

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 80/2

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GREATER SITKA

Chamber of Commerce, Inc.

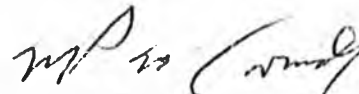
March 15, 1982

Senator Charles Parr
Alaska State Legislature
Pouch V (MS 3100)
Juneau, AK 99811

Dear Senator Parr:

Attached for your consideration is the Greater Sitka Chamber of Commerce's official position regarding the Mt. Edgecumbe High School.

Sincerely,


Michael P. McCormack,
President

GREATER SITKA CHAMBER OF COMMERCE
POSITION PAPER
MT. EDGE CUMBE HIGH SCHOOL

The federal government has publicly indicated its desire to terminate its role in the education of Alaskan and other Native students at Mt. Edgecumbe High School.

The Greater Sitka Chamber of Commerce concurs with this decision, believing that the education of all Alaska children is the responsibility of the State of Alaska as mandated in the Constitution of the State. With these as givens, the Sitka Chamber of Commerce submits the following recommendations for utilization of the Mt. Edgecumbe High School Facility.

OPTION A

It is the opinion of the Greater Sitka Chamber of Commerce that the Mt. Edgecumbe High School should continue as the facility for a boarding school for high school students from small and remote communities of Alaska. For 35 years, M.E.H.S. has provided a quality education to students that is not possible to equal in the remote and sparsely populated areas of our State. Since this is a posture that is widely accepted, a major issue therefore becomes that of economics.

In May of 1980, the Juneau Area Office of the Bureau of Indian Affairs, after a four-year long study, recommended that the mechanical systems of the various buildings be modernized, incorporating today's knowledge of efficiency in energy and manpower utilization. Further, that the major portions of the land holdings be released. At that time, it was the considered opinion of the Area personnel of the Bureau of Indian Affairs that these changes in physical plant maintenance and utilization would produce a long-term one-third reduction in annual cost of education per student per year.

It is our opinion that given the facilities upgrade funding for M.E.H.S., the long-term result would be more cost effective secondary education for rural Alaska students. This is especially true when comparing both educational and cost effectiveness of M.E.H.S. with extremely small high schools in remote areas or the establishment of boarding schools throughout the State. A preponderance of people throughout the State have stated a desire for the continuance of M.E.H.S. because of its educational capabilities, and the positive effect of cross cultural exposure to all of its students.

We further believe that if the State Department of Education would indicate a willingness to continue the operation of M.E.H.S. as a boarding high school for rural Alaska students, the State might well negotiate with the federal government for a single sum settlement that would include funding for the upgrade and other modifications of the current buildings and grounds.

We feel that the State of Alaska Department of Education, well-aware of the impending closure of M.E.H.S., has not made a proper evaluation of the facility nor made an apparent plan which would result in an orderly transition of the educational responsibility.

THEREFORE, it is our recommendation that immediate steps be taken by the State to evaluate the M.E.H.S. facilities and to negotiate with the Federal Government for a settlement which would allow for the possibility of continuing educational use.

OPTION B

The closure of the Mt. Edgecumbe High School as a boarding high school will result in the abandonment of an established facility which has great value to rural Alaska secondary students. If there is a decision by the State of Alaska Department of Education to terminate use of the facilities of Mt. Edgecumbe as a secondary school, we recommend the following:

It has been noted by the Greater Sitka Chamber of Commerce that there is a substantial lack of post-secondary vocational education, especially in Southeast Alaska. A great number of young people, having completed high school, express a desire to remain in Alaska but find they are unable to enter the labor market due to their lack of skills needed by potential employers.

Conversations with industry leaders indicate that the majority of skilled job openings are being filled from the lower 48, leaving young Alaskans with unsuitable job opportunities, dependent upon welfare rolls, or face the decision to leave the State and enter an overcrowded labor market outside of Alaska.

We believe that the Mt. Edgecumbe facility offers an excellent facility and opportunity for the State of Alaska to conduct post-secondary vocational education. The dormitory has fine facilities for students that are not Sitka residents, bakery and food service facilities are complete to provide food service and food service training. The large hangars provide unequalled areas for marine-related vocational training including carpentry and boat building, welding and metals technology, and marine or land-based engine maintenance and repair. The Mt. Edgecumbe general classrooms could provide for an expansion of the secretarial, computer, and support classes for these programs.

In summary, we believe if a decision is made to not continue the operation of Mt. Edgecumbe facility as a boarding high school, that serious consideration should be made as to its feasibility as post-secondary vocational education usage. The future of our young Alaskans enjoying a skill compatible with the Alaska labor market should be the prime concern.

OPTION C

Transfer the entire parcel to the City and Borough of Sitka. The City and Borough of Sitka will in turn divide the property into residential or other lots for general sale.

"The local governmental economy is adjusted to and is dependent upon the federal installation at Mt. Edgcomb. The local government owns and operates the water, sewer, and electric utilities. Mt. Edgcomb purchases all misc services and provides its own system maintenance. Thus, considerable revenue is derived by Sitka, without the usual overhead. The "profits" derived are used to hold down the costs of electricity, sewer, and water to all citizens of Sitka.

The

The Senate Health, Education and Social Services Committee visited the Mt. Edgecumbe High School on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. A meeting was held with administrators, staff members and counselors preceding a question and answer period with student representatives.

The Boarding facility is a large complex of buildings, including 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). In addition to required educational programs, the school offers music, art, Alaska and Native studies, business education, psychology, nutrition and socialization, audio visual training and aviation education.

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

The Mt. Edgecumbe budget for 1982 included \$2,795,451 for education and \$3,520,300 for facility management, for a cost of \$19,503 for each of the 323 students.

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



BRAVES



MT.

**EDGE CUMBE
STUDENT
HANDBOOK**



AUGUST

- 10 --- Teachers Return Date
- 11 --- Staff Meeting, Teachers, Dorm Personnel and Counselors
- 12 --- Big Brother/Big Sister Return
- 19 --- Students Return
- 20 --- All Student Picnic/Flag Football Jamboree (Sponsored by Recreation/Dorms)
- 20-21 --- Registration
- 22 --- Welcome Dance (Student Council)
- 24 --- Welcome Assembly (School Rules and Regulations) 8:00 A.M.

SEPTEMBER

- 1 --- All Employee Staff Meeting 4:15 P.M.
- 7 --- Labor Day - Holiday
- 11 --- Freshmen Initiation by Seniors
- 15 --- California Achievement Tests & ASVAB
- 16 --- California Achievement Tests
- 22 --- Mid-Quarter Progress Reports

OCTOBER

- 3 --- Cross - Country Meet At Juneau
- 5-9 --- Student Count Week
- 8 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
- 12 --- Columbus Day - Holiday
- 14 --- Cheerleader Tryouts and Election
- 18 --- Alaska Day - No Holiday - Band participate in parade
- 23 --- End of First Quarter
- 29-30 --- SE Girls Volleyball Tournament at Wrangell

NOVEMBER

- 2-6 --- Student Count Week
6-7 --- SE Honor Music Festival at Haines
6 --- Sophomore Hop
11 --- Veteran's Day - Holiday
12-14 --- State Girls Volleyball Tournament at Ketchikan
13-14 -- SE Swimming Tournament at Petersburg
14 --- Carnival (sponsored by Boys and Girls Basketball teams)
20 --- Mid-Quarter Progress Reports
26 --- Thanksgiving Day - Holiday

DECEMBER

- 5 - - - - Staff Meeting - Teachers, Dorm Personnel and Counselors
11 - - - - Band and Choir Winter Concert
19 - Jan 5-Christmas Holiday

JANUARY

- 1 - - - - New Year's Day - Holiday
5 - - - - End of Christmas Vacation - All students return to campus
15 - - - End of First Semester - Registration
20 - - - - Report Card Day

FEBRUARY

- 1-5 --- Student Count Week
9 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
16 --- Mid-Quarter Progress Report
17-20 -- SE Girls-Boys Class B Basketball Tournament at Mt. Edgecumbe
22 --- Washington's Birthday - Holiday
23 --- Founder's Day - 2:00 p.m. program in auditorium-No Holiday
25-26-27--"A" Basketball Tournament - Mt. Edgecumbe Gym

MARCH

- 1-5 --- Student Count Week
- 4-6 --- SE Girls Class A Basketball Tournament at Petersburg
- 2-10 --- Intramural Basketball Tournament (Recreation)
- 12-13 --- Foreign Language Festival at Juneau
- 13 --- Senior Prom
- 17 --- All Employee Meeting
- 19 --- End of 3rd Quarter

APRIL

- 1-3 --- SE Wrestling Tournament at Juneau
- 2 --- Assembly - Student Council Election
- 14 --- Staff Meeting - Teachers, Dorm Personnel and Counselors
- 16 --- Spring Band and Choir Concert
- 17-19 -- State Wrestling Tournament
- 20 --- Mid Quarter Progress Report
- 21-22 -- California Achievement Tests
- 22-24 -- SE Music Festival at Ketchikan
- 24 --- Junior/Senior Banquet
- 27 --- Thru May 15 - Softball Tournament (Recreation)

MAY

- 10 --- Final Testing Begins
- 16 --- Baccalaureate - Senior Reception in Girls Dorm
- 17-21 - SE Track Meet at Haines
- 18 --- Academic Award Banquet
- 20 --- Assembly by Senior Class - TAHETA presentation 1:00 p.m.
- 21 --- Graduation - 10:00 A.M.
Farewell Dance
Student Travel Begins
- 28-29 State Track Meet at Anchorage

MT. EDGECUMBE HIGH SCHOOL

1981 - 1982

PURPOSE

The primary purpose of Mt. Edgecumbe High School is to help its students become responsive, responsible, educated members of society. The plan is to provide an education program that meets the student's common and individual academic, social, and cultural needs.

