FUTURES WILL BE GREATLY AFFECTED. IS IT FAIR TO MAKE SUCH A DECISION WHICH WILL GREATLY AFFECT MANY OF OUR FUTURES WITHOUT MAKING AN EFFORT TO PERSONALLY INSURE THAT IT IS THE RIGHT DECISION?

FOR THE LAST TWO YEARS THE STUDENT COUNCIL, AS WELL AS THE STUDENT BODY, HAS BEEN DOING EVERYTHING WITHIN OUR POWER TO DELAY THE CLOSURE OF OUR SCHOOL. WE JOYFULLY AND GREATFULLY RECEIVED THE NEWS THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE OPEN FOR ANOTHER YEAR. HOWEVER, THE BATTLE IS NOT YET OVER. WE MUST INSURE THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE HER FOR MANY YEARS TO COME IN ORDER TO MEET THE NEEDS OF THOSE FUTURE LEADERS OF ALASKA WHO STILL HAVE NEED OF A SCHOOL SUCH AS THIS IN ORDER TO REACH THEIR FULLEST POTENTIAL. WE MUST NOT REST UNTIL THIS GOAL IS ACHIEVED. WE CANNOT AFFORD TO BECOME LAX JUST BECAUSE THIS SCHOOL HAS BEEN GIVEN A YEAR'S REPRIEVE. THERE IS MUST WORK TO DO. WE WHO WILL GRADUATE NEXT YEAR AND THOSE WHO HAVE GRADUATED AT MT. EDGE CUMBE THE PAST YEARS OWE IT TO THOSE WHO WILL FOLLOW US TO GUARANTEE THAT THEY WILL HAVE THE SAME OPPORTUNITITES THAT HAVE BEEN AVAILABLE TO US. THIS IS A DEBT THAT WE OWE TO OUR PEOPLE, OUR STATE AND OUR SCHOOL. THAT IS WHY I HAVE COME TO SPEAK TO YOU TODAY.

I UNDERSTAND THE REASONS FOR THE POSSIBLE CLOSURE OF OUR SCHOOL, BUT ISN'T ADEQUATELY MEETING THE NEEDS OF THE NATIVE PEOPLE WITH ANY COST? IF ALL THE SMALL SCHOOLS PROVIDED AN EQUAL EDUCATION, WOULD IT NOT COST MORE?

WE ARE ALSO VERY CONCERNED ABOUT THE FACT THAT AT THE PRESENT TIME MT. EDGE CUMBE WILL NOT BE ABLE TO ENROLL FRESHMEN FOR THE 1982-83 SCHOOL YEAR. THIS A BIG DISAPPOINTMENT BECAUSE WE FEEL THAT THOSE FRESHMEN WHO WOULD LIKE TO ATTEND MT. EDGE CUMBE SHOULD HAVE THE SAME CHANCE TO SHARE THE SAME VALUABLE EXPERINECE. IT IS OUR HOPE THAT PERHAPS THE HOUSE BILL NUMBER 812 WOULD PROVIDE THE FUNDING FOR A FRESHMEN CLASS.

IS IT FAIR TO TAKE AWAY THE OPPORTUNITY FOR THOSE WHO STRONGLY AND DEEPLY BELIEVE THAT THIS SCHOOL IS NEEDED TO HELP THEM ACHIEVE THEIR FUTURE GOALS?

WE WOULD ALSO LIKE VERY MUCH TO SEE THE STATE LEGISLATURE PASS A MEASURE THAT WOULD INSURE FUNDING FOR MT. EDGE CUMBE FOR THE YEARS TO COME.

WE STRONGLY BELIEVE IT WOULD BE UNFAIR TO USE WHO ARE PRESENTLY ATTENDING AND THOSE WHO WISH TO ATTEND IN THE FUTURE TO TAKE AWAY THIS OPPORTUNITY TO DEVELOP LEADERSHIP WHICH HAS ALREADY BENEFITTED SO MANY OF US WHO ARE STUDENTS AND GRADUATES OF MT. EDGE CUMBE HIGH SCHOOL.

WE FEEL THAT MT. EDGE CUMBE IS ESSENTIAL. IT IS VERY HARD FOR ME, AS WELL AS THOSE WHO BELIEVE SO STRONGLY IN MT. EDGE CUMBE TO TELL HOW VERY DEEPLY MANY OF USE FEEL ABOUT OUR SCHOOL, AND HOW MUCH WE RESPECT MT. EDGE CUMBE AND WHAT IT STANDS FOR.

I CANNOT URGE YOU ENOUGH TO DO EVERYTHING WITHIN YOUR POWER. WE NEED YOUR HELP!!!!!!

WE ARE PROUD OF OUR SCHOOL AND FEEL THAT A FRESHMEN CLASS SHOULD BE
ALLOWED TO ENROLL AND THAT MT. EDGECLUMBE SHOULD REMAIN OPEN,
NOT ONLY NEXT YEAR BUT FOR MANY YEARS TO COME. WE WILL GREATLY APPRECIATE
YOUR FULL AND ACTIVE SUPPORT IN HELPING US TO KEEP OUR PROUD TRADITION
GOING STRONG!!!

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS BENNY STEVENS, I AM A JUNIOR AT MT. EDGE CUMBE HIGH SCHOOL. I AM SPEAKING TO YOU TONIGHT FROM THE STUDENTS' STANDPOINT. THANK YOU FOR GIVING ME THE OPPORTUNITY TO SHARE WITH YOU THE REASONS WHY I FEEL MT. EDGE CUMBE IS NEEDED.

MANY OF THE VILLAGES, LIKE MY OWN, STEVENS VILLAGE, ARE VERY SMALL AND HIGH SCHOOLS BUILT IN THESE VILLAGES WOULD BE INADEQUATE IN PROVIDING THE QUALITY EDUCATION THAT MT. EDGE CUMBE PROVIDES. IT IS VERY DIFFICULT FOR ONE OR TWO TEACHERS TO TEACH ALL THE SUBJECTS THAT THE AVERAGE HIGH SCHOOL STUDENT HAS TO KNOW TO EQUIP THEM TO BE SUCCESSFUL IN LIFE OR TO PREPARE THEM TO BENEFIT THE MOST FROM A COLLEGE EDUCATION.

WITHOUT TRAVELING TO DIFFERENT AREAS OF ALASKA, HOW ARE WE SUPPOSED TO LEARN ABOUT DIFFERENT PEOPLE AND CULTURES? IF WE ARE EXPOSED TO ONLY A FEW PEOPLE WHO WE KNOW VERY WELL OR ARE RELATED TO IT IS TOTALLY IMPOSSIBLE TO EXPECT US TO ASSUME POSITIONS AS FUTURE LEADERS WHO WILL BE ABLE TO MEET AND DEAL WITH DIFFERENT PEOPLE. IT IS GOOD TO HAVE THE OPPORTUNITY TO MEET AND LEARN ABOUT OTHER PEOPLE AND THEIR CULTURES AND THIS IS ONE OF THE DEFINITE ADVANTAGES OF MT. EDGE CUMBE. ANOTHER MAJOR ADVANTAGE OF MT. EDGE CUMBE IS THAT THE SCHOOL IS ABLE TO MEET THE NEEDS OF EVERY INDIVIDUAL. FOR EXAMPLE, IF A STUDENT IS BEHIND OR IS NOT CAPABLE OF THE WORK THAT HIS CLASS IS DOING, HE WILL BE PUT IN A REMEDIAL CLASS. OR IF A STUDENT IS AT A HIGHER LEVEL OF ACHIEVEMENT, ADVANCED CLASSES ARE PROVIDED--EVEN COLLEGE CLASSES IN SOME INSTANCE. STILL ANOTHER MAJOR ADVANTAGE IS THAT AT MT. EDGE CUMBE STUDENTS ARE ON TIME & ATTEND ALL CLASSES BECAUSE THE POLICY IS STRICTLY ENFORCED.

ON THE OTHER HAND, IN MANY VILLAGE GRADE SCHOOLS AND HIGH SCHOOLS THE STUDENTS ARE OFTEN TARDY OR EVEN SKIP CLASSES. STUDENTS ARE OFTEN NOT MATURE ENOUGH TO REALIZE THAT THE CLASSES THAT THEY SKIP WOULD BENEFIT THEM AND HELP THEM PREPARE FOR THEIR FUTURE EDUCATION. OFTEN THIS IS REALIZED TOO LATE. THIS IS WHY THE DISCIPLINE THAT MT. EDGE CUMBE MAINTAINS IS SO NECESSARY IN THE HIGH SCHOOL YEARS.

NOW COMING TO THE PROBLEM OF ALCOHOL & DRUGS WHICH IS A MAJOR PROBLEM THAT MUST BE DEALT WITH IN ALL HIGH SCHOOLS TODAY. I FEEL THAT MT. EDGE CUMBE HAS A GOOD STRICT POLICY IN THIS MATTER. BECAUSE OF THIS THERE IS MUCH GREATER CONTROL & THUS, STUDENTS ARE LESS LIKELY TO BECOME INVOLVED IN DRUGS & ALCOHOL. AT MT. EDGE CUMBE THERE ARE MANY ACTIVITIES & CHALLENGING WORK THAT HELPS KEEP THE STUDENTS INTERESTED & BUSY. IN MANY OF THE SMALL VILLAGES THE ISOLATION & LACK OF THINGS TO DO IS A CONTRIBUTING FACTOR TO THE INVOLVEMENT IN ALCOHOL AND DRUGS.

IF MT. EDGE CUMBE CLOSES NOT ONLY IS THERE THE PROBLEM OF SMALL SCHOOLS THAT CANNOT PROVIDE EQUAL OPPORTUNITIES, THERE IS ALSO THE PROBLEM OF STUDENTS LIKE ME WHO DO NOT EVEN HAVE A HIGH SCHOOL IN OUR VILLAGES. I AND MANY OTHER STUDENTS DO NOT FEEL THAT THE STATE BOARDING HOME PROGRAM IS THE ANSWER. WE DO NOT FEEL THAT THERE IS ANY OTHER ACCEPTABLE ALTERNATIVE BUT TO KEEP MT. EDGE CUMBE OPEN. BECAUSE OF ALL THE REASONS I HAVE MENTIONED AND SO MANY MORE I HOPE THAT YOU WILL SEE THE NEED FOR MT.EDGE CUMBE AND WILL CHANGE THE LATEST DECISION THAT WAS MADE THAT WOULD NOT ALLOW A FRESHMAN CLASS TO ENROLL NEXT YEAR. I HOPE THAT A FRESHMAN CLASS WILL BE ALLOWED TO ENROLL AND THAT FUNDING FOR THE SCHOOL WILL BE PROVIDED FOR FUTURE YEARS.

THANK YOU ALL FOR YOUR TIME AND ATTENTION.

My name is Margaret Phillips. I am from Chuathbaluk and a Senior at Mt. Edgecumbe High School. I would like to share some of my reasons why Mt. Edgecumbe should remain open after the 1982-83 school year.

Mt. Edgecumbe has many different classes which the students need to get a good education and from having the opportunity of taking these classes students will be able to make a better choice about their career. While being here they get better acquainted with the outside world. The students learn their own and other cultures by associations with students from all over the state.

They also learn to be more independent and blend into their own culture and the world around them.

Mt. Edgecumbe has helped students develop leadership ability throughout the years it has been open. What the Native people want is more young natives to become native leaders.

What is going to become of the Natives of Alaska if they close this school. This a question we can not really answer. I would appreciate your support in keeping Mt. Edgecumbe open and in helping to make it possible for a freshmen class to attend Mt. Edgecumbe.

Thank you for your time.

THIS EVENING, MY NAME IS BRENDA WALUNGA. I AM FROM GANWELL, AN ISOLATED ISLAND NEAR SIBERIA. OVER THE THREE YEARS I HAVE ATTENDED MT. EDGE CUMBE I HAVE COME TO HAVE A VERY DEEP FEELING TOWARDS MY SCHOOL. THAT IS WHY I FEEL I SHOULD SHARE MY FEELINGS ABOUT THE NEED FOR MT. EDGE CUMBE. IF I HAD NOT ATTENDED MT. EDGE CUMBE I WOULD NEVER HAVE HAD THE OPPORTUNITIES TO EXPERIENCE THE MANY AND VARIED THINGS THAT HAVE COME MY WAY. I WOULD NOT HAVE BEEN ABLE TO TAKE THE NUMEROUS AND CHALLENGING COURSES AND BECOME INVOLVED IN ABUNDANT EXTRA CURRICULAR ACTIVITIES SUCH AS DRILL TEAM, CLASS ACTIVITIES, BEING SELECTED AS A CANDIDATE IN AN EXCHANGE PROGRAM WITH JAPAN AND HAVING TO COMPETE IN THE SEMI-FINALS. I DEFINITELY WOULD HAVE NEVER HAD THE DESIRE TO SPEAK IN PUBLIC. I STRONGLY BELIEVE THAT MT. EDGE CUMBE SHOULD REMAIN OPEN. COMPARING THE VILLAGE SCHOOLS OF ALASKA WITH MT. EDGE CUMBE REVEALS A TREMENDOUS CONTRAST.

IN MANY VILLAGE SCHOOLS THERE IS NO UNITY AMONG THE STUDENTS AND ALSO THE TEACHERS. IN MT. EDGE CUMBE THIS IS A ONENESS THAT IS OBVIOUS. WE COULD TRULY SELECT THE THEME "WE ARE FAIMLY" FOR THE ALL CLASS REUNION WHICH WAS HELD RECENTLY. THE WORK IN MANY OF THE VILLAGES IS NOT CHALLENGING AS IT IS HERE, OFTEN THE WORK THERE IS LIKE GRADE SCHOOL. THE TEACHERS TEACH MORE THEN THEY CAN HANDLE. YET THERE'S STILL NOT ENOUGH CLASSES TO PROVIDE ALL THAT THE STUDENTS WILL NEED IN THE LONG-RUN.

IN MANY VILLAGE SCHOOLS DISCIPLINE IS OFTEN A PROBLEM, BECAUSE IT IS NOT GIVEN SERIOUS ATTENTION. STUDENTS OFTEN GET AWAY WITH ALMOST ANYTHING SUCH AS SMOKING POT, SKIPPING CLASS, BEING TARDY, NOT DOING HOMEWORK, TALKING BACK TO SCHOOL OFFICIALS. YOUNG PEOPLE NEED DISCIPLINE.

AT MT. EDGE CUMBE HIGH SCHOOL THERE IS STRICT DISCIPLINE BUT IT IS APPLIED WITH A CALM ATTITUDE THAT INVITES STUDENTS TO DEVELOP INTO MATURE ADULTS.