STATEMENT OF PHILOSOPHY

Mt. Edgecumbe High School exists to provide educational opportunities to Native youth of Alaska. We believe it is the natural right of man to know himself, his relationship to others, and to gain an understanding of the world of which he lives. We recognize that man requires an environment that is caring, orderly, and supportive to develop his inborn abilities. Our educational purpose is to provide that environment necessary for intellectual and personal growth. Through a balanced program, Mt. Edgecumbe High School will:

1. Provide instruction necessary to meet the individual abilities of each student.
2. Provide opportunities for students to develop a health self-image.
3. Strengthen basic educational skills and provide a comprehensive variety of courses to allow students to pursue individual interests.
4. Weave the Native cultural background into school curriculum.
5. Develop self-supporting, self-respecting citizens and leaders through student participation in school activities and student government.
6. Provide opportunities for wise and enjoyable use of leisure time.
7. Teach skills and develop attitudes necessary for healthful living.
8. Ensure students will have the opportunity to experience pre-career and pre-vocational activities.
9. Enable students to acquire an appreciation of the value, use, and conservation of our natural resources.
10. Provide for a continuing self-evaluation of the total educational program through total school community participation.

MT. EDGECUMBE HIGH SCHOOL is located on Japonski Island in beautiful and picturesque Sitka Sound. Japonski is one of a group of islands that lies

across a narrow channel from the city of Sitka. The school buildings and medical facilities are a part of the old Sitka Naval Air Station. In 1946 they were transferred to the Department of the Interior. The first students arrive February 22, 1947 for enrollment at school. In early years, enrollment reached nearly seven hundred. In recent years, enrollment has averaged more than four hundred.

Mt. Edgecumbe High School provides:

1. A comprehensive secondary education.
2. A dormitory home-living program.
3. A guidance program.
4. A planned recreational program.
5. A program of special education.
6. A pre-vocational training program.

Courses at Mt. Edgecumbe High School are designed to satisfy the following stated goals:

1. Develop skills in reading, writing, listening, and speaking.
2. Develop a desire for learning now and in the future.
3. Develop pride in work and a feeling of self-worth.
4. Develop skills for good management of money, property, and resources.

ACCREDITATION: Mt. Edgecumbe High School is accredited by the Northwest Association of Secondary and High Schools.

ADMINISTRATIVE SERVICES: Administrative services handles staff hiring, travel, purchases of supplies and other fiscal matters.

INSTRUCTIONAL SERVICES: Instructional services provides a regular language arts, social studies, mathematics, and science program. Technical art students may enroll in general shop, carpentry, gas and diesel mechanics, and electricity. Opportunities for on-the-job training in electricity and mechanics are available. Home Economics courses are offered at all grade levels. Two years of home economics is required. Advanced courses in foods and nutrition, clothing, and textiles, housing, and home furnishing, child care and family relations, are offered. Business education courses include typing, shorthand, office practice and accounting. Also offered are art, chorus, band, piano, and physical education.

STUDENT SERVICES is responsible for the home living program for students. Wholesome meals, leisure time activities, recreation, study hours, general health and welfare, family relationships, and personal problems are areas of responsibility of this department.

An excellent guidance staff is available to serve the students and keeps close contact with the parents. The guidance staff is responsible for educational and vocational guidance, counseling students with special problems, and following up on students who have departed due to graduation or other reasons. In addition, the staff works in areas of military enlistment, class scheduling, and student travel. Liaison with the Public Health Hospital and School Clinic for continual good health and medical treatment for students is a vital responsibility.

The ultimate goal of Student Services is to assist the student to have a successful school experience.

ADMISSION: Mt. Edgecumbe High School exists for students with one-fourth or more Native blood. Priority is given to students who do not have a high school in their own village or area. All Native students have the right to apply for admission.

Applications are reviewed by the Admission Committee and applications are accepted or referred for other school placement. The committee attempts to base decisions on what is best for the applicant and the school community.

The student's grade placement is determined by his special needs and records.

Mt. Edgecumbe High School serves students who have special needs and meet any of the following criteria:

1. One-fourth Indian blood for eligibility.
2. Students who are 14-18 years of age, 3-4 years behind grade level, and have completed eighth grade.
3. Student from over crowded schools.
4. Schools where there is no secondary program available and walking distance to school is more than 1 1/2 miles and no bus transportation provided.
5. Schools where programs and facilities do not adequately meet the needs of the students as determined by the parents.
6. Students presently enrolled at Mt. Edgecumbe High School who wish to return.
7. Social referrals.

REGISTRATION: Students registrar for classes at the beginning of each semester. They work with counselors in planning class schedules to assure graduation requirements are met. All class schedules must be approved by the principal.

GRADUATION REQUIREMENTS: Twenty-one credits of prescribed and elective courses are required for graduation. The book of course descriptions has a detailed explanation of graduation requirements.

GRADES: Letter grades are assigned for credit earned as follows:

A - Excellent	94 - 100
B - Above average	88 - 93
C - Average	78 - 87
D - Below average	70 - 77
F - Failing (no credit)	
I - Incomplete	

EFFORT:

O - Outstanding
S - Satisfactory
N - Needs Improvement
U - Unsatisfactory

GRADES-- (continued)

Any classwork missed because of an excused absence must be made up as soon as possible. Work missed because of an unexcused absence cannot be made up.

Mid-Quarter appraisals are given to students and counselors to inform them of work that is not up to standard.

A student whose work is incomplete at the end of the quarter is given a period of one week after the beginning of the next grading period to show progress in making up his work. Incomplete grades which are not made up are changed to a failing grade (F).

REPORT CARDS: Report cards are issued each quarter. A copy is sent to parents.

HONOR ROLL: There are four requirements for the Mt. Edgecumbe High School Honor Roll:

1. You cannot have a grade below a C in any required subject.
2. All grades must average 3.0 or more.
3. Your effort grades must average satisfactory.
4. You cannot be enrolled in remedial classes.

CLASS STANDING:

Sophomore	5 credits
Junior	10 credits
Senior	15 credits

VALEDICTORIAN AND SALUTATORIAN: Traditionally, the valedictorian and salutatorian of each graduating class are the two students having the highest grade point averages for the four years and have good citizenship. Twelve quarters must have been at Mt. Edgecumbe High School. The last two years must have been at Mt. Edgecumbe.

TRANSCRIPTS: Transcripts are sent to educational institutions, employers, and other agencies who have requested them, only if parents of students have signed a release of information form giving the school permission.

SCHOLARSHIPS: Application for scholarships and grants are handled by the guidance department. Counselors can answer questions and give assistance to interested students.

STUDENT PASSES: Students without a pass are not to be admitted to class. A student entering class late or leaving early must present a pass issued by the principal or the assistant principal. Those students not having a pass are considered unexcused. Student passes to the dormitory during the academic day will be issued by the principal or assistant principal ONLY. The same applies to student passes to the clinic except in an emergency.

IDENTIFICATION CARDS: All students must have identification cards with him/her at all times. Students will use identification cards for all academic/guidance and/or related activities. Violation of school rules which cause a student to be ineligible for such activities with result in withholding of identification cards until eligibility is re-established. Identification cards will be issued "free" during enrollment.

IDENTIFICATION CARDS-- (continued)

Destroyed or lost cards will be re-issued only on the approval of the Student Services Officer or Principal. Re-issued cards will cost the student \$2.00.

1. Identification cards and activity cards must be used for admission to interscholastic activities in Sitka and Mt. Edgecumbe.
2. Identification cards must be used to check out any recreation equipment.
3. Identification cards and a pass must be used before going off campus.
4. Identification cards may be required for cashing checks.
5. Identification cards must be used for recreation and social activities on campus.

NOTE: Your activity card cannot be used as an identification card.

CLASS ATTENDANCE: Students are expected to be present and punctual to all classes throughout the year.

Excused absences - Any absence due to approved school activities, illness, personal emergency, or urgent clinic appointments.

Unexcused absences - Any absence for which a student does not have a valid excuse. (Examples: sleeping in, going to the clinic when not authorized, skipping class.)

Admittance Slips to class will be issued by the principal or assistant principal who indicate whether the absence is excused or unexcused. Work missed as a result of an excused absence is to be made up. Work missed because of an unexcused absence cannot be made up. All unexcused absences are to be made up by reporting to the detention room. Eight day restriction for each unexcused absence will be enforced. A student who has two or more unexcused absences will be in danger of failure and/or dismissal after following due process procedures.

Any student who is tardy will attend detention 2 hours at the end of the day they were tardy.

Study Hall - Students who are near failing or need to make up work may be required to stay in the classroom after school and may also be assigned to study hall in the dormitory. Students missing a required study hall will be treated the same as missing a class period. Students who miss appointments for academic counseling will be counted as absent with the same procedures followed as for skipping class. Any student assigned a seventh period class will be required to attend and all class rules will apply.

TITLE I: The Title I program provided courses in developmental reading. This course is for students who have reading deficiencies and are reading below grade level. Individualized programs are structured to meet student needs. Areas of special emphasis include speed reading, vocabulary enrichment, work attack skills and creative writing.

LIBRARY--The library is open before and after school, during the school day, in the evenings, and weekends. The library facility includes a media center from which video tapes, radios, film loops, and movies are available to students and staff.

SCHOOL BANK--To encourage good habits of thrift and money management, students are advised to use the school bank. Money may be deposited or withdrawn at scheduled times.

SCHOOL POST OFFICE--Students may pick up mail at the post office during the noon hour and after school. Envelopes and stamps may be purchased there and a letter drop is provided for mailing letters.

Money orders may be purchased and packages mailed at the Mt. Edgecumbe branch, located near the U.S. Coast Guard dock.

PUBLICATIONS--The communication class publishes the yearbook, "TAHETA". Students may order the TAHETA at the same time they purchase their activity card. The cost of the TAHETA will be determined prior to students returning to school.

RADIO STATION--The school operates an FM radio station which broadcasts during the school year.

STUDENT UNION AND SCHOOL STORE--The student union is located in the basement of the auditorium. Pool tables, ping pong tables and organized games of skill are available.

The school store is located in the student union. School supplies and sweets may be purchased there.

The student union is open from 3:00 p.m. to 8:30 p.m. on weekdays. Weekends and holidays it is open from 1:00 p.m. to 11:30 p.m.

MOVIES--Movies are shown in the school auditorium under the sponsorship of Student Council. Consult the weekly activity calendar for times, movie titles, and admission charges.

WORK STUDY PROGRAM--Students over age 16 may gain work experience and earn money by participating in this program. The Work Study Coordinator will assist you in making application to work for a business or agency in the Mt. Edgecumbe-Sidon area. Work hours vary but must be scheduled after school or on weekends. A student may work ten hours per week under this program.

CAMPUS VISITORS--All persons visiting Mt. Edgecumbe High School campus during school hours must first check with the superintendent's office to be issued a pass. During weekends and evening hours visitors must first check with the respective girls' and boys' dormitory manager where they will be issued a temporary visitor's pass. Visitors on campus must abide by all rules and regulations that Mt. Edgecumbe High School students are expected to follow. Violators may be removed by security guards and may be barred from the campus for the remainder of the year.

HOSPITAL VISITING--Visiting hours are 3:00 to 5:00 p.m. and 7:00 to 8:30 p.m. All students must have a pass to visit the hospital.

FOOD SERVICE: Food service employees assist students in learning to perform routine duties in the kitchen and dining room. Students will not be dismissed from classes early for noon detail and are responsible for being on time to classes after lunch. In addition, this department supplies refreshments for social affairs, outings, and special parties. Staff will instruct students in procedures for obtaining special refreshments. Requests for special refreshments must be submitted no later than five days in advance. Complete instructions may be found in EIA Station Memorandum No. 76-17 dated July 23, 1976.

OUTSIDE ACTIVITIES:

1. The activity or field trip sponsor or person in charge is to give each student a Leave-Slip Form ME-101 at least one week prior to the scheduled departure of that activity or field trip. Forms may be obtained from the Registrar's office. The student or students are responsible for each teachers' and dorm staff signature on the form. The form is then returned to the sponsor or person in charge who will then clear the leave through the assistant principal.

The student will not be considered excused from his scheduled class or classes for the purpose of having the form signed. No student will participate in a field trip unless he/she has completed Form ME-101.

2. The activity or field trip sponsor or person in charge is to run a notice in the Daily Bulletin on the day of the activity listing the students who have been approved for the trip or activity.

3. Finally each processed form is to be returned to the assistant principal.

4. Trips: A student who commits an infraction against a major school rule will not be permitted to travel on any school sponsored trips for a period of 30 days.

Each staff member and student must follow the Alaska High School Activity Association rules of eligibility first, this policy second, and then the individual rules of each sponsor or person in charge.

STUDENT ACTIVITY CARD:

The student activity card admits students to school sponsored athletic activities at Mt. Edgecumbe High School and Sitka High School.

The activity card costs \$14.00 and is purchased by the student at the beginning of the school year. It is good for the entire school year.

The activity card is also good for certain special activities sponsored by the student council.

This activity card does not permit the student to attend Southeast Association tournaments or special tournaments free of charge.

SCHOOL CLINIC POLICIES AND PROCEDURES: The Mt. Edgecumbe High School clinic is staffed and administered by the Public Health Service as part of the hospital program. All students must have a pass to visit the clinic. Clinic hours are 7:30 a.m. Monday through Friday and closes when the last patient is seen or about 5:00 p.m. Students are not seen during class time unless they are sent with a pass from the principal or assistant principal or have a special appointment to see the doctor or dentist as listed in the daily bulletin.

SCHOOL CLINIC POLICIES AND PROCEDURES-- (Continued)

Before or after class hours, dormitory staff will issue passes.

The clinic handles all health problems and physical examinations. Every student is examined at least once during the year and is checked for unsuspected problems. A health conference is held with each freshmen and senior to review his medical history. This interview is personal and confidential.

HONOR DORMITORIES: Mt. Edgecumbe High School has developed preferred dormitory systems outside the main facilities which are called honor dormitories and honor residence halls. They feature a degree of privacy and personal freedom not possible in the main dormitory. Superior citizens from any class may live there and continue to develop characteristics of responsible citizenship. Preference is given to juniors and seniors.

Honor dormitory requirements are: good grades and good citizenship. Honor dorm students are not subject to the 6:00 p.m. curfew but must abide by the city curfew.

STUDENT CLUBS AND ORGANIZATIONS: Students may participate in one of several different organizations on campus:

Honor Society: Scholarship, leadership, character, and service are the four criteria for membership. Lack of good citizenship will bar a good scholar from membership. Nominations for membership are made by the faculty.

Student Council: This is an organization of students elected from classes which serves as liaison between the student body and school administration. Many school activities are sponsored by the association. Election of officer is approximately one month before the end of school.

Pop Club: This club is a service organization whose function is to promote school spirit.

Mat Maids: This service organization assists the wrestling program.

Letterman's Club: Athletes who have earned a letter "E" are eligible for this club. Letterman exhibit characteristics of service, leadership, and 100% effort.

RIFLE CLUB--(continued)

NOTE: Each organization must submit a plan of operation to the principal's office for approval. No organization may operate without an approved plan of operation. Forms may be obtained from the principal's office.

RULES AND REGULATION

To provide a safe and wholesome living place for students, rules of behavior have been developed. These rules, if observed, will protect the rights of all. School administration with the Mt. Edgecumbe School Board have defined these rules and have developed consequences for breaking them.

The staff will make a special effort to help you learn the rules and regulations. It is your responsibility to develop an understanding of these rules and regulations and abide by them.

Any act which will endanger the health or safety of self and/or others can be grounds for expulsion by the administrative council.

Complete details are contained in the "Student Code of Rights and Responsibilities."

OFF LIMIT AREAS

The following areas are to be considered off limits unless special permission passes are issued:

1. Private homes
2. Airport and causeway
3. Loitering on John O'Connell Eridge (bridge to Sitka)
4. PHS Hospital
5. City of Sitka
6. Girls' residence halls (for boys)
7. Boys' residence halls (for girls)
8. Sheldon Jackson College
9. All boat harbors in Sitka and Mt. Edgecumbe
10. All water tower tanks.
11. U.S. Coast Guard Base
12. Fire escapes
13. All hotels
14. All bars and liquor stores
15. Wooded areas between the boys' and girls' dorms

THE CANTEEN NEAR THE HOSPITAL IS OFF LIMITS from 6:00 a.m. to 3:00 p.m., MONDAY THROUGH FRIDAY.

BOY/GIRL BEHAVIOR

Students are expected to use good taste in their expression of affection for one another. Public displays of affection cheapen interpersonal relationships and present a poor image of yourself and the school.

SMOKING/CHEWING

It is the policy of Mt. Edgecumbe High School to strongly discourage any use of tobacco. Chewing and smoking are not allowed in classrooms.

SMOKING/CHewing (continued)

However, in order to promote safety and reduce the spread of litter, the use of tobacco is allowed only in the following designated areas on campus:

1. The area between the girls' dormitories, front-side.
2. Next to the bunker at the west end of the administrative building.
3. Those areas inside the girls' dormitory which may be designated and marked as smoking areas.
4. Those areas inside the boys' dormitory which may be designated and marked as smoking areas.
5. Other areas may be designated.

Alaska criminal law states "It is unlawful to sell, exchange, or give cigarettes, cigars, or tobacco to a person under the age of 18 years." (Sec. 11.60.080) Smoking on Bureau property by persons 17 years of age or under, is therefore not permitted.

ALCOHOL AND DRUGS

The use, possession, or sale of alcohol and drugs is strictly forbidden at Mt. Edgecumbe High School. Students who fail to cooperate in these matters will be subject to dismissal.

EXPULSION AND SUSPENSION

Mt. Edgecumbe High School fully intends to follow the principles of due process in matters which involve circumstances which would lead to student dismissal. A policy has been developed that includes all these principles of due process. Guidance and academic staff are knowledgeable of this process and are responsible for instructing students in matters of dismissal.

Furthermore, the school is in the position wherein it cannot protect a student from local, state, and federal laws. In situations where students break existing laws, action may be taken by law enforcement authorities and the courts. The school will work with these agencies to see that justice is done. The school will also be responsible for seeing that students' rights are not violated.

ELIGIBILITY FOR ACTIVITIES

Mt. Edgecumbe High School is a member of the Southeast Alaska Activities Association and follows the rules of the SEAAA for both male and female participation. In addition to these rules the school has rules within the SEAAA rules.

Mt. Edgecumbe High School participates in the following interscholastic activities:

Cross Country	-boys and girls
Track and Field	-boys and girls
Volleyball	-girls
Wrestling	-boys
Freshmen Basketball	-boys and girls
Basketball (Varsity & JV)	-boys and girls

ELIGIBILITY FOR ACTIVITIES--(continued)

Cheerleading	-boys and girls
Honor Band	-boys and girls
Native Olympics	-boys and girls
S.E. Alaska Music Festival	-boys and girls
Boxing	-boys

Eligibility related to grades: To be eligible for participation in scheduled events sanctioned by the SEAMA students must be:

1. Properly registered.
2. Enrolled in a minimum of 6 credit courses.
3. Attending school regularly (as judged by the school principal).
4. Have passing grades in five (5) subjects which carry graduation.

To be eligible for school sponsored or authorized trips (field trips) athletic trips, band and chorus trips, etc) students must be:

1. Passing all classes at the time eligibility data is collected. Eligibility sign out slips will be circulated by prospective trip participants the week before the trip is scheduled.
2. Cleared by the dormitory as acceptable to travel.
3. Students will not travel who are:
 - a. In danger of failure.
 - b. Failing at time of intended travel.
 - c. Behind in classwork.

Eligibility slips will be processed through the dorms, kitchen, and the principals' office. The assistant principal will determine eligibility for trips from the eligibility slip data.

Training Rules: Students participating in interscholastic activities are not to use drugs or intoxicants of any kind. The Alaska High School Activities Association recognizes and supports these rules.

Penalty for Breaking Rules: Suspension from interscholastic competition will follow when it is discovered any participant breaks these rules.

Length of Suspension: Suspension will last throughout the season of an activity from which the participant is suspended. A sponsor may impose a suspension period to follow the ending of a sport season, but not to exceed twenty (20) days from the time the infraction was documented.

Activity during Suspension: Athletes who are suspended or who are ineligible for any other reason may continue practices or "intersquad" competition. No participant is allowed to compete interscholastically until suspension time has passed.

Training Eligibility: Questions on interpretation regarding eligibility are dealt with in special hearings attended by the directors, coaches, assistant principal, and athletic director. A decision will be reached through majority opinion.

ELIGIBILITY FOR ACTIVITIES--(continued)

SMOKING/CHEWING--Use of tobacco is a problem dealt with by individual coaches. Athletes who cannot stop using tobacco during a sport season may be suspended during that season by the coach.