STUDENTS OFTEN DO NOT HAVE AS MANY OPPORTUNITIES TO DEVELOP RESPONSIBILITIES IN MANY VILLAGE SCHOOLS. MT. EDGE CUMBE TEACHES RESPONSIBILITY AND LEADERSHIP. HERE IN MT. EDGE CUMBE WE ARE LEARNING ALL THE TIME, EVEN WHEN WE'RE NOT IN SCHOOL.

BECAUSE OF ALL THESE CONTRASTS, I FEEL THAT OTHER YOUNG PEOPLE SHOULD HAVE THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. I REALLY FEEL THAT FRESHMAN SHOULD BE ALLOWED TO ENROLL. IF FRESHMAN ARE ONLY ALLOWED TO ATTEND VILLAGE SCHOOLS MANY WILL GET A BAD PICTURE OF WHAT HIGH SCHOOL IS LIKE. IF THEY ARE ALLOWED TO ATTEND MT. EDGE CUMBE HIGH SCHOOL, THEY WILL GET A TOTALLY DIFFERENT VIEW OF HIGH SCHOOL. IT IS MY HOPE THAT THE FEDERAL GOVERNMENT WILL REVERSE THE DECISION AND ALLOW FRESHMAN TO ATTEND NEXT YEAR AND THE FOLLOWING YEARS. IT IS ALSO MY HOPE THAT FUNDS WILL BE APPROPRIATED TO OPERATE MT. EDGE CUMBE AFTER THE 1982-83 SCHOOL YEAR.

IN A WORLD GRAVELY CONCERNED WITH CONSERVING OUR NATURAL RESOURCES, WHY NEEDLESSLY WASTE THE GREATEST NATURAL RESOURCES OF ALL? FUNDS MUST BE PROVIDED FOR THE ADEQUATE EDUCATION OF THE YOUNG PEOPLE. AFTER ALL, WHAT BETTER NATURAL RESOURCE DO WE HAVE TO CULTIVATE THAN OUR YOUNG PEOPLE. THEY ARE THE FUTURE!

THANK YOU FOR YOUR TIME.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE HIGH SCHOOL STUDENT BODY FOR THE 1981-82 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

I AM REPRESENTING THE MT. EDGE CUMBE STUDENT BODY. TODAY WE COME TO DISCUSS THE TOPIC OF MT. EDGE CUMBE HIGH SCHOOL. WE DEEPLY APPRECIATE THIS OPPORTUNITY TO VOICE OUR OPINIONS AND WE ALSO APPRECIATE THE FACT THAT YOU HAVE CALLED ALL OF US TOGETHER TODAY TO HEAR THE REASONING OF ALL CONCERNED.

THIS PAST SUMMER I WAS VISITING RELATIVES. ONE COUPLE, WHO ARE FORMER GRADUATES OF MT. EDGE CUMBE WERE DISCUSSING THEIR TWO-MONTH OLD DAUGHTER'S PLACE OF ATTENDING HIGH SCHOOL. ONE PARENT WANTED HER TO ATTEND THE LOCAL HIGH SCHOOL AND THE OTHER PARENT WANTED HER TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. THEY FINALLY DECIDED ON MT. EDGE CUMBE. THEY CHOSE MT. EDGE CUMBE BECAUSE THEY REALIZED FROM THEIR OWN EXPERIENCES THAT IT WOULD PROVIDE A BETTER EDUCATION FOR THEIR CHILD. I THINK THIS SHOWS THE TREMENDOUS EFFECT MT. EDGE CUMBE HIGH SCHOOL HAS ON ALASKAN NATIVES.

AT MT. EDGE CUMBE HIGH SCHOOL, IF A STUDENT NEEDS SPECIAL AND INDIVIDUAL HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR STUDENTS LIKE MYSELF WHO PLAN TO GO ON TO HIGHER AND BETTER EDUCATION IT PROVIDES CHALLENGING CURRICULUM WITHIN THE HIGH SCHOOL AS WELL AS ACCESS TO NEARBY COLLEGES. I HAVE BEEN TAKING SEVERAL COLLEGE CLASSES DURING MY SENIOR YEAR TO HELP ME MAKE THE TRANSITION FROM ONE PHASE OF EDUCATION TO ANOTHER.

MT. EDGECEMBEE HIGH SCHOOL ALSO HAS A HIGHLY DEVELOPED INTERSCLASTIC AND INTERMERIAL SPORTS PROGRAM AS WELL AS MANY EXTRA-CURRICULAR ACTIVITIES.

IT ALSO PROVIDES STUDENTS WITH ACCESS TO BETTER HEALTH FACILITIES. A COMPARISON WOULD BE THAT AT HOME I LIVE 200 MILES AWAY FROM A HOSPITAL OR DOCTOR AND AT MT. EDGECEMBEE I LIVE LESS AND A CITY BLOCK AWAY. THIS NOT ONLY HELPS STUDENTS IN CURING BUT ALSO IN PREVENTION OF HEALTH PROBLEMS.

BESIDES THESE, AND MANY OTHER REASONS, I THINK THAT THE SCHOOL IS A VERY IMPORTANT BYWAY. IT NOT ONLY PROVIDES QUALITY EDUCATION BUT IT IS IMPORTANT TO ALASKA IN MANY OTHER WAYS.

IT IS A COMMUNICATION POINT FOR THE STATE. STUDENTS COMING FROM SMALL VILLAGES HAVE LITTLE IDEA ABOUT OTHER PEOPLES AND AREAS OF ALASKA. AT MT. EDGECEMBEE STUDENTS GAIN AN UNDERSTANDING OF ALL THE OTHER ALASKAN NATIVE GROUPS INCLUDING THEIR BACKGROUND AND PERSONALITIES. A FEELING OF UNITY IS FOUNDED THAT LASTS A LIFETIME. BECAUSE OF THIS WE FIND THAT STUDENTS EASILY ADAPT TO SITUATIONS IN WHICH THEY MUST WORK WITH OTHER PEOPLE FROM THROUGHOUT ALASKA. THIS HAS BEEN AN IMPORTANT FACTOR IN PRODUCING MANY LEADERS FOR OUR STATE.

IT PROVIDES A DOOR TO THE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERIENCES WHILE STILL HAVING THE SECURITY OF A HOME-LIKE ATMOSPHERE. THESE EXPERIENCES HELP PREPARE STUDENTS TO GO ON TO COLLEGE OR INTO OTHER SOURCES OF FURTHER EDUCATION.

I ATTENDED A VILLAGE HIGH SCHOOL MY FRESHMAN YEAR. FROM MY OBER-
VATION THESE ARE SOME OF THE ADVANTAGES THAT MT. EDGE CUMBE OFFERS
OTHER THAN THE ONES I MENTIONED PREVIOUSLY. AT MT. EDGE CUMBE THERE
IS PRESSURE TO DO WORK AND TO ACHIEVE RATHER THAN JUST GOOFING OFF.
THUS, STUDENTS ADJUST TO SCHOOL AND HAVE TO REALLY EARN THEIR GRADES.
STUDENTS EXPERIENCE LIVING AWAY FROM HOME AND LEARN TO BE MORE RE-
SPONSIBLE AND INDEPENDENT. I HAVE NOTICED THAT DROP-OUTS FROM
OTHER SCHOOLS QUITE OFTEN DO FINE AND GET ALONG WELL ACADEMICALLY
AND SOCIALLY.

IT IS A STRICT POLICY AT MT. EDGE CUMBE THAT STUDENTS ATTEND ALL
CLASSES UNLESS IT IS UNAVOIDABLE AND MUST ALWAYS BE ON TIME. THIS
RESULTS IN MORE DISCIPLINED STUDENTS.

I FEEL THAT BEFORE A DECISION IS MADE CONCERNING MT. EDGE CUMBE HIGH
SCHOOL EVERY EFFORT SHOULD BE MADE TO INVESTIGATE THE TREMENDOUS
IMPACT THIS WILL HAVE ON THE COURSE OF EDUCATING STUDENTS IN ALASKA.

I FEEL THAT EVERY PERSON CONCERNED WITH MAKING THIS DECISION AND
WITH THE FATE OF THE STATE OF ALASKA OWES IT TO THE FUTURE GEN-
ERATIONS OF ALASKAN STUDENTS AND TO THE STATE TO VISIT OUR
SCHOOL AND TALK WITH ALL THOSE THAT WILL BE AFFECTED AND MAKE A
THOROUGH STUDY OF THE ISSUE. IF ALL THOSE INVOLVED WILL TAKE THE
TIME AND EFFORT TO DO THIS THEN I FEEL THAT THERE CAN BE NO OTHER
DECISION EXCEPT TO KEEP MT. EDGE CUMBE HIGH SCHOOL IN OPERATION.

I AM VERY PROUD OF MT. EDGE CUMBE HIGH SCHOOL. I FEEL THAT MT. EDGE CUMBE
HIGH SCHOOL IS A VERY IMPORTANT AND NECESSARY EDUCATIONAL RESOURCE.
AND IT SHOULD BE AVAILABLE TO ALL ALASKAN STUDENTS.

THAT IS WHY THE STUDENT BODY WISHES TO TAKE MEASURES TO SEE THAT THE FRESHMAN CLASS OF 1983 HAS THE OPPORTUNITY TO BE ADMITTED TO A SCHOOL SUCH AS MT. EDGE CUMBE. THE DECISION MADE DENYING THIS OPPORTUNITY TO THESE STUDENT IS WRONG AND UNFAIR. IT IS OUR HOPE THAT THE STATE LEGISLATURE WILL APPROPRIATE MONIES THAT WILL MAKE IT POSSIBLE FOR INCOMING FRESHMAN TO BE ADMITTED TO MT. EDGE CUMBE HIGH SCHOOL.

WE WOULD ALSO HOPE THAT CONTINUED FUNDING WOULD BE PROVIDED SO THAT THE EDUCATIONAL ADVANTAGES THAT MT. EDGE CUMBE HAS OFFERED TO THE STATE OF ALASKA FOR THE LAST 35 YEARS WILL CONTINUE TO BE AVAILABLE TO THE MANY INDIVIDUALS WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO DEVELOPE TO THEIR FULL POTENTIAL. I ASK THAT YOU GIVE US YOUR FULL SUPPORT AND BACKING TO MAKE THIS POSSIBLE.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE. HIGH SCHOOL STUDENT BODY FOR THE 1961-62 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

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THIS PAST SUMMER I WAS VISITING RELATIVES. ONE COUPLE, WHO ARE FORMER GRADUATES OF MT. EDGE CUMBE WERE DISCUSSING THEIR TWO-MONTH OLD DAUGHTER'S PLACE OF ATTENDING HIGH SCHOOL. ONE PARENT WANTED HER TO ATTEND THE LOCAL HIGH SCHOOL AND THE OTHER PARENT WANTED HER TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. THEY FINALLY DECIDED ON MT. EDGE CUMBE. THEY CHOSE MT. EDGE CUMBE BECAUSE THEY REALIZED FROM THEIR OWN EXPERIENCES THAT IT WOULD PROVIDE A BETTER EDUCATION FOR THEIR CHILD. I THINK THIS SHOWS THE TREMENDOUS EFFECT MT. EDGE CUMBE HIGH SCHOOL HAS ON ALASKAN NATIVES.

AT MT. EDGE CUMBE HIGH SCHOOL, IF A STUDENT NEEDS SPECIAL AND IN- DIVIDUAL HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR STUDENTS LIKE MYSELF WHO PLAN TO GO ON TO HIGHER AND BETTER EDUCATION IT PROVIDES CHALLENGING CURRICULUM WITHIN THE HIGH SCHOOL AS WELL AS ACCESS TO NEARBY COLLEGES. I HAVE BEEN TAKING SEVERAL COLLEGE CLASSES DURING MY SENIOR YEAR TO HELP ME MAKE THE TRANSITION FROM ONE PHASE OF EDUCATION TO ANOTHER.

MT. EDGE CUMBE HIGH SCHOOL ALSO HAS A HIGHLY DEVELOPED INTERSCLASTIC AND INTERMERIAL SPORTS PROGRAM AS WELL AS MANY EXTRA-CURRICULAR ACTIVITIES.

IT ALSO PROVIDES STUDENTS WITH ACCESS TO BETTER HEALTH FACILITIES. A COMPARISON WOULD BE THAT AT HOME I LIVE 200 MILES AWAY FROM A HOSPITAL OR DOCTOR AND AT MT. EDGE CUMBE I LIVE LESS AND A CITY BLOCK AWAY. THIS NOT ONLY HELPS STUDENTS IN CURING BUT ALSO IN PREVENTION OF HEALTH PROBLEMS.

BESIDES THESE, AND MANY OTHER REASONS, I THINK THAT THE SCHOOL IS A VERY IMPORTANT BYWAY. IT NOT ONLY PROVIDES QUALITY EDUCATION BUT IT IS IMPORTANT TO ALASKA IN MANY OTHER WAYS.

IT IS A COMMUNICATION POINT FOR THE STATE. STUDENTS COMING FROM SMALL VILLAGES HAVE LITTLE IDEA ABOUT OTHER PEOPLES AND AREAS OF ALASKA. AT MT. EDGE CUMBE STUDENTS GAIN AN UNDERSTANDING OF ALL THE OTHER ALASKAN NATIVE GROUPS INCLUDING THEIR BACKGROUND AND PERSONALITIES. A FEELING OF UNITY IS FOUNDED THAT LASTS A LIFETIME. BECAUSE OF THIS WE FIND THAT STUDENTS EASILY ADAPT TO SITUATIONS IN WHICH THEY MUST WORK WITH OTHER PEOPLE FROM THROUGHOUT ALASKA. THIS HAS BEEN AN IMPORTANT FACTOR IN PRODUCING MANY LEADERS FOR OUR STATE.

IT PROVIDES A DOOR TO THE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERINECES WHILE STILL HAVING THE SECURITY OF A HOME-LIKE ATMOSPHERE. THESE EXPERIENCES HELP PREPARE STUDENTS TO GO ON TO COLLEGE OR INTO OTHER SOURCES OF FURTHER EDUCATION.

I ATTENDED A VILLAGE HIGH SCHOOL MY FRESHMAN YEAR. FROM MY OBER-
VATION THESE ARE SOME OF THE ADVANTAGES THAT MT. EDGE CUMBE OFFERS
OTHER THAN THE ONES I MENTIONED PREVIOUSLY. AT MT. EDGE CUMBE THERE
IS PRESSURE TO DO WORK AND TO ACHIEVE RATHER THAN JUST GOOFING OFF.
THUS, STUDENTS ADJUST TO SCHOOL AND HAVE TO REALLY EARN THEIR GRADES.
STUDENTS EXPERIENCE LIVING AWAY FROM HOME AND LEARN TO BE MORE RE-
SPONSIBLE AND INDEPENDENT. I HAVE NOTICED THAT DROP-OUTS FROM
OTHER SCHOOLS QUITE OFTEN DO FINE AND GET ALONG WELL ACADEMICALLY
AND SOCIALLY.