DUE PROCESS--Any suspension must be based on documented evidence as outlined in the Student Code of Rights and Responsibilities adopted by Mt. Edgecumbe High School.

AWARDS

Academic Awards--All students and teachers should be aware outstanding students are to be selected to receive annual academic awards. Pin awards are given.

Each department has set special criteria for selecting the award winner. This criteria includes scholarship, dependability, leadership, and in general, doing more than is expected. Teachers should be prepared to make nominations and help in selection.

One award will be available in each of the following areas:

- | | |
|----------------|---------------------------|
| English | Boys' Physical Education |
| Business | Girls' Physical Education |
| Reading | Music |
| Social Studies | Home Economics |
| Mathematics | Technical Arts |
| Science | Art |

An Awards Banquet is held in the spring. A department may elect not to make an award in a particular school year if no student qualifies.

Athletic Awards--Athletic awards are earned upon completion of the sports season. Certain criteria must be met by participants. Individual coaches will announce the criteria. Letter awards may be earned in all interscholastic activities. An awards banquet is held in the spring.

Band Awards--Letter awards are earned by band members who have met all requirements. A letter is presented the first year with bars added for additional years. An Awards Banquet is held in the spring.

MT. EDGECUMBE SCHOOL BOARD--The school board consists of elected parents of Mt. Edgecumbe High School students from each of the five districts in Alaska and meet quarterly at Mt. Edgecumbe High School.

The school board also serves as the Parent Advisory Council for Title I.

MT. EDGECUMBE HIGH SCHOOL MANAGEMENT

- | | |
|-------------------|---------------------------------|
| LeRoy Demmert | Education Program Administrator |
| Victor Schmidt | Administrative Officer |
| Lawrence B. Welch | Principal |
| Jill Lora | Student Services Officer |
| Albert Wilson | Facility Manager |
| Gil Truitt | Assistant Principal |

NATURAL DISASTER PROCEDURES

EARTHQUAKE: If a quake occurs, is of major proportion, and is in the immediate area, DO NOT wait for notification to evacuate, but proceed to higher ground immediately, using the fire escape routes.

THERMAL BLAST: If outside, find the nearest cover and stay there until the blast shock waves heat blast have passed over. If there is no cover, try to find a hole in the ground or something similar and keep down. When all events described have taken place, remember to try and get under something, a bed, a desk, table, or the like. If none of these are available, then sit down on the floor, knees up, spread your knees and put your hands behind your head and interlock your hands and place your head between your knees. Hold this position until it is safe to rise. Button collar, sleeves, tie pants legs to ankles and after exposure shower immediately.

IF STUDENTS ARE IN DORMITORIES: Personnel on duty will awaken students and supervise dressing. Have each student take a blanket and then proceed to higher ground using evacuation routes.

NATURAL DISASTER SIGNALS

ALERT: Three (3) alternating long and short signals on the siren of 3 to 5 minutes duration each.

ALL CLEAR: Three (3) one minute blasts separated by 2 minutes of silence. (All clear is the same as for a Natural Disaster).

FIRE SIGNAL: Two (2) blasts of the siren at the powerhouse. The all clear is sounded by two (2) 15 second blasts.

FEDERAL INSTALLATION AT MOUNT EDGE CUMBE. THROUGH ALL SOURCES, THE SCHOOL FURNISHES AT LEAST \$5 million dollars to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The compromise 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 EFFECT ALL 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, ~~no~~ ^{Little} discussion over the future of Mt. Edgecumbe have 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.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with the students 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.

Options for Mt. Edgecumbe:

- (7)
1. Closure
 2. Contract with Native Organization(s) to operate the school.
 3. Contract with the state to operate the school.*
 4. Establishment of an alternative boarding school.
 5. Expansion of boarding home program.

* 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.

(J) The Mt. Edgecumbe budget for 1982 included \$2,795,451 for education and \$3,520,300 for facility management, for a cost of \$19,503 for each of the 323 students.

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. Included in this budget is ^{cost of} ~~transportation money for students travel~~ ^{from home to school and back} ~~provided to and from school on a yearly basis~~, and for emergencies.

(6a) 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 as indicating} ~~observed~~ by some to indicate 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} ~~and~~ has ~~not~~ been rescheduled ^{for} ~~at this time~~. *Apr 29, 1982.*

Naturally, more attention is centered on the future of the day schools ~~at this time~~ 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 Gov. 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.

① 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.

Parents and students have indicated their ^{reasons} ~~criteria~~ for attendance ^{ing} at 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} ~~better~~ access to alcohol and drugs ^{at home, as well as} ~~combined with~~ 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. ² Here the native population finds themselves in an ~~an~~ ^{IRONIC} situation in asking for the continuance of Mt. Edgecumbe, only a few years after demanding a village high school program. While local schools still have priority, it seems that a boarding school is a necessary option for

② AS NOTED BY ~~THE~~ ^{INSTITUTE OF SOCIAL & ECONOMIC RESEARCH, UAF,} some students and families. [^] 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. 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 students' energy.

The B.I.A. has indicated that the Off-Reservation Boarding School Study suggested negotiation, through the state and appropriate native groups, the absorption of students to other alternatives. B.I.A. documents show the only option for Mt Edgecumbe students to be the state boarding school program, 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. This same option remains for students indicating an inability to cope with the public school system and social reasons for attendance at Mt. Edgecumbe.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a ^{partial} ~~partial~~ school that does not include their grade level. The small increase of students to village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

In consideration of the boarding school option, significant planning time must be allocated to accomplish the transition and allow placement for the

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 should take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee 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.

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).

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.

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, significantly reducing operational funding through elimination of staff housing and road maintenance. Part of this area has been conveyed to Shee Aitka and plans are underway for the development of a new boat harbor near the school.

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, however, may buy into 15 years of the state retirement plan if hired. 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.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982

WHILE IN SESSION

Pouch V

State Capitol

Juneau, Alaska 99811

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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.

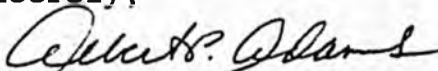
If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation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

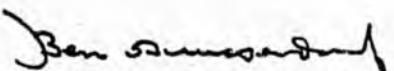
Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational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

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 freshmen 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.

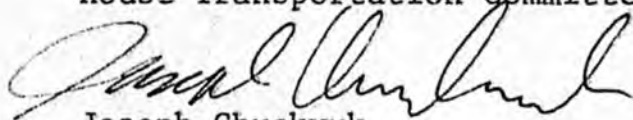
Sincerely,

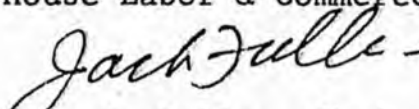

Albert P. Adams, Chairman
House Finance Committee



Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force

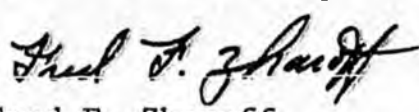

Bette Cato, Chair
House Transportation Committee


Terry Martin, Chairman
House Labor & Commerce Committee


Joseph Chuckwuk
House of Representatives


John G. Fuller, Chairman
House Rules Committee


Vernon L. Harlbert
House of Representatives


Fred F. Zharoff
House of Representatives

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

APA/wlr

Nancy Edgumbe file

Sen. Stevens questions BIA officials about planned transfers of schools

By PAT THORNE
Daily News correspondent

WASHINGTON — Alaska Sen. Ted Stevens asked a lot of questions Wednesday but got few answers from the Bureau of Indian Affairs on plans to transfer 16 of Alaska's BIA day schools to the state next year.

Stevens chaired a hearing of the Senate Appropriations Interior Subcommittee and used the opportunity to grill Assistant Interior Secretary Kenneth L. Smith and other BIA officials on the planned transfers.

Smith denied that Alaska was being singled out by the transfer plans, although he admitted that the 16 Alaska transfers are the only such actions planned in the system next year.

"Alaska has an agreement to phase day schools out of the federal system. We have just accelerated the transfers," he said.

"We'd have transferred a lesser amount in 1983 anyway," Stevens said.

The BIA head said the transfer actions were prompt-



ed mainly to achieve budget savings in 1983.

Stevens said BIA reports in 1981 indicated that despite a drop in enrollment in BIA schools, teaching and administrative staffs increased.

"Why have you not looked into making savings in that area?" he asked

"We have programmed a decrease in employees and teachers this year for 1983," said Deputy BIA Assistant Kenneth Payton.

But Stevens received no answer when he asked, "Alaskans will bear their fair share of cuts, but why are there no transfers outside of Alaska and just in Alaska?"

He also received an apology from Smith after he said prior agreements required a consultation with the states on policy changes and challenged the BIA for rescinding

agreements without prior notifications, especially to Alaska's congressional delegation.

Stevens demanded an explanation of savings that the BIA contended the day school transfers would achieve. He said estimates reveal the transfers would cost \$2 million more than the cost of operating the schools in 1983.

The BIA officials could produce no figures, but promised to submit an accounting later. They explained that figures being used for calculations are estimates.

Stevens said he understood some figures had been provided the Senate Select Committee on Indian Affairs.

This prompted Sen. Mark Andrews, R-N.D. and chairman of Select Committee hearings, to say the BIA was "beating around the bush" and had not provided the requested figures.

BIA officials promised the figures within three days. The officials said they not aware of prior agreements, cited by Stevens, that provided the BIA would comply with fire and safety codes on all facilities before transferring them

to the states.

"Have you read the agreement?" Stevens asked.

"No," Smith answered.

"You're lucky," Stevens said. "If you worked at Interior when I was there, you wouldn't be there tomorrow."

Smith, when asked if the BIA would fulfill an agreement to upgrade the facilities, said the agency will continue to upgrade five of the schools. "We have no money after that," he said.

Citing a state estimate of \$7.3 million to upgrade the schools, Stevens said, "It's appalling you disregard the codes anywhere."

FROM: ARCHIE S. ANDREW
TUNTULIILIAK, AK. 99680
OR
C/O MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9677 (SCHOOL)

I WANT THE FRESHMAN CLASS TO ENTER FOR THE SCHOOL YEAR OF 82-83. I WANT TO THEM HAVE AN EDUCATION LIKE I DID AROUND HERE. I HAD MORE SUBJECTS IN THIS SCHOOL THAN AT HOME. AND THAT HELPS ME TO PLAN AHEAD FOR MY CAREER OR SOMETHING.

FROM: CHRISTINE KIVOLK
GENERAL DELIVERY
NEW STUGAHOK, ALASKA 99636

OR
C/O MT. EDGE CUMBE HIGH SCHOOL
MT. EDGE CUMBE, AK. 99835 966-2210 (DORM)

I FEEL THAT THE CLASS OF '86 SHOULD HAVE THE CHANCE TO ATTEND MT. EDGE CUMBE BECAUSE IT WOULD BE A PLEASURE FOR THEM AS IT WAS FOR ME, LEARNING TO BECOME SELF-SUFFICIENT AND TO GET ALONG WITH OTHERS FROM ALL OVER ALASKA.

FROM: VIVIAN JOHNSON, PRESIDENT
MT. EDGE CUMBE STUDENT COUNCIL
MEHS
MT. EDGE CUMBE, AK. 99835 966-2203

WE FEEL THAT IT IS VERY IMPORTANT THAT A FRESHMAN CLASS BE ALLOWED TO ENTER MT. EDGE CUMBE FOR THE 1982-83 SCHOOL YEAR. THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE SHOULD BE THERE FOR ALL ALASKAN STUDENTS. PASSING HB 812 WILL BE AN EXCELLENT INVESTMENT IN THE FUTURE OF ALASKA.

FROM: ELIZABETH GOODMAN
BOX 4-534
MT. EDGE CUMBE, AK. 99835 966-2988

A URGE PASSING OF HB 812. THE NEED FOR MT. EDGE CUMBE TO BE KEPT IN OPERATION IS AS PRESENT TODAY AS IT WAS 25 YEARS AGO. QUALITY ALASKANS DESERVE EQUAL EDUCATIONAL OPPORTUNITIES. RUSTIC SCHOOLS CANNOT PROVIDE EDUCATIONAL OPPORTUNITIES ON A PAR WITH URBAN SCHOOLS. I KNOW FROM BEING AN EX-GRADUATE TEACHER.

FROM: GRACE EVANS
PO BOX 318MS
BETHEL, AK. 99559 OR MT. EDGE CUMBE, AK. 99835

I WOULD LOVE TO SEE FRESHMEN HAVE A CHANCE TO COME HERE NEXT YEAR, IN THE YEAR OF 1982-83. IT WOULD BE NO FUN WITHOUT FRESHMEN. IF THEY COULD GO TO SCHOOL HERE THEY WOULD LEARN TO BE AWAY AND DEPEND ON THEMSELVES. SOME PLACES DON'T EVEN HAVE HIGH SCHOOL AND WHERE CAN THEY GO TO SCHOOL?

FROM: DELENE C. MILLIGROCKMEHS
LITTLE BLONDE, ALASKA 99762 OR MT. EDGE CUMBE, AK. 99835

IT WOULD BE VERY IMPORTANT FOR THE FRESHMEN TO COME TO MT. EDGE CUMBE BECAUSE IT IS A GREAT OPPORTUNITY TO RECEIVE THE KIND OF EDUCATION THEY NEED TO PREPARE THEM FOR THE FUTURE. I STRONGLY SUPPORT HOUSE BILL 812. THE FRESHMEN SHOULD HAVE A CHANCE TO COME TO MT. EDGE CUMBE.

TO: SENATOR FARR

FROM: GABRIEL OLICKMEHS
TUNTUTULIAK, AK. 99680 OR MT. EDGE CUMBE, AK. 99835

DEAR SIR:

IF MT. EDGE CUMBE HAS NO FRESHMEN, IT WILL BE BORING AND SOME OF THE VILLAGES DON'T HAVE SCHOOLS. WHERE WILL THEY GO? THEY WON'T LEARN WITHOUT SCHOOL. WE NEED FRESHMEN.

SINCERELY,

GABRIEL OLICK

FROM: ELIZABETH GUYMEHS
KWETHLUK, ALASKA 99621 OR MT. EDGE CUMBE, AK. 99835

I FEEL THAT THE FRESHMAN CLASS SHOULD BE ALLOWED TO COME TO MT. EDGE CUMBE FOR 1982-83.

I WANT THEM TO HAVE AN OPPORTUNITY TO HAVE EXPERIENCES LIKE I HAD. IT WILL TEACH THEM TO MAKE A LIVING BY THEMSELVES.

PLEASE GIVE THEM A CHANCE TO GET TO KNOW THE OTHERS. THANKS

FROM: JOHN PENETAC
BOX 3370/0 MEHS
NOME, ALASKA 99762 OR MT. EDGE CUMBE, AK. 99835 966-9697

I FEEL THE FRESHMAN CLASS SHOULD COME TO MT. EDGE CUMBE NEXT YEAR BECAUSE I FEEL THAT THEY NEED THE EXPERIENCE OF LEARNING THE ABILITY TO LIVE BY THEMSELVES AND TO SEE HOW IT IS AND TO MEET NEW FRIENDS AND TO SHARE THE CULTURE WITH OTHERS.

FROM: KAREN J. PETLUSKA
MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9676

I THINK THAT HS 912 SHOULD BE PASSED FOR THE FRESHMEN TO ATTEND MT. EDGE CUMBE NEXT YEAR.

WE THE STUDENTS OF MT. EDGE CUMBE WOULD LIKE TO ADVISE YOU TO KEEP FIGHTING FOR OUR SCHOOL TO CONTINUE.

IF OUR SCHOOL IS TAKEN AWAY, WHAT WILL THE STUDENTS DO? PLEASE ACT NOW. THANKS.

FROM: JOHN F. GALLAFFIE
BOX 24000 MT. EDGE CUMBE H.S.
NOME, AK. 99762 OR MT. EDGE CUMBE, AK. 99835 966-9697

I AM IN THE FRESHMAN CLASS OF THE 1982-83 SCHOOL YEAR (CLASS OF '84) TO ATTEND MT. EDGE CUMBE BECAUSE I WANT THEM TO EXPERIENCE THE SAME GREAT OPPORTUNITIES I HAVE HAD AT MT. EDGE CUMBE. TO ME, IT IS A STEPPING STONE FOR THE LATTER PART OF OUR LIVES. THANKS.

MSG 82-00023810 PRTY 1 04/28/82 13:15:10 ORIG: LS00 IN= 0010 OUT= 0065
FROM: SITKA TO: JUNEAU
TARGET: LJH2 SUBJ: POM PAGE 0001

TO: SENATOR PARR

FROM: CATHY SUTTON
BOX 4140
MT. EDGE CUMBE, AK. 99835

I STRONGLY SUPPORT HB 812. MT. EDGE CUMBE IS ESSENTIAL IN PROVIDING QUALITY
EDUCATION IN ALASKA. THE STUDENTS OF TODAY WILL MAKE ALASKA WHAT IT WILL BE
TOMORROW. THEY MUST NOT BE DENIED THE OPPORTUNITY PROVIDED AT MT. EDGE CUMBE
TO REACH THEIR GREATEST POTENTIAL.

FROM: FRANK L. SUTTON
BOX 4140
MT. EDGE CUMBE, AK. 99835 747-6574 HOME 966-3310 WORK

I BELIEVE THE CONTINUED EXISTENCE OF MT. EDGE CUMBE HIGH SCHOOL IS CRITICAL
TO THE DEVELOPMENT OF MANY OF ALASKA'S POTENTIAL FUTURE LEADERS. IT WILL
PROVIDE A WELL-ROUNDED EDUCATION FOR MANY WHO MIGHT NOT OTHERWISE REACH
THEIR FULL POTENTIAL. I STRONGLY SUPPORT HB 813 TO PROVIDE FUNDING FOR
A 1982-1983 CLASS.

TO: SENATOR PARR

FROM: JUNE KOONALOAK

BIRCH PARK D-5 MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK.
FAIRBANKS, AK. 99701 OR966-9601

I BELIEVE THAT THE FRESHMAN CLASS OF 1983 WHOULD BE ADMITTED TO MT. EDGE CUMBE. IT WOULD BE A TERRIBLE MISTAKE IF YOU LEAVE THEM OUT IN THE COLD. THEY, TOO, (SUCH AS I HAD) SHOULD BE GIVEN A CHANCE TO BE EXPOSED TO A DIFFERENT ENVIRONMENT. THEY WILL BENEFIT FROM MT. EDGE CUMBE.

FROM: DELORES PITKA

GENERAL DELIVERY

BEAVER, ALASKA 99724 OR MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK. 99835

I FEEL THAT FRESHMEN SHOULD BE ENROLLED TO OUR HIGH SCHOOL NEXT YEAR. I FEEL THAT YOU WILL BE STOPPING A LOT OF STUDENTS' EDUCATION IF YOU ARE AGAINST THIS.

CONSIDER THE OTHER SCHOOLS' OPPORTUNITIES COMPARED TO MT. EDGE CUMBE'S. THERE ARE MANY STUDENTS WHO ARE STUCK INTO FOSTER HOMES OR JUST QUIT SCHOOL BECAUSE OF NOT BEING ABLE TO COME TO SCHOOL HERE.

FM: GALE FECHIK

P.O.B. 4443

MT.EDGE CUMBE, AK 99835 (H) 966-2491 (W) 966-2214

REPRESENTING MT.EDGE CUMBE HIGH SCHOOL STUDENTS

RE: HB 812

MESSAGE: FIRST, CONTINUITY IN EDUCATION IS THE UTMOST REASON FOR ALLOWING FRESHMEN TO ENROLL IN MT.EDGE CUMBE.

SECOND, THE FACT FOR MAINTAINING MT.EDGE CUMBE IN THE FUTURE REMAINS THE CONTROL OF DISCIPLINE HERE WHICH IS NOT PRESENT IN THE BUSH SCHOOLS.

FM: ROD MUTTING

P.O.B. 747

SITKA, AK 99835 (H) 747-8746 (W) 747-2214

RE: HB 812 MT.EDGE CUMBE

MESSAGE: I HAVE SEEN MANY OF THE BUSH SCHOOLS AND HAVE TALKED WITH BUSH TEACHERS AND FAMILIES AND AM CONVINCED ALASKA NEEDS ALTERNATIVES TO THE BUSH SCHOOLS.