IT IS A STRICT POLICY AT MT. EDGE CUMBE THAT STUDENTS ATTEND ALL
CLASSES UNLESS IT IS UNAVOIDABLE AND MUST ALWAYS BE ON TIME. THIS
RESULTS IN MORE DISCIPLINED STUDENTS.

I FEEL THAT BEFORE A DECISION IS MADE CONCERNING MT. EDGE CUMBE HIGH
SCHOOL EVERY EFFORT SHOULD BE MADE TO INVESTIGATE THE TREMENDOUS
IMPACT THIS WILL HAVE ON THE COUSE OF EDUCATING STUDENTS IN ALASKA.

I FEEL THAT EVERY PERSON CONCERNED WITH MAKING THIS DECISION AND
WITH THE FATE OF THE STATE OF ALASKA OWES IT TO THE FUTURE GEN-
ERATIONS OF ALASKAN STUDENTS AND TO THE STATE TO VISIT OUR
SCHOOL AND TALK WITH ALL THOSE THAT WILL BE AFFECTED AND MAKE A
THOROUGH STUDY OF THE ISSUE. IF ALL THOSE INVOLVED WILL TAKE THE
TIME AND EFFORT TO DO THIS THEN I FEEL THAT THERE CAN BE NOT OTHER
ALTERNATION EXCEPT TO KEEP MT. EDGE CUMBE HIGH SCHOOL IN OPERATION.

I AM VERY PROUD OF MT. EDGE CUMBE HIGH SCHOOL. I FEEL THAT MT. EDGE CUMBE
HIGH SCHOOL IS A VERY IMPORTANT AND NECESSARY EDUCATIONAL RESOURCE.
AND IT SHOULD BE AVAILAEBLE TO ALL ALASKAN STUDENTS.

THAT IS WHY THE STUDENT BODY WISHES TO TAKE MEASURES TO SEE THAT THE FRESHMAN CLASS OF 1983 HAS THE OPPORTUNITY TO BE ADMITTED TO A SCHOOL SUCH AS MT. EDGE CUMBE. THE DECISION MADE DENYING THIS OPPORTUNITY TO THESE STUDENT IS WRONG AND UNFAIR. IT IS OUR HOPE THAT THE STATE LEGISLATURE WILL APPROPRIATE MONIES THAT WILL MAKE IT POSSIBLE FOR INCOMING FRESHMAN TO BE ADMITTED TO MT. EDGE CUMBE HIGH SCHOOL.

WE WOULD ALSO HOPE THAT CONTINUED FUNDING WOULD BE PROVIDED SO THAT THE EDUCATIONAL ADVANTAGES THAT MT. EDGE CUMBE HAS OFFERED TO THE STATE OF ALASKA FOR THE LAST 35 YEARS WILL CONTINUE TO BE AVAILABLE TO THE MANY INDIVIDUALS WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO DEVELOPE TO THEIR FULL POTENTIAL. I ASK THAT YOU GIVE US YOUR FULL SUPPORT AND BACKING TO MAKE THIS POSSIBLE.

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS LEAH THOMPSON AND I AM FROM BETTLES FIELD, A SMALL TOWN AT THE FOOT HILLS OF THE BROOKS RANGE. I AM REPRESENTING THE STUDENT BODY OF MT. EDGE CUMBE, WHERE I AM PRESENTLY A FRESHMAN.

I AM VERY GLAD I MADE THE CHOICE TO COME HERE BECAUSE MT. EDGE CUMBE PROVIDES A QUALITY EDUCATION THAT VILLAGE SCHOOLS CAN'T PROVIDE. MT. EDGE CUMBE HAS A LARGE STAFF OF TEACHERS TRAINED IN MANY DIFFERENT SUBJECT AREAS. IT ALSO HAS A WIDER RANGE OF SUBJECTS WHICH PREPARE STUDENTS FOR THE CHALLENGES OF THE FUTURE. THE TEACHERS ARE MORE WILLING TO HELP STUDENTS WHO MIGHT NEED SPECIAL HELP. THEY CARE ABOUT THE STUDENTS AND ARE VERY INVOLVED IN THEIR EDUCATION.

IN ADDITION TO THE LARGER CURRICULUM, MT. EDGE CUMBE ALSO HAS MANY EXTRA CURRICULAR ACTIVITIES WHICH HELP STUDENT DEVELOP INTERESTS AND BECOME WELL-ROUNDED INDIVIDUALS.

MT. EDGE CUMBE HAS COUNSELORS THAT ARE INFORMED AND GIVE STUDENTS INTELLIGENT ADVICE WITH PERSONAL AND ALCOHOL AND DRUG RELATED PROBLEMS. THEY ALSO HELP THE STUDENTS WITH CAREER CHOICES, COLLEGE APPLICATIONS, AND FINANCIAL AID FOR FURTHER EDUCATION.

AT MT. EDGE CUMBE NOT NOT ONLY DO WE LEARN FROM BOOKS, BUT WE ALSO LEARN HOW TO LIVE AND GET ALONG WITH OTHER STUDENTS. THIS DEVELOPS A GREATER SENSE OF SELF RESPECT AND RESPECT FOR OTHERS. ALSO, GETTING TO KNOW PEOPLE FROM OTHER AREAS RESULTS IN GREATER UNITY FOR THE STATE. GOING TO SCHOOL IN A DIFFERENT PART OF THE STATE EXPOSES STUDENTS TO LIFE OUT OF THE VILLAGES. THIS IS PARTICULARLY IMPORTANT IN A STATE WITH MANY OF ITS VILLAGES LOCATED IN ISOLATED AREAS.

THIS ISOLATION COUPLED WITH THE DRUG AND ALCOHOL PROBLEM WHICH EXISTS IN MANY VILLAGES CAUSES MANY STUDENTS TO BECOME INVOLVED DEEPLY WITH DRUGS AND ALCOHOL AND THEREFORE DROP OUT OF HIGH SCHOOL. COMING TO MT. EDGE CUMBE HELPS THE STUDENTS TO GET AWAY FROM THE ATMOSPHERE OF DRUGS AND ALCOHOL THAT IS PRESENT IN MANY VILLAGES. USUALLY THESE STUDENTS GO ON TO GRADUATE FROM HIGH SCHOOL BECAUSE THEY HAVE POSITIVE SURROUNDINGS WHICH MOTIVATES THE STUDENTS TO DO THEIR BEST IN THEIR ACADEMIC WORK AND BECOME INVOLVED IN EXTRA CURRICULAR ACTIVITIES.

THIS WAS TRUE IN MY CASE. LAST YEAR WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN, I WAS BOTHERED BY THE FACT THAT THE SCHOOL WAS SO CROWDED TOGETHER IN ONE ROOM. ACTUALLY THERE ARE TWO ROOMS WHICH MAKE UP THE SCHOOL IN MY VILLAGE. ONE SMALL ROOM IS FOR GRADES ONE THROUGH FIVE, AND THE OTHER IS FOR GRADES SIX THROUGH TWELVE. THEY ARE NOT BIG ROOMS AND IT WAS VERY HARD TO CONCENTRATE ON THE WORK ASSIGNED TO ME BECAUSE SEVERAL DIFFERENT SUBJECTS WERE BEING TAUGHT AT THE SAME TIME. THE WORK WAS ALSO TOO EASY AND I BECAME BORED AND NEVER DID MY SCHOOLWORK. AS A RESULT, I GOT BAD GRADES.

THEN I CAME TO MT. EDGE CUMBE AND I AM DOING VERY WELL BECAUSE THE CLASSES ARE MORE CHALLENGING AND I AM IN SURROUNDINGS THAT MOTIVATE ME TO DO MY BEST.

I AM GLAD THIS OPPORTUNITY WAS AVAILABLE TO ME AS A FRESHMAN AND I DO NOT FEEL THAT IS FAIR TO EXCLUDE THE STUDENTS WHO WILL BE FRESHMAN NEXT YEAR FROM ALL MT. EDGE CUMBE HAS TO OFFER.

IN CONCLUSION I WOULD LIKE TO STATE THAT CLOSING MT. EDGE CUMBE HIGH SCHOOL WOULD BE A BIG MISTAKE. THERE IS NO SUBSTITUTE ANYWHERE IN THE STATE THAT PROVIDES THE EDUCATION THAT CAN BE RECEIVED AT MT. EDGE CUMBE.

IF OUR HIGH SCHOOL IS CLOSED MOST OF THE STUDENTS WILL JUST GO BACK TO THEIR VILLAGES AND NOT DEVELOP TO THEIR FULL POTENTIAL.

WE HOPE YOU WILL CONSIDER ALLOWING A FRESHMAN CLASS TO ENTER NEXT YEAR, WE ALSO HOPE THAT THE FEDERAL GOVERNMENT WILL PROVIDE FUNDING AFTER THE 1982-83 SCHOOL YEAR, OR SOMEHOW REACH AN AGREEMENT WITH THE STATE GOVERNMENT TO SHARE FUNDINGS FOR OUR SCHOOL.

THANK YOU FOR GIVING ME YOUR ATTENTION.

CIRI COOK INLET REGION INC.

April 5, 1982

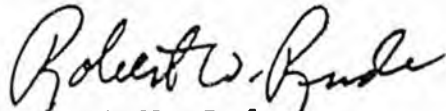
The Honorable Frank Ferguson
The Alaska State Senate
Pouch V (Mail Stop 3100)
Juneau, AK 99811

Dear Senator Ferguson:

Cook Inlet Region, Inc. (CIRI) endorses and supports the continuation of Mount Edgumbe High School. Mount Edgumbe is important to future generations of Alaskans and therefore a freshman class should be allowed to enter next year. CIRI also supports the passage of House Bill 812 and Senate Bill 844.

Sincerely,

COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgumbe Student Council

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, nutrition and socialization, audio-visual training and aviation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfield, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) ensure that Indian Tribes and Alaska Native entities fully exercise self determination and control in planning, priority setting, development, management, operation, staffing and evaluation in all aspects of the education process".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinion.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.

UNITED STATES GOVERNMENT

Memorandum

TO : Rep Albert P. Adams
Alaska State Legislature

DATE: March 30, 1983

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

The attached is forwarded per your request.

The projected budget for Maintenance and Operations will be called to your office, March 31.

Thank you for you continued support



UNITED STATES GOVERNMENT

Memorandum

TO : Representative Albert Adams
Alaska State Legislature

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

DATE: March 30, 1982

Attached is an estimated budget for the state funds requested through HB 812. These estimates include education and facility maintenance and operation costs, based on three hundred fifty students. We believe if we are permitted to enroll a freshman class for school year 1982-83, it will affect the enrollment of other 10th, 11th, and 12th grade students in a positive way.

The Bureau has informed us our FY 83 allotment will be:

Education	\$ 1,893,000.00
Maintenance/Operations	<u>2,600,000.00</u>
	4,493,000.00

Our fiscal year begins October 1.

FY 82 funding level is:

Education	\$ 2,795,451.00
Maintenance/Operations	<u>3,520,300.00</u>
	\$ 6,315,751.00

A decrease for FY 83 of \$ 1,822,751.00.

I do wish to point out, our FY 82 level of funding for education is not sufficient. The only method we have to not overspend before the end of FY 82 is to place all of our education employees, approximately 75, on extended non-pay status during the summer months. We have had to furlough employees for the past two summers in order to meet budget cuts. This has resulted in an even greater salary disparity for federal education employees when compared to the public school systems.

I also want to emphasize the Mt. Edgecumbe budget for FY 1983 is based upon a school closure at the end of school year 1982-83. The \$1,893,000 does not include money for closing or RIF (reduction-in-force) costs, or the start up of a new school year in August and September 1983-84.

The estimated budget projections for the allotment from HB 812 are estimates only covering the school year 1982-83 to June 5, 1983.



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

Also, when we received the information from our D. C. office that we would not be allowed to enroll a freshman class, and that our budget would be reduced, we had to initiate a substantial reduction in our work force. The personnel listing you see on the HB 812 FY 83 budget projection is a listing of teachers and positions we would retain. Without the additional funds and a freshman class, we would have to release those teaching and support positions. Needless to say, the overall effect on the curricular offerings and delivery system would be disastrous. With funding from the State, we would be able to support a freshman class, and keep our scope and depth of curricular offerings to a quality level.

At Mt. Edgecumbe, we require four years of English, two years of math, three and one-half years of social studies, two years of home economics and shop, two years of science, and one-half year of health and personal finance, as well as, a good choice of electives. It takes an adequate number of teachers to offer the courses so each student can meet the graduation requirements. We have a high education standard and we believe time spent in learning for each individual is the key to achievement. This also takes an adequate staff to ensure each individual has a share of the teacher's time to enable adequate progress.

We also believe, it is essential for us to have the ability to serve the speciality areas of special education and remedial education so that we can fully meet the education needs of all our students. Without State funds for FY 83, our capability to fully meet the needs of students would be seriously diminished.

Since we are the home and school away from home, we must provide the education support and opportunities normally provided by the home. Thus we provide tutoring in the dorms in the evening, library hours in the evening, and recreation programs in the evening, as well as, the basic care given by the dorm staff. Without these State funds, we would have to cancel 85% of the support we give our students. With all these services, we are indirectly telling the kids, education is important.

Music and art are two very important areas of our student's lives, and an important part of their individual growth and development. Without State funds, we would have to consolidate the teaching of those areas, with some other teacher. This action always causes each program to lose much of its effectiveness and success. With State funds, we would be able to keep these two important teachers at the school.

I hope this is somewhat understandable. Feel free to categorize the budget projections, if you believe you should.



LeRoy Demmert

FY 83

STAFF

English Teacher	24,000
Art Teacher	25,000
Music Teacher	20,557
Math Teacher	23,000
Science Teacher	18,800
Shop Teacher/part time	11,500
Special Education	27,000
Personnel Office	20,000
Clerk	12,500
Dormitory Attendants (5)	75,000
Tutoring - Library - Arts & Crafts Freshman Athletics	15,000

TESTING/COUNSELING

Student Testing	500
Exceptional Child Testing/Evaluation	2,000
Intensive Counseling-Social Services	2,000

STUDENT TRANSPORT

Freshman/Other student transport	88,400 (3 one-way trips+ emergency trvl) (to school and home)
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SUPPLIES/SERVICES

Food Services/Freight/Food	70,000
Home Economics Supplies	1,000
Shop Supplies	800
Dorm Supplies	1,500
Dorm Linen-sheets/towels	1,000
Student/Dorm Laundry Services	125,000
Office Supplies	1,000
GSA Vehicle	3,900

SPORTS/ACTIVITIES

Recreation	500
Restore track and field meet	2,000
Restore cross country meet	3,000
Freshman basketball (boys/girls)	2,000
Sports - basketball official fees	1,500

GRAND TOTAL 589,457

STAFF-SERVICES

Staff Training	3,000
HHG Relocation (employee)	8,000

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982



Official Business

The Honorable Charlie Parr
Alaska State Senate

Dear Senator Parr:

I recently received a copy of the Senate Health, Education and Social Services Committee's report on Mt. Edgecumbe High School. The report is generally good, but I would like to suggest one correction at this time. The Report gives an average operating cost per student of \$19,503 for this school year. This figure is based on a budget of \$6,315,751, and a current student population of 323. Since some attrition occurs during the school year, it would be more accurate to use an average student population for the whole year. According to Leroy Demmert, Superintendent of Mt. Edgecumbe, 360 is a good average for the current school year. Using this figure, the cost per student would be \$17,500.

I would also like to point out that Mt. Edgecumbe's consolidation/renovation plan would reduce operating costs considerably. The energy efficiency of the buildings would be improved, and the number of buildings would be reduced by combining more functions in the renovated buildings. Following implementation of the plan, Mt. Edgecumbe would be able to accommodate 500 students at an average annual cost of \$10,400 per student (1982 dollars). Approximately 85% of Mt. Edgecumbe's students come from areas served by REAA's, which had an average annual cost per student of \$9,261 in FY 81. Hence, Mt. Edgecumbe's cost of providing a quality education to rural students would be close to the mean. Considering that Mt. Edgecumbe is a boarding school which must provide travel, housing and supervision 7 days a week, its cost per student would compare very favorably with the costs of other high schools serving rural students.

If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation plan.

Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational environment available to Alaska's students.

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

(907) 465-3706

ANCHORAGE OFFICE

1024 W. 6th Avenue

Anchorage, Alaska 99501

(907) 274-0615

HOME - DISTRICT 21

P.O. Box 271

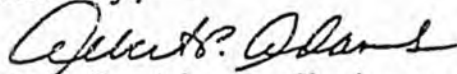
Kotzebue, Alaska 99752

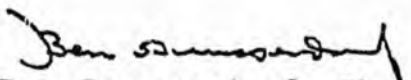
(907) 442-3320

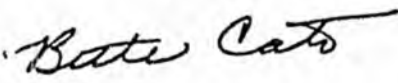
Senator Parr
April 8, 1982
Page 2


I urge you to schedule Senate Bill 844, which would create the Mt. Edgecumbe Regional Education Attendance Area, for a hearing in your committee as soon as possible. At this point, Mt. Edgecumbe is expected to operate for one more school year, but without a freshman class. It behooves the Alaska Legislature to make a decision on this issue this year, so that if the state decides to operate Mt. Edgecumbe, the school can avoid planning for shut down, and begin planning their future instead.

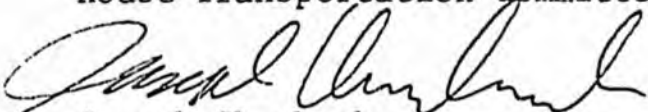
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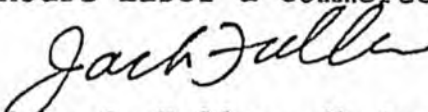

Albert P. Adams, Chairman
House Finance Committee



Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force

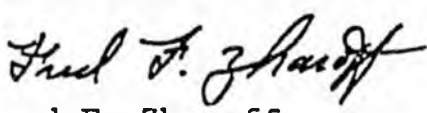

Bette Cato, Chair
House Transportation Committee


Terry Martin, Chairman
House Labor & Commerce Committee


Joseph Chuckwuk
House of Representatives


John G. Fuller, Chairman
House Rules Committee


Vernon L. Hurlbert
House of Representatives


Fred F. Zharoff
House of Representatives

cc: Senator Terry Stimson
Senator Mike Colletta
Senator Vic Fischer
Senator Tim Kelly

APA/wlr

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES
OFFICE OF THE COMMISSIONER

JAY S. HAMMOND, GOVERNOR

POUCH H 01
JUNEAU, ALASKA 99811
PHONE:

April 19, 1982

465-3030
(FW-1)

DOCUMENT NO. 144-82

The Honorable Charles H. Parr
The Legislature
State Capitol, Pouch V
Juneau, Alaska 99811

Dear Senator Parr:

I have been asked to comment on the proposed use of the Mount Edgecumbe School as a minimum security jail. The issues concerned with selecting a site and structure for such a use are many.

The location should be one that provides opportunities for inmates to live in an unconfined atmosphere. Such things as perimeter security are non-existent. The inmate could walk away from a minimum security prison if he so desired. Of course, the population of minimum security prisons is carefully selected and consists of prisoners who are adjusting to pre-release conditions. Also, prisoners whose remaining sentences are of short duration. Most minimum facility locations are in populated areas and the desirability of such close interaction between prisoners and the general population is questioned by many. Ultimately, the surrounding community will have much to say about such a location.

Ordinarily, the acreage associated with a minimum security prison would be sufficient to allow outdoor activities. Often this would include farming. Another locational factor has to do with proximity of inmates to their communities and families. Their re-entry to normal life will be benefited by their ability to have close communications. This factor generally means that such prisons should be near populous areas. Most inmates who would qualify for this type of placement would not be from Sitka or Southeast Alaska. Transportation alone can become a cost and logistical concern.

The structural uses needed for minimum security facilities can be categorized as housing, program, and administrative. These requirements are usually met by a number of structures which may be tied together by a service core. The structures involve different space requirements with plumbing, wiring, and mechanical systems designed for each. These requirements can be more easily met, and usually at a lesser cost in new buildings rather than through renovation. Our estimates for the renovation of existing buildings to prison configurations are generally high compared to new construction costs. Also, efficient space utilization is often difficult to achieve in building renovation.

The great need for bed space at this time is not in minimum custody space, but for close and maximum security classifications. It is most unlikely that the school could be effectively utilized for a close or maximum security prison.

At this time it is not possible for me to evaluate the suitability of the Edgumbe School as a minimum security prison. However, before the end of April members of my staff and Department of Transportation and Public Facilities personnel will visit the site to gether specific information concerning the site, building floor plans, and structural and mechanical conditions. However, many of the issues that would be addressed have been identified in this letter.

The initial reaction of my staff to the idea that the school could be renovated is one of doubt.

Please let me know if I can be of any further help. My staff and I are prepared to work with you to provide a sound prison system for the State of Alaska at the least cost possible.

Sincerely,



Helen D. Beirne
Commissioner

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

April 15, 1982

SUBJECT: Freshman class at Mt. Edgecumbe High
School (CSHB 812 (Finance))

TO: Senator Charles H. Parr
Chairman, Senate Health, Education
and Social Services Committee

FROM: Richard A. Bradley *B*
Legislative Counsel

Nancy Dietrick has asked that I comment on the policy implications involved in the implementation of CSHB 812 (Finance) as well as the constitutional problems involved in the grant of funds to a program in which racial qualifications for participation appear to exist.

While the Alaska Constitution frowns on the addition of substantive language to an appropriation act (see Article II, Sec. 13), the directions to the executive in Sec. 1 of the bill are rather thin. "The sum of \$1,000,000 is appropriated from the general fund to the Department of Education to be used to enable freshmen to attend Mount Edgecumbe High School during the school year beginning in 1982". The legislature has provided no direction to the commissioner of education or the Board of Education for their use in the expenditure of the funds. Presumably, there is an implicit condition that the funds are not to be spent if freshmen are not admitted. Other aspects of the question are not treated. I assume the Department of Education would be prudent to offer the funds to the Department of the Interior only on the execution of an agreement between the department and Interior that achieved the general goals of the legislation.

The second aspect of the question is more troublesome. It has been consistently the advice of this office and, I believe, the advice of the Department of Law that the provisions of the U.S. Constitution and its amendments and

the provisions of Article I, Secs. 1, 3, and 7 of the Alaska Constitution established substantial problems for a state program where participation in the program has qualifications based on race.

The provisions of Article I, Sec. 3, for example, provide:

No person is to be denied the enjoyment of any civil or political right because of race, . . .

I consider it unarguable that admission to an education is a civil right. Hootch v. Alaska State Operated School System, 536 P.2d 793 (1975). And while Hootch conceded that the methods chosen by the state to provide the education did not need to be identical for all students, 536 P.2d at 803, no part of the opinion suggests that the basis for the differential treatment could be racial.

I understand that there are no students in Mt. Edgecumbe High School who are not Native. I assume that this result occurs because the Bureau of Indian Affairs as the administrator of the school has adopted status as an Alaska Native as a qualification for admission.

I make this point only because I have understood that the other Bureau schools in Alaska, while unarguably established because of the need to educate Native members of the particular community, have typically educated any person resident in that community, regardless of the ethnic definition of that person. To that extent, the BIA village schools are a species of the neighborhood school and admission is not racially defined.

It is clear that a withdrawal by the Interior Department from education of Natives in Alaska will force the state and its school districts or regional educational attendance areas to assume the education of the individuals no longer attending BIA schools.

To that extent, the expenditure of the funds by the state to facilitate the admission of the freshman class to Mt. Edgecumbe is an expenditure for a state purpose. That is, if the legislature does not assist in the Mt. Edgecumbe program, it will need to address other solutions to the unarguable need to educate the students in question.

Senator Charles H. Parr
Page 3
April 15, 1982

But I am troubled by the disparate treatment that seems to result from this expenditure. If the legislature makes an appropriation for the aid of high school students from the rural areas of Alaska who do not have day schools available to them, no constitutional violation occurs even if all of the beneficiaries of the appropriation happen to be Native Alaskans, simply because it is the members of the Native community who live in the more rural areas of the state where day schools are not available. In such a situation, there has been no structured approach to a solution which treats the Native and the non-Native separately as members of discrete groups.

But as I understand the situation at Mt. Edgecumbe High School, the selection process focuses on students who qualify as Alaska Natives and it may be that a measurable portion of the existing student body at Mt. Edgecumbe is not from rural Alaska communities where there are no secondary schools.

I assume that it is fair to conclude that attendance at a boarding school is to some measurable extent more beneficial to the student than education by means of correspondence for those students who have no high school available to them. Therefore, a certain number of the members of the community eligible for admission to Mt. Edgecumbe are preferred over high school students whose only option is education by means of correspondence.

I believe that this separate treatment is the essence of the constitutional problem with the appropriation for the incoming freshman class at Mt. Edgecumbe High School. The assumption that there is a problem relies on the assumptions suggested in this memorandum. Given these premises, I do not know what conditions the Department of Education might establish for the grant of funding to the operation of the Mt. Edgecumbe freshman class. I believe that it might be possible for the department to deal with the problem and perhaps avoid the problems suggested in this memorandum.

If I may assist further, please advise.

RAB:ljb

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

April 12, 1982

The Honorable Jalmar Kerttula
President, Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Kerttula:

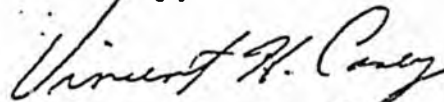
As you are probably aware, the Bureau of Indian Affairs had previously scheduled closing Mt. Edgecumbe Boarding High School at the completion of the 1981-82 school year. The Reagan Administration, after receiving much political pressure, has decided to extend the closing date to the end of the 1982-83 school year. As a first step in that planned closure, the BIA has determined that Mt. Edgecumbe will accept no freshmen students for the 1982-83 school year. As the President of the State Board of Education, I view these actions by the federal government to be in harmony with the State Board's long-held position favoring the planned, orderly withdrawal of the Bureau of Indian Affairs from Alaska Public Education and final resolution of this divisive issue in our educational structure.

A recent action by the Alaska State House of Representatives, however, threatens to strike at the very heart of our policy supporting a single public education delivery system in Alaska. On April 8, 1982, the House passed CS/HB 87 (Finance) which, if enacted, would appropriate \$1,000,000 for a 1982-83 freshman class at Mt. Edgecumbe. The funds (\$6,000,000) to extend the school for one year, were taken from monies budgeted for transition of those students into local schools. The political ramifications of providing state aid for a federal responsibility notwithstanding such an act gives rise to several educational concerns. Further, I have serious doubts with respect to the appropriateness of using state funds to support a nonpublic facility, which may or may not continue in existence, at the same time, previously committed state aid to public education is being cut below full entitlements.

Lastly, local school districts have, over the past few years, developed programs and constructed facilities with a long-range view toward absorbing existing BIA students. The action by the House is counter productive to those plans and again raises the question of whether that issue will ever be settled in a dispositive fashion.

I respectfully urge the Senate to endorse the State Board's policy of a single public educational delivery system in Alaska by opposing enactment of any legislation which would prolong the existence of Mt. Edgecumbe as currently operated.

Sincerely,



Vincent H. Casey
President

cc: Governor Jay S. Hammond
Members, Alaska State Senate
Members, State Board of Education
Commissioner Marshall L. Lind
DOE/MLF

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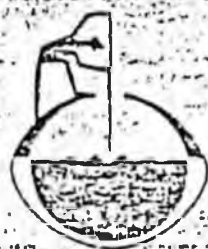
No. 15, January 1982

Native College Success in the Seventies:
Trends at the University of Alaska
at Fairbanks

Judith Kleinfeld

Robert Travis

Velma Hubbard



INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

UNIVERSITY OF ALASKA
Anchorage, Alaska

NATIVE COLLEGE SUCCESS IN THE SEVENTIES:
TRENDS AT THE UNIVERSITY OF ALASKA AT FAIRBANKS

by

Judith Kleinfeld
Robert Travis
Velma Hubbard

ISER Occasional Papers are published periodically by the Institute of Social and Economic Research, University of Alaska. Authors are free to develop their own ideas on their own topics.

Judith Kleinfeld is a professor of educational psychology at the Institute of Social and Economic Research. She holds an Ed.D. in educational psychology from the Harvard Graduate School of Education. Before joining the institute, she taught Indian and Eskimo students at the Alaska Native Medical Center in Anchorage.

Price: \$2.00

E. Lee Gorsuch, Director of the Institute
Ronald Crowe, Editor

ACKNOWLEDGMENTS

We very much appreciate the assistance of many University of Alaska staffmembers who helped with this study. We are particularly grateful to Andy Angaiak, head of Student Orientation Services, and his staff. Pat Dubbs, coordinator of the Cross-Cultural Educational Development Program, was very helpful in correcting our list of X-CED graduates. Ken Martin, head of Institutional Studies and Testing on the Fairbanks campus provided valuable current information. We also want to express our appreciation to those who critically reviewed earlier versions of the paper, particularly Andy Angaiak and his staff; Pat Dubbs; Jerry McBeath, head of the Political Science Department; Ray Barnhardt, director of the Center for Cross Cultural Studies; Charles Ray, dean of the School of Education; and Tom Jennings, director of the Cross-Cultural Educational Development Program.