MT. EDGE CUMBE PROVIDES A QUALITY COMPREHENSIVE HIGH SCHOOL PROGRAM AND SHOULD CONTINUE UNDER STATE FUNDING AS AN ALTERNATE EDUCATIONAL CENTER FOR ALASKANS.

FM: MARCIA STRAND

P.O.B. 795

SITKA, AK 99835 (H) 747-8091

RE: HB 812

MESSAGE: THE SCHOOL COULD OFFER HELP TO SOME HIGH SCHOOLERS (UNDER AGE 19) WHO HAVE DECIDED OUT OF OTHER PROGRAMS. HOW MANY DROP-OUTS ARE THERE IN THIS STATE? FUND PERSONNEL TO WORK WITH THESE SPECIAL STUDENTS AND HELP MT.EDGE CUMBE SCHOOL POPULATION A "GOOD MIX" OF STUDENTS OF VARIOUS CAPABILITIES.

MSG 82-00023613 PRTY 1 04/27/82 16:10:59 ORIG: LS00 IN= 0007 OUT= 0086
FROM: SITKA TO: JUNEAU INFO
TARGET: LJH2 SUBJ: POMS PAGE 0001

TO: SENATORS PARR, STIMSON, COLLETTA, FISCHER, KELLY, AND ELIASON

FROM: GEORGE W. MIYASATO
BOX 2231
SITKA, AK. 99835 966-2227 (WORK)

RE: HB 812

I WOULD ENCOURAGE ALL LEGISLATORS TO RENDER A "YEA" VOTE FOR THE ABOVE BILL
TO COVER THE COSTS FOR THE FRESHMEN WHO MAY MAKE APPLICATION FOR ADMITTANCE
TO MT. EDGE CUMBE HIGH SCHOOL FOR SCHOOL YEAR 1982-83.

MSG 82-00023748 PRTY 1 04/28/82 11:16:55 ORIG: LS00 IN= 0005 OUT= 004
FROM: SITKA TO: JUNEAU
TARGET: LJH2 SUBJ: POMS

PAGE 000

TO: SENATOR FARR

FROM: JOSEPH JOHNSON
MT. EDGE CUMBE H.S.
MT. EDGE CUMBE, AK. 99835 966-9697

WE SHOULD GIVE THE FRESHMAN CLASS THE SAME CHANCE TO SEE THE OUTSIDE LIFE RATHER THAN IN THEIR OWN HOMETOWN. AS A FRESHMAN LAST YEAR, I LEARNED A LOT OF THINGS HERE THAT I WOULD NOT HAVE LEARNED AT MY HOMETOWN SCHOOL. PLEASE GIVE THIS CHANCE TO THE FRESHMEN NEXT YEAR.

FROM: ELEANOR WEEDMAN
NEW STUYAHOK, ALASKA 99636 OR MEHS, MT. EDGE CUMBE, AK. 99835

MT. EDGE CUMBE IS EXTREMELY CONCERNED ABOUT THE POSSIBILITY OF NOT BEING ABLE TO HAVE A FRESHMAN CLASS ENROLLED AT MT. EDGE CUMBE FOR THE 1982-83 SCHOOL YEAR. WE FEEL THAT A **WHOLE** HIGH SCHOOL IS NOT YET WHOLE UNTIL EVERY FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR CLASS IS ENROLLED. THANK YOU!

FROM: NICK S. NICHOLI
LOWER KALSKAG, ALASKA 99626 OR MEHS, MT. EDGE CUMBE, AK. 99835

I SURE WOULD LIKE TO SEE FRESHMEN HERE AGAIN NEXT YEAR. FOR ONE THING, THEY MAKE IT FUN AT THE BEGINNING OF THE YEAR BECAUSE OF THE INITIATION WE HAVE OR THAT MT. EDGE CUMBE HIGH SCHOOL HAS EVERY YEAR. I REALLY THINK IT SHOULD STAY THAT WAY.

FROM: KENNY PHILLIP
AKIAK, AK. 99552 OR MEHS, MT. EDGE CUMBE, AK. 99835

ALL I WANT IS FOR THE FRESHMEN TO COME HERE IN THE SCHOOL YEAR 82-83. I FEEL IT IS AN IMPORTANT STEP IN STARTING AN EDUCATION OR TO BE LOOKING FORWARD TO WHAT KIND OF LIFE THEY WILL HAVE. WILL THEY BE EDUCATED IN A SMALL AREA ALL THEIR LIVES?

FROM: WALLENA M. LORD
BOX 4563
MT. EDGE CUMBE, AK. 99835 966-2533

I FEEL MT. EDGE CUMBE HIGH SCHOOL SHOULD HAVE A FRESHMAN CLASS NEXT YEAR BECAUSE THE FRESHMAN CLASS MAKES UP A FOURTH OF THE SCHOOL AND THEY DESERVE THE CHANCE TO COME AS NEW STUDENTS.

FROM: BERRICE HIFN
OR BOX 50964
FAIRBANKS, AK. 99701 OR MT. EDGE CUMBE H.S., MT. EDGE CUMBE, AK. 99835

HELLO

WE STUDENTS HAVE LOVED IT HERE SO MUCH. WE ARE ESPECIALLY GLAD THEY HAD A CHANCE TO COME HERE THIS ONE FOR US TO ATTEND. WE OR I WOULD LOVE TO SEE THE FRESHMEN NEXT YEAR. I WOULD LIKE TO INITIATE THEM AND GIVE THEM THE SAME EXPERIENCE WE HAVE HAD. THANK YOU.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance



Official Business

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

TO: Senator Charlie Parr, Chairman, Senate Health, Education and Social Services Committee, Kotzebue, Alaska 99752 (907) 442-3320

FROM: Representative Albert P. Adams, Chairman, House Finance Committee, *APA*

DATE: April 19, 1982

SUBJ: HB 812, "An Act making a special appropriation to the Department of Education to enable freshmen to attend Mount Edgecumbe High School, and providing for an effective date."

House Bill 812 would provide \$1,000,000 to allow Mt. Edgecumbe High School to have a freshman class during the 1982-1983 school year. The federal government has committed itself to one more year of funding for Mt. Edgecumbe, but without a freshman class. It is important that Mt. Edgecumbe has a freshman class, because without one, several teachers and support staff members would be laid off, and the educational program for the remaining students would be detrimentally affected. I have provided the Committee with a letter to me from Mt. Edgecumbe Superintendent, Leroy Demmert, dated March 30. In it he states that "Without the additional funds and a freshman class, we would have to release those teaching and support positions [listed on the last page]. 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." Because of the negative effect of not having a freshman class, on the remainder of the Mt. Edgecumbe educational program, I strongly recommend passage of HB 812.

The State Board of Education adopted four conditions, at their October 10, 1981 meeting in Glennallen which they would insist be met before the Board would support the closure of Mt. Edgecumbe. One of these conditions was that the BIA work with affected students, school districts and the Department to guarantee completion of the orderly transfer of primary responsibility for these students no later than the end of the 1981-82 school year. The many Alaskans

supporting Mt. Edgecumbe have succeeded in obtaining federal agreement to keep Mt. Edgecumbe open an additional year, but without a freshman class. Hence the transitional period has been extended one more year. I feel the Board would be backing down on its commitment to guarantee an orderly transfer of primary responsibility for these students, if it did not support continuation of a quality program at Mt. Edgecumbe during the transitional year.

I would like to refer to the April 12, 1982 letter from the President of the State Board of Education to Senator Jalmar Kerttula. He states that HB 812 would "strike at the very heart of our policy supporting a single public education delivery system in Alaska." I don't follow his reasoning. If the state should acquire Mt. Edgecumbe, it would be incorporated into the single educational system which we presently have. It is illegal to discriminate on the basis of race or special political relationship with the federal government where state money is concerned. Hence race would not be a criterion in determining eligibility for Mt. Edgecumbe. House Bill 812 proposes \$1,000,000 for the support of a freshman class at Mt. Edgecumbe next year, hence the freshman class would be open to Alaskan students regardless of race. According to the most recent information I have obtained from Washington D.C., the Department of the Interior has no problems accepting the \$1,000,000 in state money which must be spent without regard to race. Hence next year's freshman class may include non-Natives.

The last thing I would like to touch on are the four conditions adopted by the State Board of Education. The Board held if these conditions were not undertaken, the Board would not support closure of Mt. Edgecumbe. I have provided a letter from the President of the Board, and Board minutes which reiterate this position.

To date, the only condition I can see that has been met is that of holding joint hearings on the closure of Mt. Edgecumbe to gather input from the affected communities. The federal government will not put in an additional \$6,000,000 per year to supplement and enrich education for Native students, the village high schools do not provide a comparable program to the one offered by Mt. Edgecumbe, and as I stated above, I do not feel an orderly transfer will take place if the quality of education at Mt. Edgecumbe is not maintained during the transitional period.



COURSE

OFFERTINGS



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
MT. EDGE CUMBE SCHOOL
MT. EDGE CUMBE, ALASKA 99835

Dear Students:

This booklet of "Course Offerings" is prepared to aid you in planning a four year program at Mt. Edgecumbe High School. It contains important information that will be helpful to you and staff members who work with you.

Your parents and school staff want you to have the best high school education possible. Each of you should set goals toward which your efforts and those of the school may be directed. Be ready to discuss your goals with your guidance counselors who will assist you in planning your program of study.

In accordance with school policy for meeting changing student needs, graduation requirements have undergone several changes during the past few years. The classes of 1982 will follow earlier graduation requirements, classes of 1983 and onward will follow new requirements.

To make graduation requirements easier to understand, requirements for the Class 1982 and 1983 are shown on separate pages.

Please accept our best wishes for success in your high school career.

Sincerely,

Lawrence B. Welch
Principal

LeRoy Demmert
Superintendent

P U R P O S E

The primary purpose of Mt. Edgecumbe High School is to help its students become responsive, responsible, educated members of society. The plan is to provide an education program that meets the students' common and individual academic, social, and cultural needs.