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1982

PURPOSE

This study examines academic success, dropout, and graduation rates of Alaska Natives at the University of Alaska at Fairbanks (UAF) through the late 1970s. It explores:

- Rates of academic success and dropout among Native students who enrolled as new college freshmen from 1963 through 1979.
- Relationships between standardized test scores, high school grades, and other factors, to the college success of Native students.
- College success rates of Native freshmen from the new small village high schools.
- Numbers of Native students graduating with associate, baccalaureate, and graduate degrees in different fields of study.

The purpose of this study is to provide basic statistical information on Native college success at UAF which can be used in identifying problem areas and program needs. While we draw attention to program changes at UAF during the 1970s, this research was not designed to explain changes in success rates. Rather, it is intended to bring them to the attention of educators and the Native community.

METHODS

Our statistics on academic success and drop-out rates are based on University of Alaska student records. However, since many students in registering choose not to identify themselves by ethnic origin, this source of information is incomplete. Therefore, we supplemented university records with information from the Student Orientation Services Program (SOS) which works closely with Native students.¹

Pre-1975 information on the success rates of first-time Native

¹Because of time and budget limitations, we used university records alone (without SOS supplementation) to obtain additional data on the success of Native students from different types of high schools who entered UAF in 1978 and 1979. Adding data from these years enabled us to increase the size of our population group of Native students who graduated from small village high schools.

freshmen comes from two earlier publications.² Statistics from the 1975-1979 years were collected by the third author of this study, Velma Hubbard, with the cooperation of the SOS program. Lists of Native college graduates were compiled from commencement programs; SOS program records; and records of the Cross-Cultural Education Development Program (X-CED), a field-based teacher training program.³

Definition of "Academic Success"

"Success" is a value-laden term which can be defined in many different ways. Since the primary purpose of this study was to monitor change in Native students' college performance over time, we used the definition of college success that we had used in earlier publications. Thus, we could compare success rates in the 1960s, early 1970s, and late 1970s.

A student was placed in the "college success" category if he or she earned at least a 2.0 (minimum passing) average grade and received at least 7.5 or more credits per semester (half the number of credits needed to advance in class standing) during the first enrollment in college. We based success on credits completed as well as grade-point average because, in some cases, students failing classes chose to drop most of their course load during the semester. Thus, a student could conceivably end up with a 4.0 grade-point average by dropping all but one course.

Some educators prefer a more rigorous definition of college success—earning at least a 2.0 average grade and at least 12 credits per semester during the first enrollment in college. Twelve credits is the minimum number of credits a student can earn per semester and maintain full-time student standing. We provide information in supplementary footnotes on the success rates of first-time Native freshmen from 1975-1979 when the 2.0 GPA/12 credits-per-semester definition of success is used. However, we prefer the less stringent

²These are: Karen Kohout and Judith Kleinfeld, *Alaska Natives in Higher Education* (Fairbanks: University of Alaska, Institute of Social, Economic, and Government Research, ISEGR Report No. 40, 1974); Judith Kleinfeld, *Alaska Native Students and College Success* (Fairbanks: University of Alaska, Institute of Social and Economic Research, Occasional Paper No. 14, 1978). See these publications for additional information on the definitions of "Native" student (self-identification or 1/4 or more Native on college or Bureau of Indian Affairs records) and "first-time freshmen" (a student who had not previously enrolled in a program of higher education).

³We have not included X-CED students, however, in statistics on academic success and drop-out rates. With the exception of statistics on UAF graduates, this study concerns Native freshmen on the UAF campus.

difficulties during the first semester or two.

In sum, this study uses a combination of grade-point average and credits attained as the measure for academic success. The most commonly used index of college success, in contrast, is drop-out-rate. Drop-out statistics, however, can be quite misleading. As this study shows, many Native (and non-Native) students leave for a semester or two and later return to college. Thus, drop-out rates at any single point in time do not indicate what proportion of Native students have permanently left college and what proportion are taking a semester off. One approach to this problem is to examine drop-out rates only among those who have had at least 4 years to re-enroll in college. While we have done such analyses, serious problems still remain. First, students may enroll at another institution, such as a community college, and we will have inaccurately listed them as dropouts. Second, using dropout as an index of "failure" incorrectly implies that students have received little benefit from time spent successfully completing college courses. Our experience has been that Native students with some college experience have an advantage in the job market.

In short, we present drop-out statistics because this information is commonly requested by legislators and university administrators interested in an institution's "holding power." However, in our view, a far more informative measure of Native college success is the number of Native students successfully completing a particular number of credit hours.

Limitations of Study

This study is limited to an analysis of Native college success at a single institution, the University of Alaska at Fairbanks. Rates of success at this institution are important because UAF accounts for the largest number of Alaska Natives who obtain baccalaureate and graduate degrees.⁴ However, large numbers of Native students also attend college at the University of Alaska at Anchorage, Alaska community colleges, and institutions outside of Alaska. We do not know the extent to which changes in Native college success at UAF represent more general trends.

A second limitation of this study is that in examining changes in success, we used university records, which contain only such infor-

⁴*U of A Today: Degrees and Other Formal Awards Conferred by the University of Alaska, 1978-79* (University of Alaska: Office of Institutional Planning, Research Report 80-1).

nation as age, sex, and standardized test scores. With this data base, we can do no more than provide clues for later investigation into the causes of Native college success and dropout. For example, we have found a moderately strong relationship between declaring a major and academic success. Yet, declaring a major may be only an indication of another factor, a sense of purpose in college, which we have not measured directly.

Academic Success Rates of Native Freshmen at UAF

Between 1963 and 1978, academic success among full-time Native freshmen increased, despite the fact that during this period the University enrolled an increasingly large number of rural students with low levels of academic preparation.

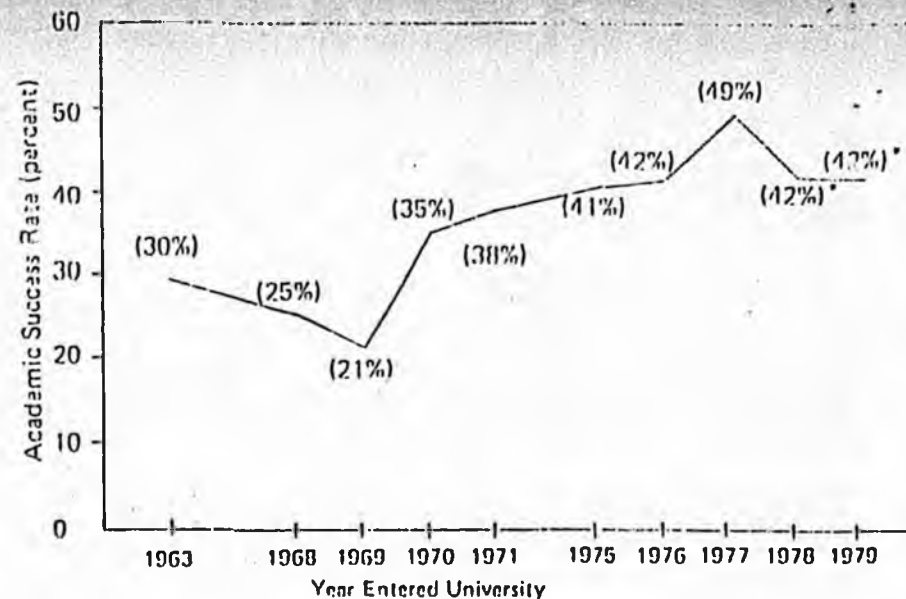
In the 1960s, less than a third of Native freshmen succeeded in college (Figure 1). In the early 1970s, rates of academic success greatly increased, with over 40 percent of Native freshmen succeeding in college by 1975.⁵ During the later 1970s, however, success rates fundamentally reached a plateau. The major improvement, in short, occurred in the early 1970s.

The increase in Native academic success in the first half of the 1970s is more impressive than these figures indicate because of the decrease in the academic preparation of the Native freshmen who are attending UAF, as measured by standardized tests.⁶ Most freshmen at UAF have taken the American College Test (ACT), in which scores range from 36 (99th percentile) to 0. Nationally, the average ACT score for college freshmen is 18.7. In 1963, only 12 percent of Native freshmen came to college with very low ACT scores of 10 or below (Table 1). By 1971, 30 percent of the Native freshmen had ACT scores in this range. In the late 1970s the proportion increased to 55 percent.⁷

⁵Using the more stringent academic success criterion of at least a 2.0 grade-point average and 12 or more credits completed per semester, success rates for full-time Native freshmen are: 1975, 30 percent (N=63); 1976, 31 percent (N=72); 1977, 32 percent (N=74); 1978, 32 percent (N=72), (incomplete information); 1979, 33 percent (N=74), (incomplete information).

⁶Whether such standardized tests are appropriate measures of academic ability for minority students, such as Alaska Natives, is a continuing educational controversy. However, as we will later discuss, ACT scores are moderately strong predictors of academic success for Native students as they are for non-Native students. Such tests are useful indicators of how well students are likely to do in a college setting, even though they may be poor measures of "intellectual ability."

⁷A score in this range indicates that the student is at the 7th percentile or below, compared to students nationally who took the ACT test.



Number of New Freshmen: (37) (61) (73) (89) (105) (63) (72) (74) (115)* (-)*

* Incomplete information.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff

Figure 1. Academic Success Rates of Native Freshmen Who Entered UAF Between 1963 and 1979

In sum, Native freshmen's college success at UAF rose in the early 1970s despite an increasing number of Native students with limited academic preparation. Success rates remained stable in the late 1970s despite another substantial increase in freshmen with low ACT scores. While the success rate of Native freshmen who entered with ACT scores in the lowest range (10 or below) did not increase much during the late 1970s, gains in the success rates did occur for Native freshmen who entered with medium to high ACT scores (Figure 2); this was especially true for those with the high ACT scores.

In addition to this increase in success, the number of new Native freshmen entering the University of Alaska increased substantially during the 1970s (Figure 1). Again, the major increase occurred in the early 1970s, with what appears to be a leveling off in the late

Table 1

Act Scores of Native Freshmen Who Entered UAF Between 1963 and 1978

Composite ACT Scores	ACT Distributions over Time			
	1963	1968	1971	1975-1978
Low (0-10)	12%	12%	30%	55%
Medium (11-20)	67	71	57	41
High (21+)	21	17	13	4
Total	100%	100%	100%	100%
Average ACT Score	16.7	16.0	13.9	9.7
Number of Students*	(33)	(58)	(97)	(308)

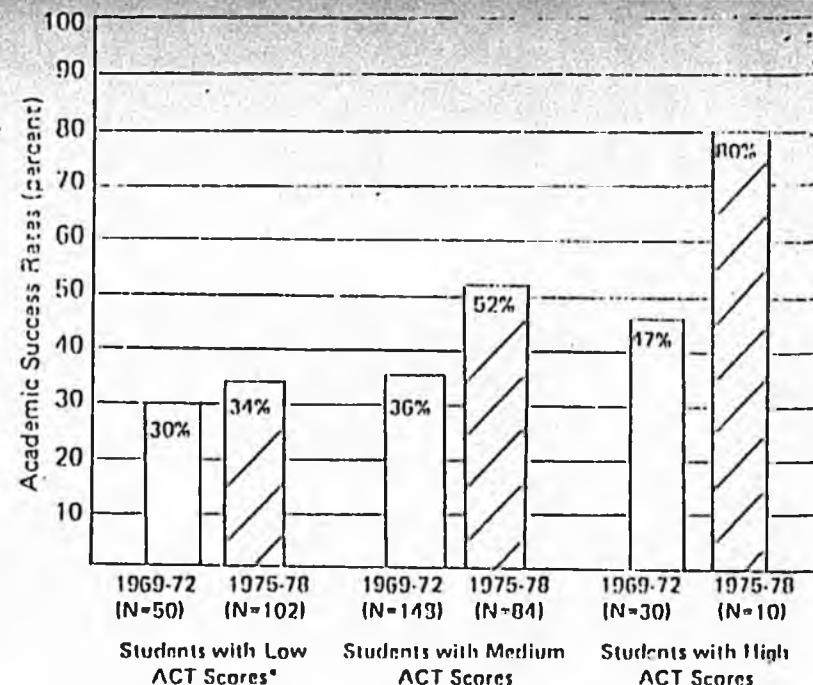
*Based on students for whom ACT scores were available.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

1970s. Enrollment figures, however, are erratic. They reflect various social changes—for example, the availability of high-paying jobs during the construction of the trans-Alaska pipeline. Moreover, we may have omitted some Native students, particularly those who did not use SOS services. It is clear, however, that the enrollment of non-Native freshmen at UAF increased markedly from the 1960s to the 1970s. More students enrolled, and more of these succeeded academically.

Reasons for Increase in Success

The reasons for the increase in the college success of Native students in the 1970s are complex and involve numerous political and economic developments. For example, the settlement of the Alaska Native Land Claims in 1971 focused attention on the need for educated Natives to staff the regional and village corporations established under the Land Claims Act. During the late 1960s as well, the success of minority groups in college became a national issue. UAF administrators and faculty became more aware of the problems of Native students and more willing to ease university requirements. In



*An ACT score below 10 is defined as low; from 11-20, medium; and 21+, high.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

Figure 2. Academic Success Rates of Native Freshmen with Different ACT Scores Who Entered UAF Between 1969 and 1978

addition, a special new program, Student Orientation Services, was developed at UAF in 1969. The program provides academic advising and tutoring services, sponsors seminars, and serves as a gathering place for students. In addition, students may enroll in such special courses as cross-cultural communication, which are combined with regular freshmen courses, such as anthropology. SOS instructors attend these freshmen courses with students to teach such skills as notetaking and writing research papers. The basic SOS program approach was developed during the early 1970s and the program gained additional experience in the late 1970s.

The development of these programs in the early 1970s appears to have had the greatest benefit for Native students with low levels of

academic preparation who were more likely to need the services SOS could provide. In 1969, for example, the academic success rate of Native freshmen with very low ACT scores was 0 percent; in 1972, it was 38 percent.⁸ However, in the late 1970s only minimal gains in academic success occurred for Native students in this low-ACT range. At least for these students, a limit may have been reached in what the university can accomplish with this approach. Further gains in college success may require more attention to academic skills at the high school level.