STATEMENT OF PHILOSOPHY

Mt. Edgecumbe High School exists to provide educational opportunities to Native youth of Alaska. We believe it is the natural right of man to know himself, his relationship to others, and to gain an understanding of the world in which he lives. We recognize man requires an environment that is caring, orderly, and supportive to develop his inborn abilities. Our educational purpose is to provide that environment necessary for intellectual and personal growth. Through a balanced program, Mt. Edgecumbe High School will:

1. Provide instruction necessary to meet the individual abilities of each student.
2. Provide opportunities for students to develop a health self image.
3. Strengthen basic educational skills and provide a comprehensive variety of courses to allow students to pursue individual interests.
4. Weave the Native cultural background into the school curriculum.
5. Develop self supporting, self respecting citizens, and leaders through student participation in school activities and student government.
6. Provide opportunities for wise and enjoyable use of leisure time.
7. Teach the skills and develop attitudes necessary for healthful living.
8. Ensure that students will have the opportunity to experience pre-career and pre-vocational activities.
9. Enable the student to acquire an appreciation of the value, use and conservation of our natural resources.
10. Provide for a continuing self evaluation of the total educational program through total school community participation.

* * * * *

Develop skills in reading, writing, listening, and speaking.

Develop a desire for learning now and in the future.

Develop pride in work, and a feeling of self worth.

Learn to be a good manager of money, property, and resources.

GRADUATION REQUIREMENTS

Classes of 1982

Mt. Edgecumbe High School may award a diploma to a student when he/she has attended sixteen quarters and has earned a minimum of twenty credits in accordance with the following:

	Class of 1982	
	Quarters	Credits
ENGLISH	14	3 1/2
MATHEMATICS	8	2
SCIENCE	8	2
SOCIAL STUDIES	13	3 1/4
HOME ECONOMICS/SHOP	4	1
PHYSICAL EDUCATION	4	1
HEALTH	2	1/2
PERSONAL FINANCE	2	1/2
CAREER EDUCATION	1	1/4
ELECTIVES	20	6
		20

Social studies will include the following:

Geography	1 quarter
World History	1 semester
Alaska History	1 semester
U.S. History	2 semesters
American Government	1 semester
Land Claims	<u>1 semester</u>
TOTAL	13 semesters - 6 1/4 quarters

The above requirements exceed those recommended by the State of Alaska and the Northwest Accreditation Association.

GRADUATION REQUIREMENTS

Class of '83 - '84 - '85

Mt. Edgecumbe High School may award a diploma to a student when he/she has attended sixteen quarters and has earned a minimum of twenty-one credits in accordance with the following:

ENGLISH	8 semesters	4 credits
MATHEMATICS	4 semesters	2 credits
SCIENCE	4 semesters	2 credits
SOCIAL STUDIES	7 semesters	3 1/2 credits
HOME ECONOMICS/SHOP	4 semesters	2 credits
PHYSICAL SCIENCE	2 semesters	1 credit
HEALTH	1 semester	1/2 credit
PERSONAL FINANCE	1 semester	1/2 credit
CAREER EDUCATION	1 semester	1/2 credit
ELECTIVES	<u>10 semesters</u>	<u>5 credits</u>
TOTAL	42 semesters	21 credits

Social studies will include the following:

Geography	1 semester
World History	1 semester
Alaska History	1 semester
U.S. History	2 semesters
American Government	1 semester
Land Claims	<u>1 semester</u>
TOTAL	7 semesters

The above requirements exceed those recommended by the State of Alaska and the Northwest Accreditation Association.

All students reading one year below grade level will be required to take one year of reading.

SCHEDULING PATTERN

Every student will be scheduled for six (6) periods per day.

Following is a suggested scheduling pattern for the 1981-82 school year, listing required subjects and showing quarters of work to be taken.

Students are to be registered for a semester.

FRESHMEN

ENGLISH	2 semesters
READING	2 semesters
MATHEMATICS	2 semesters
HOME EC/SHOP	2 semesters
GEOGRAPHY	1 semester
PHYSICAL ED.	1 semester
ELECTIVES	4 quarters

SOPHOMORE

ENGLISH	2 semesters
MATH/SCIENCE	2 semesters
HEALTH	1 semester
WORLD HISTORY	1 semester
ALASKA HISTORY	1 semester
CAREER EDUCATION	1 semester
PHYSICAL ED.	1 semester
ELECTIVES	6 quarters

NOTE: Electives for freshmen may include: piano, band, art, chorus, typing 1, swimming, general music, and library science.

JUNIOR

ENGLISH	2 semesters
MATH/SCIENCE	4 quarters
U.S. HISTORY	4 quarters
ELECTIVES	13 quarters

SENIOR

ENGLISH	1 semester
PERSONAL FINANCE	1 semester
AMERICAN GOV'T	1 semester
LAND CLAIMS	1 semester
ELECTIVES	18 quarters

SPECIAL NOTE: Students will continue in sequential classes (such as English 1 a,b,c,d, until the course is completed.)

The principal will approve all class schedules. No schedule changes are to be made without the approval of the principal.

CLASS STANDING: Sophomore-5 credits, Junior -10 credits

Senior - 15 credits.

SCHEDULING GUIDE

FRESHMEN

SOPHOMORE

English.....	1 year
Reading.....	1 year
Math.....	1 year
Shop or Home Ec.....	1 year
Geography.....	1/2 year
Phys. Ed.....	1/2 year

English.....	1 year
Math/Sci.....	1 year
World History and Alaska Hist.....	1 year
Career Ed.....	1/2 year
Health.....	1/2 year
Phys. Ed.....	1/2 year

Electives..... 1

Electives..... 1 1/2

FINE ARTS:

Band
Chorus
Art
General Music
Piano - 6 students

FINE ARTS:

Band
Chorus
Art
General Music
Piano - 6 students
P.E.

LIBRARY SCIENCE - 3 students

LIBRARY SCIENCE - 6 students

JUNIOR

English.....	1 year
Math.....	1 year
U.S. History.....	1 year
Science.....	1 year

TYPING

READING

SHOP:

Auto Mech.	Electric
Woodshop	Welding
Carpentry	Small Motors

Electives... 2

FINE ARTS

FINE ARTS

Band

Chorus

Art

General Music

Piano -6 students

P.E.

LIBRARY SCIENCE-6 students

TYPING

ACCOUNTING

SHORTHAND

OFFICE PRACTICE

READING

FRENCH

SHOP:

auto mech	woodshop
carpentry	electricity
welding	sm. motors

SENIORS

English.....	1 year
Am. Gov/Land Cl.....	1 year
Personal Finance.....	1/2 year
Shop/Home Ec.....	1 year

Electives..... 2 1/2

FINE ARTS

Band

Chorus

Art

General Music

Piano -6 students

PE

LIBRARY SCIENCE 6 students

TYPING

ACCOUNTING

SHORTHAND

OFFICE PRACTICE

READING

FRENCH

DRIVERS ED

PSYCHOLOGY

CHEMISTRY

GEOMETRY

REQUIRED COURSES

LANGUAGE ARTS

ENGLISH 1, 11, 111, 1V R
(a, b, c, d, as needed)

OFFERED: 1st and 2nd semester
(freshmen, sophomore, juniors, seniors)

This course is offered after careful evaluation of students lacking basic language skills. Students receive credit for each quarter taken. Emphasis is placed on basic language skills, capital letters, punctuation, parts of speech, parts of a sentence, sentence and paragraph structure, spelling, and oral expression.

ENGLISH 1a, 1b--Grammar

OFFERED: 1st semester
(freshmen)

This course is aimed at improving basic grammar, writing and speaking skills. Emphasis is placed on parts of speech, parts of a sentence, sentence and paragraph development, and individual oral expression.

ENGLISH 1c, 1d--Introduction to Literature

OFFERED: 2nd semester
(freshmen)

This course exposes students to various readings, including short stories, non-fiction, poetry, drama, myths, etc. Emphasis will be on vocabulary development and broadening student's understanding of the world of analyzing and discussing each selection.

ENGLISH 11a, 11b--Grammar

OFFERED: 1st semester
(sophomores)

This course is a continuation of basic grammar, writing and speaking skills taught in English 1a and 1b. Composition skills necessary for writing short descriptions, narrations, and expositions will be taught.

ENGLISH 11c, 11d--Literature

OFFERED: 2nd semester
(sophomores)

This is a continuation of literature taught in English 1c and 1d.

ENGLISH 111a, 111b--Grammar

OFFERED: 1st semester
(juniors)

This course is a continuation of basic grammar, writing and speaking skills taught in English 11a and 11b. Composition and research paper skills will be stressed.

ENGLISH 111c, 111d--American Literature

OFFERED: 2nd semester
(juniors)

This course provides a brief summary of American Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from our earliest writings to the present.

ENGLISH 1Va, 1Vb

OFFERED: 1st semester
(seniors)

This is a continuation of grammar, writing, and speaking skills taught in English 111a and 111b. A major research paper will be required. This course will involve a wide range of public speaking experiences. The "outline" stresses as fundamental to any formal speech.

ENGLISH 1Vc, 1Vd

This course provides a brief survey of English Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from tribal days to the twentieth century.

DEVELOPMENTAL READING a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors, Seniors)

This course is required of students who are achieving one or more years below grade level in reading or by teacher referral. This course is designed to teach and improve basic reading, study, and library skills. Placement is made after testing. All four quarters are required.

MATHEMATICS

GENERAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores)

This course is a required course for student who do not elect alternate math programs.

a--Pre-testing is used to determine placement level. Post-testing will evaluate final achievement. Quarterly minimum material is programmed as follows: addition subtraction, multiplication and division of whole numbers.

b--This is a continuation of General Math a with operations in fractions.

c--This is a continuation of General Math a and b including decimal operations.

d--This is a continuation of General Math a, b, and c including percentages, metrics, and practical application of problems.

MAT LAB--(all levels as needed)

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors)

This course is designed primarily for those students who are two or more years below grade level. It is an individualized class with pre-testing for proper placement level. The course includes basic arithmetic operations in addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentage. Tutor computers are used to strengthen student's abilities in basic facts. When students have made satisfactory progress and are able to meet success in general math they are transferred. One-fourth credit is earned for each quarter completed.

SCIENCE

GENERAL SCIENCE (R)

OFFERED: 1st and 2nd semesters
(Freshmen, Sophomores, Juniors, Seniors)

A one year course using two distinct science programs. Concepts of Science and ISIS (Individual Science Instructional Systems) Various disciplines of science, biology, chemistry, physics, and geology which include additional readings for research and report writing are studied first semester. Students will learn basic laboratory skills and gain an appreciation of science through the use of concepts of science.