Drop out Rates of Native Freshmen at UAF

The drop-out rate of Native students at UAF has declined since 1963 but is still extremely high. Due to the problem of calculating dropout when students leave for awhile and later re-enroll, we first examined drop-out rates for freshmen entering UAF in 1963, 1968, and 1975. For each of those years, students would have had 4 years or more to re-enroll at UAF.

The attrition rate among Native students enrolled in these years declined from 87 percent in 1963 to 75 percent in 1975 (Table 2).⁹ The greatest decline occurred in the proportion of academic dismissals. In 1963, over half the Native freshmen were dismissed for academic reasons. By 1975, only 19 percent were dismissed because of poor grades. This change may have occurred in part because of the academic assistance provided by the SOS program. In addition, according to some UAF faculty, university policies on academic disqualification were interpreted more leniently during this later period.

Drop-out rates after 1975 continued to decline slightly (Table 3). In 1975, for example, 46 percent of Native freshmen dropped out during the first semester and did not re-enroll at UAF. In 1977, 38 percent of Native freshmen dropped out during the first semester without returning. Similarly, in 1975, 29 percent of Native students

⁸Kohout and Kleinfeld, *Alaska Natives in Higher Education*.

⁹These figures should not be interpreted to mean that 25 percent of Native students graduated with associate or baccalaureate degrees. Some of the group were still enrolled in college when these figures were calculated. We do have comparative information on graduation rates for all full-time freshmen who enrolled in degree programs in 1973, compared to a random sample of non-Native freshmen. Six years later, only 13 percent of the Native group had graduated with a higher degree (7/52) from UAF. However, the UAF graduation rates among the non-Native sample was only 25 percent (11/44). Of course, both Native and non-Native students may have transferred and graduated from another higher-education program.

Table 2

Drop-Out Rates of Native Freshmen Who Enrolled in UAF in 1963, 1968, and 1975

	Drop-out Rates (percent)		
	1963	1968	1975
Voluntary Withdrawal	30%	48%	66%
Academic Dismissal	57	38	19
Total Dropout	87%	86%	75%
Number of Freshmen Enrolled each Year	(37)	(61)	(63)

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

enrolled in the last three semesters of college left without returning. In 1976, none did so. However, the changes in drop-out rates in these years are quite modest. While small improvements in dropout rates have occurred, substantially over half the Native freshmen enrolled at UAF in 1977 dropped out during their first two semesters and did not re-enroll.

In sum, the academic success of Native freshmen improved during the 1970s and drop-out rates declined slightly. However, Native freshmen continued to have a much lower academic success rate than non-Native freshmen (Figure 3). Sixty-eight percent of non-Native students were academically successful during their first enrollment, as opposed to only 40 percent of Native students.¹⁰ This gap in college success between Native and non-Native students narrowed between 1971 and 1977, but only slightly.

The issue of how to decrease drop-out rates among Native students remains important. However, not all students who enter the university are or should be committed to finishing with an advanced degree.¹¹ To the contrary, many Native freshmen (about a third in a

¹⁰Using the more stringent criterion of at least a 2.00 GPA and 12 or more credits completed per semester, success rates for full-time Native and non-Native freshmen during 1978-79 are: Native freshmen, 33 percent; non-Native freshmen, 62 percent.

¹¹For a discussion of the error in labeling "dropping out" as a policy problem, see Ron Scollon, "Gate-Keeping: Access or Retention," working paper, Center for Cross-Cultural Studies, University of Alaska, 1981.

Table 3

Drop-out Rates by Semester for Native Freshmen Who Enrolled in UAF in 1975, 1976, and 1977

Semester	1975 Freshmen		1976 Freshmen		1977 Freshmen	
	Drop-outs ^a	Stop-Outs ^b	Drop-outs	Stop-Outs	Drop-outs	Stop-Outs
1st	46%	6%	42%	8%	38%	11%
2nd ^c	27	10	39	14	38	16
3rd	16	11	24	6	38	9
4th	21	0	17	8	6	0
5th	18	18	0	12	—	—
6th and beyond	29	0	0	0	—	—
Number of Freshmen	(63)		(72)		(74)	

^aProportion of freshmen who dropped out during this semester and never returned.

^bProportion of freshmen who dropped out during this semester and later returned. Between 20 percent and 45 percent of "stop-outs" return, but drop out again later and never return.

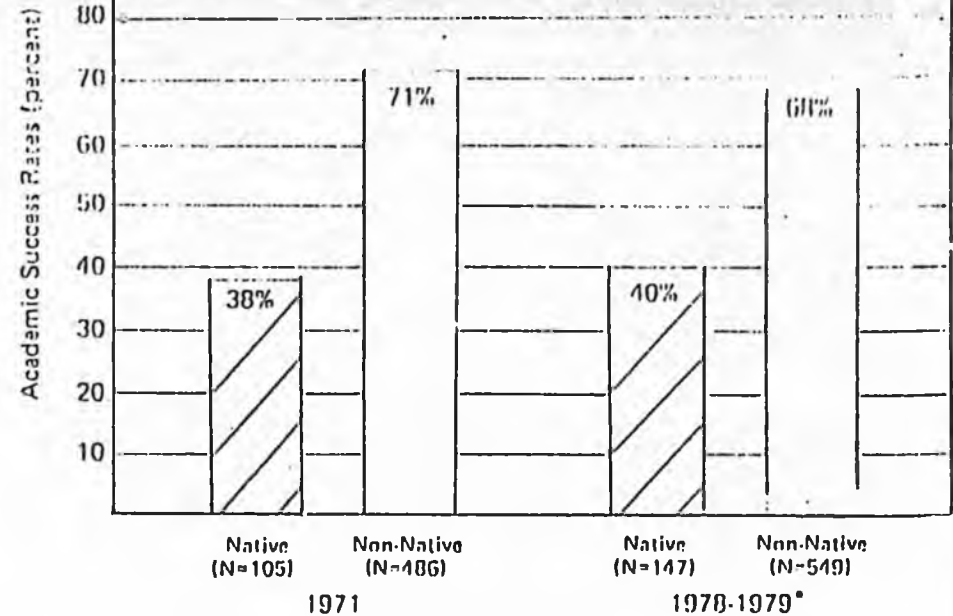
^cThese percentages refer not to the original total but to the proportion of remaining freshmen who then dropped out during the second semester, etc.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

1977 survey), said that they came to the university to "see what it is like."¹² Before concluding that current success and drop-out rates are the central "problem," we must learn more about *why* Native freshmen are coming to college, what they are seeking from the experience, why they drop out or stay, and where they go later.

Another significant policy issue is, why are Native freshmen at UAF arriving with lower and lower levels of academic preparation? One possible explanation could be that ACT scores are generally declining. However, this does not appear to be occurring. While nationally and within Alaska, ACT scores have gone down since 1970, the drop is very slight compared to the drop among entering Native freshmen (Figure 4). Another possible explanation is that the new

¹²Kleinfeld, *Alaska Native Students and College Success*.

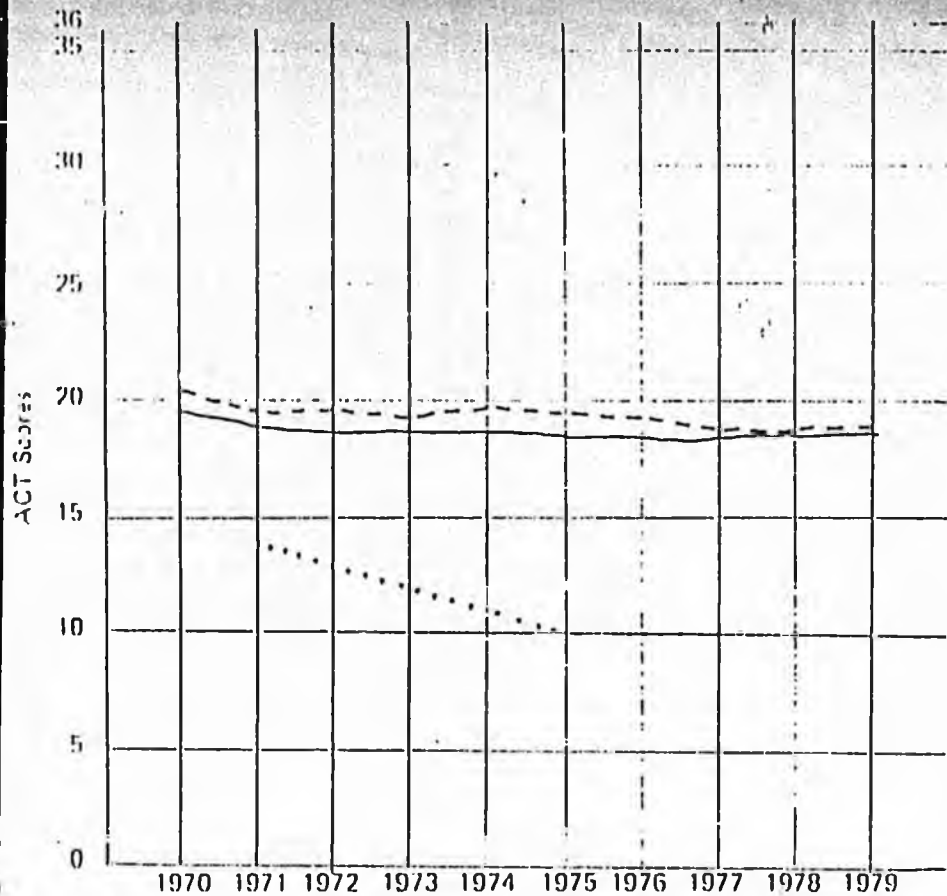


*This information came from university records which may be incomplete, particularly for Native students.

Source: University of Alaska, Office of Admissions and Records, supplemented by SOS staff; Karen Kohout and Judith Kleinfeld, *Alaska Natives in Higher Education* (Fairbanks: University of Alaska, ISER Report No. 40, 1974).

Figure 3. Academic Success Rates of Native and Non-Native Freshmen in 1971 and 1978-1979

small village high schools offer less adequate academic preparation than the former boarding schools most village students attended. A third possibility is that in the 1970s, more Native high school students became interested in college, and this larger group included students with lower academic preparation. A fourth possibility is that enrollment patterns have changed, and more academically talented Native students attended colleges outside Alaska in the 1970s than before. We do not know which, if any, of these explanations are correct. However, informal discussions with Native college students



Key: — National Average ACT Scores
 - - - Alaska Average ACT Scores*
 Native UAF Freshmen Average ACT Scores

*Scores of UAF freshmen in general are within a point of scores of Alaska students generally.

Source: Institutional Studies and Testing, University of Alaska, 1980.

Figure 4. Average ACT Scores (Composite) of National and Alaska College-Bound Freshmen from 1970-1979

do suggest that many of the most academically capable village students are indeed leaving Alaska to attend college. It is important to find out whether this pattern is occurring and whether or not Native students who leave Alaska do better or worse than those who attend universities within the state.

Relationships of Test Scores and Success to Native Freshmen's College Success

A continuing controversy in the educational research literature is whether or not standardized tests, such as ACT scores, are useful in predicting college success for minority group students. Previous studies in the 1960s and early 1970s indicate moderately strong relationships between composite ACT scores and academic success among Native freshmen.¹³ In the late 1970s, composite ACT scores also predicted college grades and credits attained, but not drop-out rates (Table 4). The ACT English subtest was the strongest predictor of academic success; indeed, it was a somewhat better predictor than the composite ACT score. The English ACT score also had a modest relationship to drop-out rates.

However, standardized test scores were no better than high-school grade-point average in predicting college success (Table 4). If ACT English test scores are controlled, high school grade-point average is a modest predictor of college success ($r=.25$). Similarly, if high school grades are controlled, ACT English scores continue to be a predictor of college success ($r=.25$). These two predictors—ACT English scores and high school grades—both explain some of the variation in the rate of Native freshmen's college success. Together, ACT English scores and high school grades account for 17 percent of the variation. Thus, academic background contributes to college success, but it is not the overwhelming factor.

In addition to academic background, declaring a major while in college is consistently related to success. Of those Native freshmen who entered UAF between 1975 and 1979, those who declared a major course of study were much less likely to drop out of school (Figure 5). Among Native freshmen, for example, 72 percent with undeclared majors dropped out compared to 40 percent of those who had declared majors. Among Native sophomores and juniors, drop-out rates for those with no declared majors were well over twice as high as for those with majors. This relationship between declaring a major and drop-out rates or college success does not occur simply because students who have declared a major are more academically competent. We found virtually no difference in high school grades between Native students who had declared or had not declared a major. The relationship between declaring a major and staying in college could have several different explanations. Possibly these students develop a better system of support within the university. Possibly they have experienced more thorough counseling and career

¹³Kleinfeld, *Alaska Native Students and College Success*.

Table
Relationships Between the Academic Progress of UAF
Native Freshmen and Other Characteristics
1975-1979

	Academic Progress ^a			
	College Success ^b	College GPA	College Credits	Dropout
Academic Background				
High School GPA	.36	.37	.37	-.29
ACT English	.35	.44	.30	-.18
ACT Math	.20	.25	.21	-.04
ACT Natural Science	.21	.29	.17	-.05
ACT Social Science	.16	.26	.19	-.08
ACT Composite	.30	.38	.27	-.09
Personal Characteristics				
Eskimo	.08	-.02	.09	-.08
Indian	-.06	-.02	-.10	.05
Sex	.04	.05	.08	-.05
Age	-.17	-.20	-.25	.10
College Program				
Attended TVCC ^c	.04	.01	.03	.01
Declared a Major	.20	.28	.24	-.26
GPA/First Enrollment	--	--	--	-.50
Number of Students	(249)	(249)	(249)	(249)

^aSpearman rank correlation coefficients. Tests of statistical significance have not been carried out because the data concerns an entire population, not a sample.

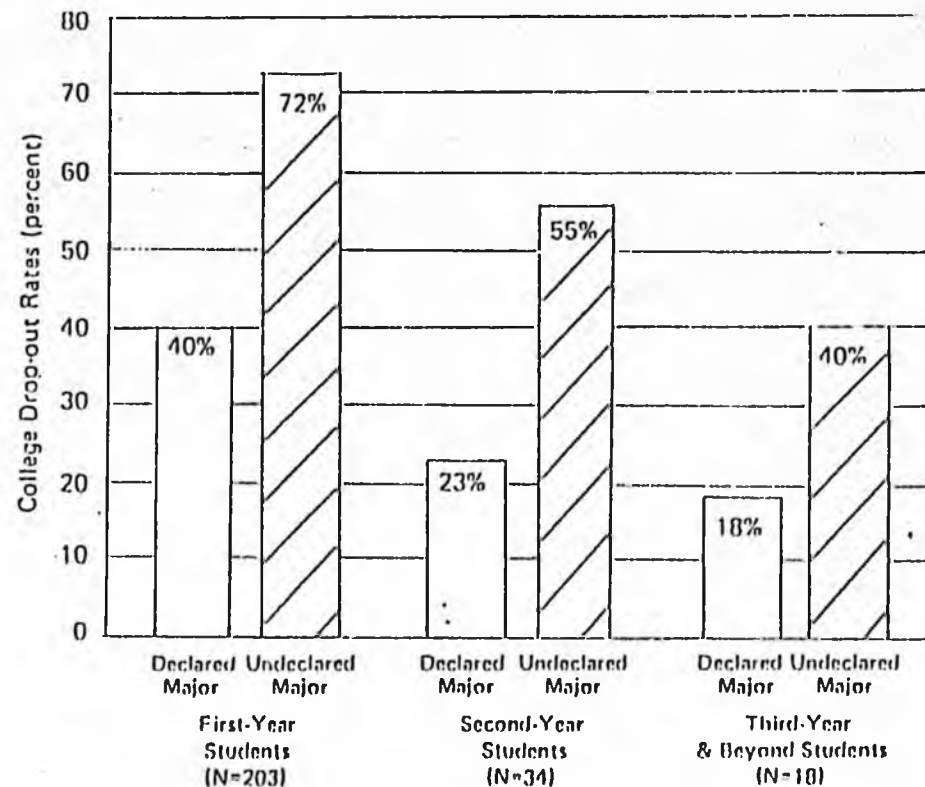
^bCollege success is defined as maintaining a 2.0 GPA while completing at least 7.5 credits per semester during the first enrollment. GPA refers to cumulative GPA while attending UAF. Credits refer to the average number of credits earned per semester, also while attending UAF.

^cTanana Valley Community College.

Source: University of Alaska, Office of Admissions and Records, 1980, supplemented by SOS staff.

direction in high school. Also, students who were able to declare a major may have been able to resolve the question of what they are in college for. Previous research suggests that a "sense of direction" may be a critical factor in Native college success.¹⁴ Whatever the explanation, it is interesting that dropping out of college is as strongly related to "declaring a major" as it is to "academic background."

¹⁴Kleinfeld, *Alaska Native Students and College Success*.



Source: University of Alaska, Office of Admissions and Records; supplemented by SOS staff.

Figure 5. College Drop-out Rates of Native Students Who Entered UAF as Freshmen Between 1975 and 1979 by Whether or Not they Declared a Major

College Success and Village High Schools

An important educational concern in Alaska is whether the policy of developing small village high schools will affect rural students' chances of succeeding in college. In the late 1960s and early 1970s, most village students who attended high school had to leave home and enter regional boarding programs. In the 1976 Hootch consent decree, the State of Alaska reversed this policy and agreed to establish high schools in any village where an elementary school existed and there were one or more students of high school age. These small high schools were intended to enable Native adolescents to remain with their families in a familiar cultural setting, in order to reduce the social and emotional problems students experienced away from home and to correct the inequity of having high schools in small White, but not small Native, communities.¹⁵ An unintended consequence of these schools, however, could be poorer academic preparation for college. These small schools generally offer a more limited academic program and fewer specialized teachers than larger boarding schools. On the other hand, these schools may provide compensating advantages, such as the increased individual attention and the greater emotional security that can come from going to school in a supportive cultural environment. Thus, village high schools could conceivably be reducing, increasing, or having no effect on college success.

In order to examine this issue, at least at UAF, we compared the college success rates of village Native students who graduated from high school in the boarding school programs during 1968-1973 with students who graduated from small village high schools during 1974-1979.¹⁶ In making this comparison, one must remember that the college success rates of Native students in general increased during this later period due to changes in the college environment and other factors. Thus, the issue is *not* simply whether village high school students are doing better now than those students who attended the former boarding programs. Rather, the issue is the *amount* of improvement in college success rates. For example, if village high schools were having a positive effect on Native college success rates, we would expect to see greater gains in college success for rural Native students who graduated from village high schools

¹⁵For a discussion of these issues, see: Ray Barnhardt, *Small High School Programs for Rural Alaska* (University of Alaska: Center for Cross-Cultural Studies, 1979); Judith Kleinfeld, *A Long Way from Home* (University of Alaska: Institute of Social, Economic, and Government Research, 1974).

¹⁶In some cases, students may have attended another type of high school for part of their program.

than for Native students who graduated from other types of school programs. If village high schools were neither increasing nor reducing rates of Native college success, we would expect to see about the same improvement in college success for rural Native graduates of village high schools as for Native graduates of other types of high schools.

As Figure 6 shows, Native students from the village high schools were more successful than those from the boarding schools of an earlier period. From 1968-1974, Native freshmen entering UAF from the boarding programs had a college success rate of 21 percent. In 1975-1979, Native freshmen entering UAF from the village high schools had a college success rate of 31 percent. Students from village high schools show the same *absolute* increase in success (a 10-percent gain) during this later period as students from other types of high schools. However, the *rate* of increase is higher for the village high school graduates than for rural students who graduated from town high schools or boarding schools.

In sum, this analysis suggests that the development of village high schools has not reduced the college success of rural students who attend UAF. Whether these schools have increased Native college success rates overall depends on whether we are more interested in absolute or proportionate degrees of change. Nonetheless, village school freshmen still have lower chances of succeeding at UAF than those from other types of high schools. Fewer than one in three succeeded during 1975-1979. Improving the quality of education in rural Alaska high schools remains a central issue.

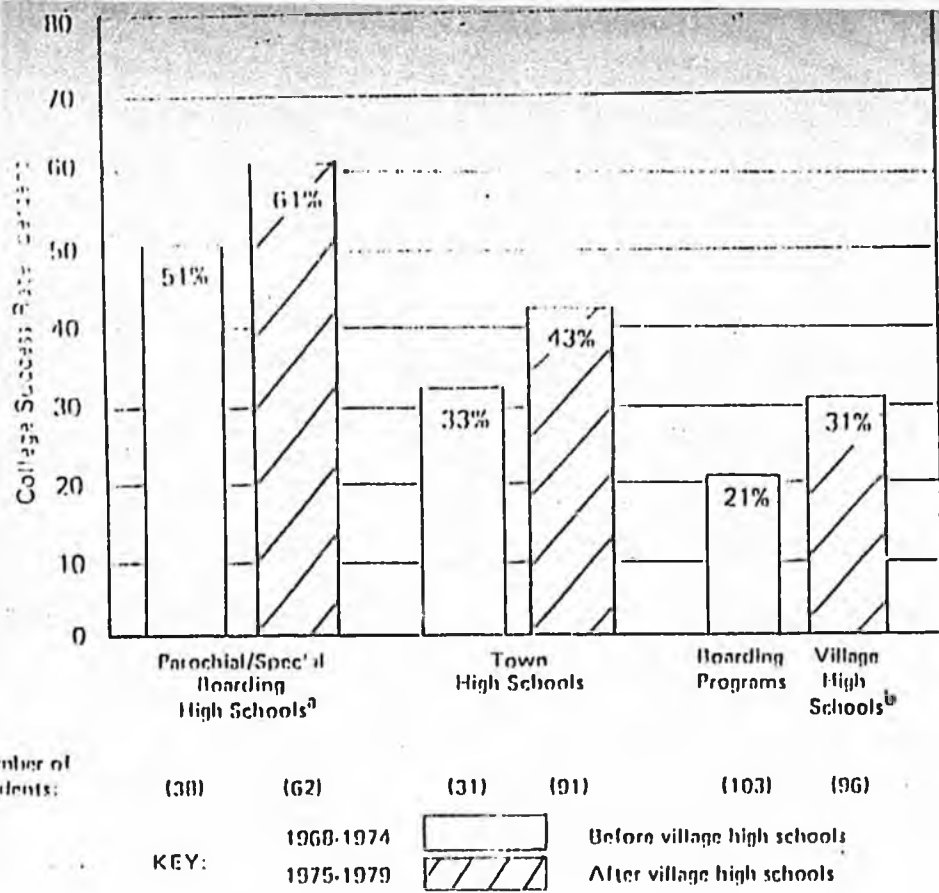
Special boarding school programs,¹⁷ continue to graduate students who tend to be most successful in college. To what extent these higher rates of college success result from the schools enrolling a more academically-oriented student body and to what extent they result from the type of education occurring at the school is not clear. An intensive study of one such school, St. Mary's, suggests that, in at least this situation, student selection explains only part of the high success rate.¹⁸ The higher academic expectations at the school, the informal education that occurs outside the classroom, and the climate of clear values consistent with the values of students' home villages may also contribute to college success.

Native College Graduates at UAF: 1934-1980

The number of Native college students graduating from UAF

¹⁷Such as St. Mary's (a Catholic boarding school in southwestern Alaska) and Mt. Edgecumbe (a Bureau of Indian Affairs boarding school in Sitka).

¹⁸J.S. Kleinfeld, *Eskimo School on the Androfsky* (New York: Praeger, 1979).



^aPrimarily St. Mary's students.

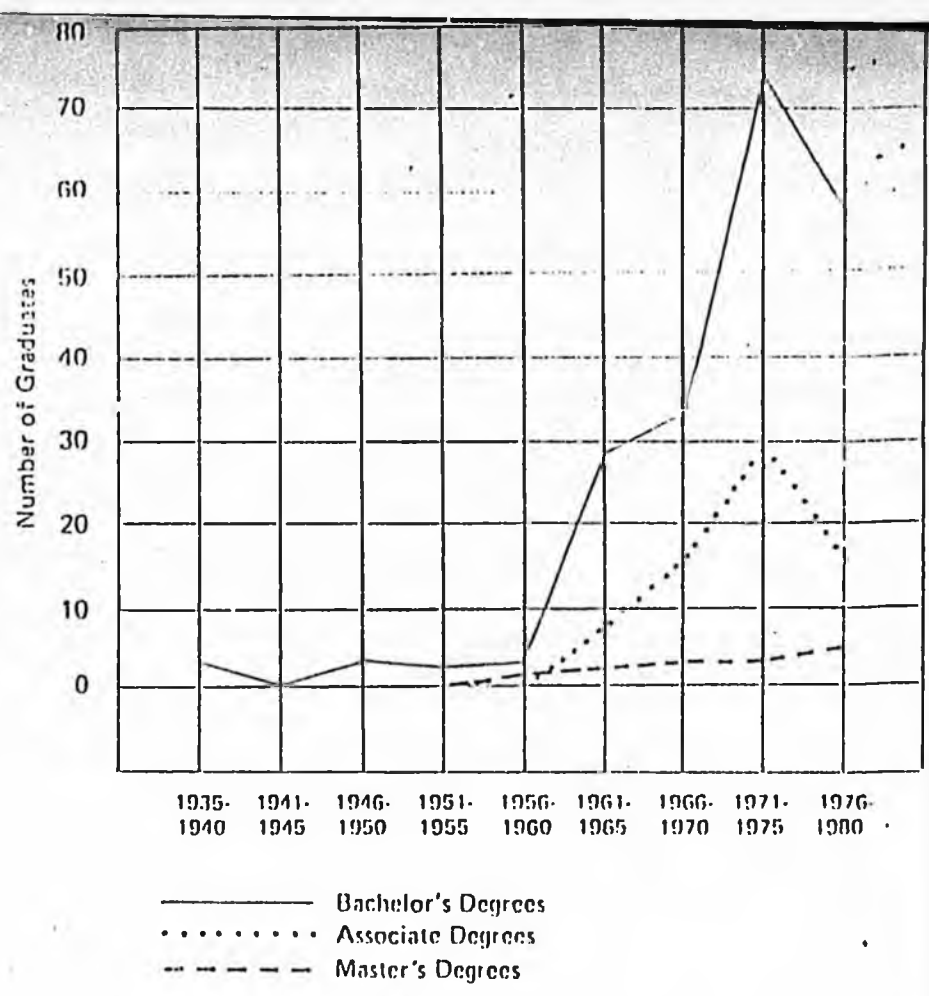
^bBetween 1968-1974, village students attended public boarding schools and urban boarding home program. Between 1975-1979, village students attended primarily village high schools.

Source: University of Alaska, Office of Admissions and Records, supplemented by SOS staff.

Figure 6. College Success Rates of UAF Rural Native Freshmen Graduating from Different Types of High Schools Before and After Development of Village High Schools

with associate and bachelor's degrees increased through the 1960s and peaked in the early 1970s (Figure 7). In recent years, UAF has graduated fewer Native students with associate and baccalaureate degrees.

Between 1935 and 1980, UAF graduated a total of 202 Native students with bachelor's degrees and 61 Native students with asso-



Source: University of Alaska, Office of Admissions and Records, Student Orientation Services Program and X-CED Program.

Figure 7. College Degrees Awarded Alaska Natives at UAF from 1935-1980

ciate degrees. In addition, 14 Native students received master's degrees and 1 student, a doctoral degree. The number of Native students receiving baccalaureate degrees sharply increased after 1960 and continued to increase until the late 1970s. One factor accounting for this increase in Native college graduates was the development of field-based teacher-education programs in the early 1970s. In the current Cross-Cultural Educational Development Program (X-CED),

formerly ARTTC), students complete coursework primarily at home, assisted by education faculty who live in rural areas and travel to students' villages. Between 1972 and 1980, field-based programs produced 44 Native graduates. During this period, about one-third of all UAF Native baccalaureate degrees and two-thirds of the degrees awarded Native students in the field of education went to X-CED graduates. Field-based programs during this period also accounted for half of the master's degrees awarded Natives, and two-thirds of those master's degrees awarded in education. The decline in Native college graduates during the late 1970s resulted from a decrease in the number of graduates from the X-CED program. The number of graduates from the campus programs remained virtually identical between 1971-1975 and 1976-1980, while the number of graduates from field-based programs dropped slightly over 50 percent. According to X-CED staff, this drop resulted in part from a major change in the delivery structure and a discontinuation of the stipend for participating students.

In the 1970s, education was the major degree field of most Native students who received bachelor's degrees (Figure 8).¹⁹ Only 10 students received degrees in business management. Only 5 Native students graduated with degrees in the natural sciences.

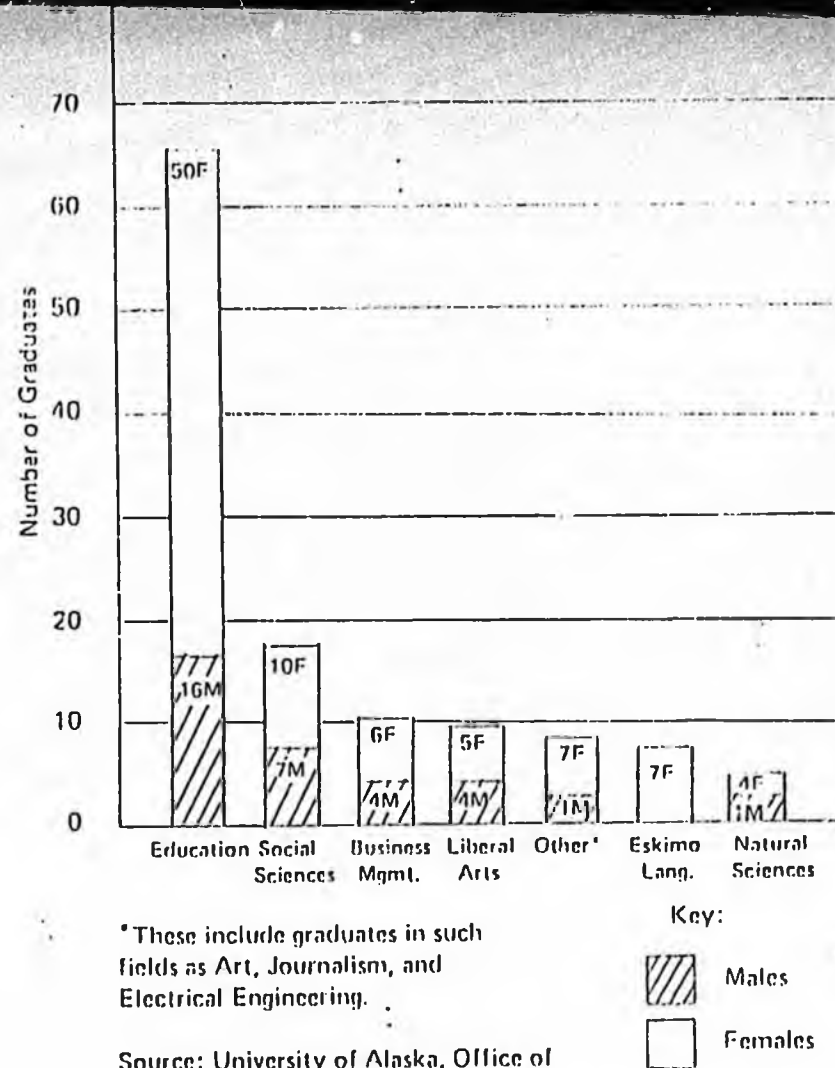
In short, large groups of Native graduates from UAF are being prepared for careers in schools and perhaps social service organizations. Comparatively few are being trained for work in the Native profit corporations or in other business fields.

Another trend is the fewer number of Native men, compared to women, who are receiving baccalaureate degrees.²⁰ Between 1972 and 1980, about two and a half times more Native women than men received bachelor's degrees. From 1976 to 1980, over three times as many Native women received degrees than men. In the spring of 1981, this trend continued with almost a 4:1 ratio of female-to-male graduates. Moreover, Native women outnumber men in every degree area, even in such traditional "male" fields as business management.

This trend in favor of Native women is of recent origin. Prior to 1970, Native male college graduates (N=39) slightly outnumbered women graduates (N=33). While the numbers of all Native UAF college graduates generally decreased in the late 1970s, the decline was much steeper for men (Figure 9).

¹⁹Our records prior to 1972 contain incomplete information on major programs of study.

²⁰In the University of Alaska system, women tend to receive more baccalaureate degrees (55 percent between July 1977 and June 1978), but the difference between men and women is slight. Alaska Department of Labor, *Women in Alaska's Labor Force*, May 1980, p. 17.



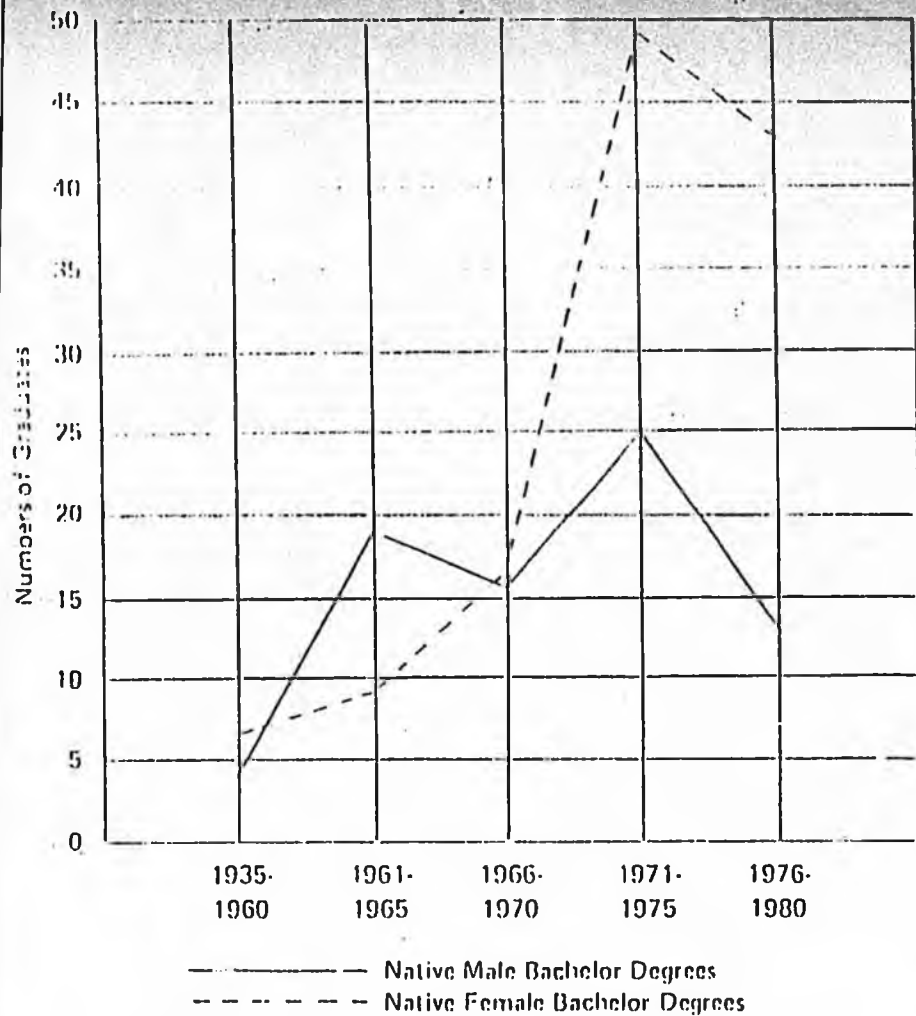
*These include graduates in such fields as Art, Journalism, and Electrical Engineering.

Key:
 Males
 Females

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS and X-CED staff.

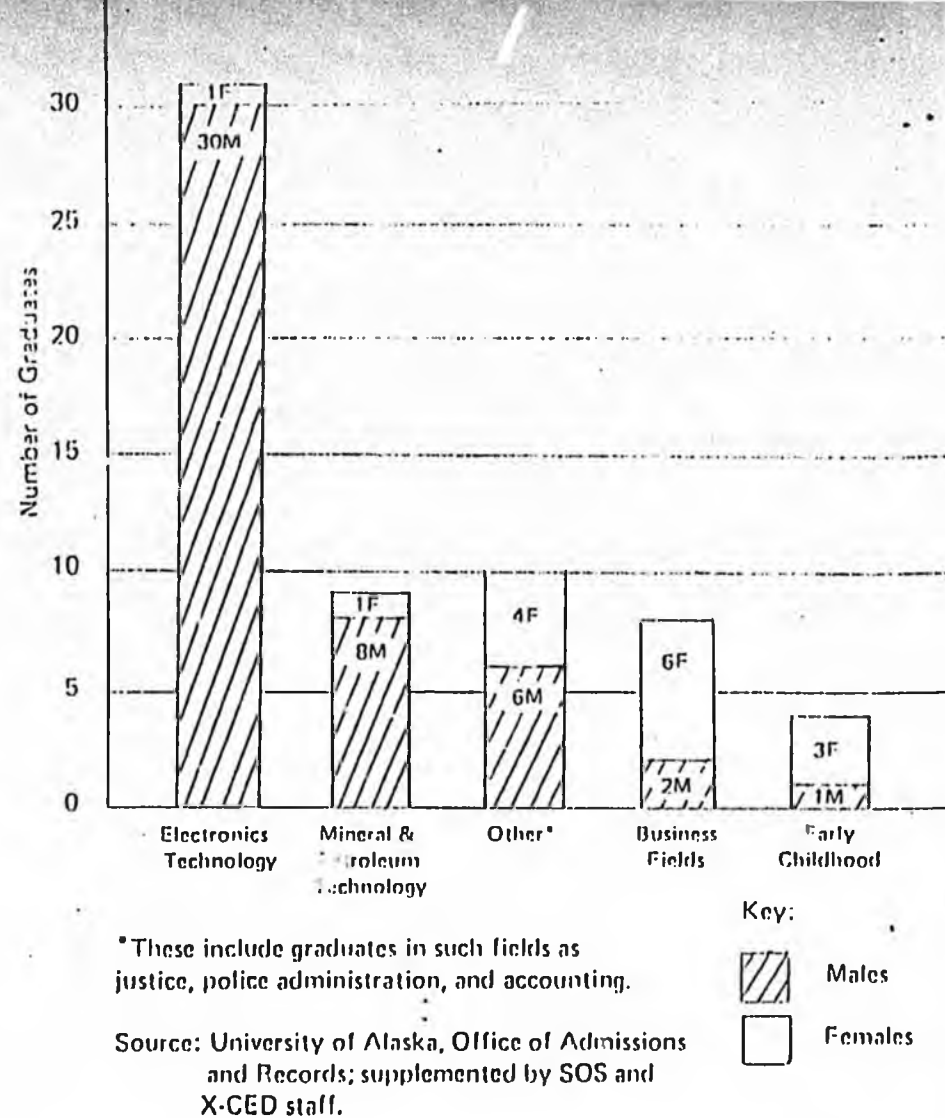
Figure 8. Bachelor's Degrees Received by Alaska Natives at UAF by Sex and Major Field of Study: 1972-1980

The greater number of women college graduates may in part result from the development of field-based teacher education programs, which account for large numbers of Native college graduates and which primarily enroll female students. It may also result from growing Native sex differentiation in career paths, with females choosing white-collar work—where higher education is a career



Source: University of Alaska, Office of Admissions and Records; supplemented by SOS and X-CED staff.

Figure 9. Native Bachelor Degrees by Sex at UAF from 1935-1980



*These include graduates in such fields as justice, police administration, and accounting.

Source: University of Alaska, Office of Admissions and Records; supplemented by SOS and X-CED staff.

Figure 10. Associate Degrees Received by Alaska Natives at UAF by Sex and Major Field of Study from 1966-1980

advantage—and males choosing blue-collar occupations.²¹ In associate degree fields, particularly those leading to work in electronics technology and mineral and petroleum technology, Native male

graduates strongly outnumber females (Figure 10). Whether or not this trend continues at UAF in the 1980s and whether it is typical of colleges other than UAF should be examined.

²¹For an example of this pattern among North Slope Inupiat, see Judith Kleinfeld, Jack Kruse, and Robert Travis, *Different Paths of Inupiat Men and Women in the Wage Economy, the North Slope Experience* (Fairbanks: Institute of Social and Economic Research Report No. 50, 1980), 53 pp.

The proportion of Native freshmen who succeeded at the University of Alaska at Fairbanks peaked in the early 1970s and leveled off during the late 1970s. Similarly, the number of Native students graduating with baccalaureate degrees reached a high in the early 1970s and thereafter declined. While political and social changes may also have been important, the rise in Native college success in the late 1960s and early 1970s coincided with a general change in university policy toward Native students. During this time, for example, the university established special programs to assist Alaska Natives, particularly the Student Orientation Services, on the main campus and the field-based X-CEP program.

The leveling off of success rates in the late 1970s is partially related to a large increase in the proportion of entering Native freshmen with limited academic preparation. Despite the assistance of special programs such as SOS, Native freshmen with low ACT scores still have only about a one-in-three chance of succeeding academically. The reasons for this increase in Native students without sufficient preparation for college warrants attention. Possibly, this trend simply indicates a change in enrollment patterns. As Native youth become more knowledgeable about college options, more academically competent Native students may be choosing to attend college elsewhere. If this change is occurring, it is important to know if Native students do as well or better at other colleges which may not offer special orientation or Native Studies programs.

The decline in numbers of Native male college graduates at UAF may also be a matter for concern. First, it is important to determine if the graduation pattern at UAF is representative of other colleges. If this trend does occur elsewhere, its basis should be examined. Since the trend is recent, its cause may lie more with the impact of the social and economic changes in Alaska in the late 1970s than with traditional cultural patterns.

Fundamentally, Native college success at UAF reached a plateau in the late 1970s. The gains of the early 1970s were maintained, at least for the campus-based program. However, no substantial improvements occurred in freshmen success, drop-out rates, or numbers of Native graduates.

Health, Education and
Social Services Committee



Official Business

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Alaska State Legislature

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Pouch V
State Capitol
Juneau, Alaska 99811
465-4907
465-4908

April 28, 1982

LETTER OF INTENT
ON

COMMITTEE SUBSTITUTE (HESS) For HB 812

The Senate Health, Education and Social Services Committee, in forwarding HB 812, is not taking any position on the issue of state operation of the Mount Edgecumbe High School. This decision should be made by the Legislature after receipt of the recommendations of the Blue Ribbon Commission on the status of Mount Edgecumbe High School.

It is the intent of the Senate HESS Committee that the Department of Education shall, in administering the appropriation for the freshman class, allow school districts to select students to the maximum extent possible.

Senator Charles H. Parr
Chairman

CS for Senate Concurrent Resolution 55

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

WHEREAS the Mount Edgecumbe High School has provided a source of secondary education for many Alaskans since 1947; and

WHEREAS the Mount Edgecumbe High School has provided a quality education for its students; and

WHEREAS the federal government will close the Mount Edgecumbe High School at the termination of the 1982-83 school year;

BE IT RESOLVED by the Alaska State Legislature that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School is created to study the conditions under which the Mount Edgecumbe High School could be operated by the state, and other options, including but not limited to: a prep school for college bound students, a leadership academy for outstanding students and a vocational skills center. All options studied shall include cost estimates for facility upgrade and operations; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall consist of two members to be appointed by the President of the Senate, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members shall be appointed by the Speaker of the House of Representatives, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members to be appointed by the Governor, one of whom shall be the mayor of the city and borough of Sitka or his designee; and one member to be appointed by the State Board of Education; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall report its recommendations to the Legislature by the 45th day of the First Session of the Thirteenth Legislature.