CORRECTION

CORRECTION

REQUIRED COURSES--(continued)

ENGLISH 1Vc, 1Vd

OFFERED: 2nd Semester
(seniors)

This course provides a brief survey of English Literature and deals with works of poets, novelists, short story writers, dramatists, and writers of non-fiction from tribal days to the twentieth century.

DEVELOPMENTAL READING a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors, Seniors)

This course is required of students who are achieving one or more years below grade level in reading or by teacher referral. This course is designed to teach and improve basic reading, study, and library skills. Placement is made after testing. All four quarters are required.

MATHEMATICS

GENERAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores)

This course is a required course for student who do not elect alternate math programs.

a--Pre-testing is used to determine placement level. Post-testing will evaluate final achievement. Quarterly minimum material is programmed as follows: addition subtraction, multiplication and division of whole numbers.

b--This is a continuation of General Math a with operations in fractions.

c--This is a continuation of General Math a and b including decimal operations.

d--This is a continuation of General Math a, b, and c including percentages, metrics, and practical application of problems.

MAT LAB--(all levels as needed)

OFFERED: 1st and 2nd semester
(Freshmen, Sophomores, Juniors)

This course is designed primarily for those students who are two or more years below grade level. It is an individualized class with pre-testing for proper placement level. The course includes basic arithmetic operations in addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentage. Tutor computers are used to strengthen student's abilities in basic facts. When students have made satisfactory progress and are able to meet success in general math they are transferred. One-fourth credit is earned for each quarter completed.

SCIENCE

GENERAL SCIENCE (R)

OFFERED: 1st and 2nd semesters
(Freshmen, Sophomores, Juniors, Seniors)

A one year course using two distinct science programs. Concepts of Science and ISIS (Individual Science Instructional Systems) Various disciplines of science, biology, chemistry, physics, and geology which include additional readings for research and report writing are studied first semester. Students will learn basic laboratory skills and gain an appreciation of science through the use of concepts of science.

REQUIRED COURSES--(continued)

SCIENCE

GENERAL SCIENCE (R) (continued)

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Second semester 1S1S will be used. "1S1S is designed for students of widely varying interests and abilities. It is a program they can all read, get involved in, and succeed with. 1S1S enables students to learn by direct experience, planning and conducting investigations, observing, interpreting data, keeping records, checking conclusions, and making hypothesis.

This individualized program allows students to work at their own pace on activities of their own choice. Instructional materials can be used in small groups and whole class modes as well as individually.."

PHYSICAL SCIENCE

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This is a one year course in the fundamentals of physical science. The textbook, Focus on Physical Science, provides a practical experience in science. Through a carefully planned learning sequence, students employ observation and experimentation to develop and test their hypothesis. Principles of physics and chemistry are introduced through student involvement in the process of science.

GENERAL SCIENCE a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

a--Basic concepts of matter and energy are studied. Physical and chemical science topics will be developed.

b--Life science topics related to cellular biology and structure function will be presented.

c--Second semester will be a continuation of life science and basic physiology will be studied. Photosynthesis and biological interdependence will follow.

d--The final quarter will consist of studies of space science and the adaption of living things present and past.

GENERAL BIOLOGY a, b, c, d

OFFERED: 1st and 2nd semester
(juniors, seniors)

a--The student will learn to use scientific methods of study, Learn to use the monocular microscope and other lab equipment and study cell types and processes.

b--Plant structure and function will be studied and students will learn to classify plants, animals, and protists.

c--Structure and function of the main organs of animals, including man, will be learned. This is a comparative course using dissecting and lab work.

d--Populations, environments, and the ecology of land and water will be presented.

REQUIRED COURSES--(continued)

SCIENCE

HEALTH

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

A one semester course which will focus on the student's basic needs. Areas covered will be mental health, personal hygiene, nutrition, alcohol/drug abuse, smoking, first-aid, and other health related ideas important to our students. The class will be flexible to allow guest speakers throughout the semester and various field trips into the health field.

SOCIAL STUDIES

WORLD GEOGRAPHY

OFFERED: 1st and 2nd semester
(freshmen)

Students receive an insight and awareness of social science. Emphasis will be placed on the various disciplines offered, basic skills and vocabulary development. Emphasis on basic geography such as longitude, latitude, hemispheres, time zones, topography, use of compass and map, contour profiles, continents, and the relations between countries and ethnologic groups will be given.

WORLD HISTORY a, b

OFFERED: 1st semester
(sophomores)

a--The student will study the emergence of man, the development of societies and religions, the development of autocratic forms of government, the development of democracy, the influence of Greeks and Romans on the present system of government, the medieval period and the Russian, Moslem and Byzantine empires.

b--Emphasis will be placed on forms of government which developed during the medieval period from which democracy was borrowed. A rebirth of town life through the European age of discovery will be studied.

ALASKA HISTORY a, b

OFFERED: 2nd semester
(sophomores, juniors, seniors)

a--This course will give the student insight into Alaska's development as a state. Emphasis is placed on the geographic features of Alaska as biotic provinces, lakes, rivers, mountains, and towns, the various Native groups and their environment, the impact of the Russian exploration, occupation, and development of the Russian-American Company.

b--Emphasis is placed on the purchase of Alaska, military occupation, early American government, the fight for statehood, effects of statehood, the impact of the Land Claims Settlement Act, and the Trans-Alaska Pipeline.

UNITED STATES HISTORY a, b
(This is a sequential course)

OFFERED: 1st and 2nd semester
(juniors)

a--Students will spend four weeks covering the Constitution and amendments to the Constitution. The remaining portion will be concerned with study of the colonial period, the revolution and establishment of a democratic form of government, expansion of the past and the development of a nationalist spirit, and continuing with students gaining knowledge of the Manifest Destiny through study of the expansion of the Pacific.

REQUIRED SUBJECTS--(continued)

SOCIAL STUDIES

UNITED STATES HISTORY (continued)

OFFERED: 1st and 2nd semester

b--Continuing the time line of study of problems faced by the American people as they fought to build an industrial nation. Students will gain knowledge of social and economical problems arising out of industrialization between 1865 and 1920, World War I, and the rejection of the League of Nations.

Knowledge will be acquired of the 1920's, the depression and recovery, the Korean conflict, and problems of modern day power and affluence into the 1970's.

AMERICAN GOVERNMENT

OFFERED: 1st semester

(Prerequisite: World and U.S. History)

(seniors)

The student will explore the United States Constitution as a plan for government. They will examine the basic processes of legislative, executive, and judicial branches of our national government. How a bill becomes law, how our government is financed, and the election process will be covered. The relationship between the federate system and the state, the individual citizen and foreign nations will conclude this course.

LAND CLAIMS

OFFERED: 2nd semester

Prerequisite: World, U.S. History, and American Government

(seniors)

This is a study of the moral and legal rights of Alaska Natives to the land, the contributions of Native Leaders in the fight for a settlement, the realization culture variations are due largely to environmental and cultural influences. Study of vocabulary necessary to comprehend the Alaska Native Claims legislation is pursued. Provisions of the Claims Act are analyzed in light of the various differences existing in the thirteen regions. Time will be devoted to a study of the corporations as provided by legislation.

PHYSICAL EDUCATION

PHYSICAL EDUCATION a, b, c, d

OFFERED: Each quarter

(freshmen)

a--An introduction to basic skills and movements in various activities and sports, most of which are team oriented. Activity objectives, history, rules, safety, etiquette, skills, application, and evaluation are included. Some activities are coeducational. Instructional units will be selected from the following: conditioning, cross-country, physical fitness, basketball, volleyball, softball, tennis, drill and marching skills, badminton and swimming.

b--Activities will be selected from the following: physical fitness, basketball, wrestling, gymnastics, tumbling, touch football, weight training, and volleyball.

c--Activities will be selected from the following: physical fitness, trampoline, weight training, floor hockey, badminton, dancing, soccer, and basketball.

d--Activities will be selected from the following: physical fitness, track and field, softball, Eskimo baseball (lap game), Native games, bowling and tennis.

REQUIRED COURSES--(continued)

HOME ECONOMICS

CLOTHING AND TEXTILES 1

OFFERED: 1st semester
(freshmen)

An introduction to care and selection of clothing includes the study of textiles together with line and color and personal grooming. The proper use of small equipment and the sewing machine will be incorporated in the actual construction of simple garments.

FOODS AND NUTRITION 1

OFFERED: 2nd semester
(freshmen)

Introduces basic nutrition, food selection, and the principles which apply to the preparation of milk, egg, quick bread, and cereal cookery. Work habits relating to safety, sanitation, and simple management practices will be incorporated in the actual work in the foods laboratory. Preparation of breakfast and simple lunches will include proper table setting and service. Stress will be placed on proper use and care of equipment and appliances.

TECHNICAL ARTS

SHOP 1a, 1b, 1c, and 1d, are designed to give students short, overall, practical learning experiences in various shop areas.

Students register for 1 semester.

1a--MECHANICAL DRAWING

OFFERED: 1st semester
(freshmen)

Students learn to draw plans for shop projects, basic lettering, figures, numbering, layouts, and use of the scale on other instruments. Provides understanding of requirements of the drafting field in relation to sheet metal work, welding, machine shop, and home construction.

1b--A continuation of mechanical drawing with emphasis on further development of drafting skills related to electricity and plumbing. Students will learn about electricity with electrical appliance and plumbing repair.

1c--METAL WORK

OFFERED: 2nd semester
(freshmen)

Prerequisite: Shop 1b

Students will have projects which enables them to learn to work with sheet metal, forging, welding, casting, bench metals, and metal lathe work. Students will learn to identify different metals and tools in relation to how and when they should be used on their own projects. Safety procedures are emphasized.

1d--WOODWORKING

OFFERED: 4th quarter
(freshmen)

Student will work with wood and plastics making various projects using hand tools and machines. Students will learn proper care and use of tools, materials, and fasteners with safety procedures stressed. An introduction to vehicle maintenance will conclude the quarter.

ELECTIVE COURSES

LANGUAGE ARTS

FRENCH 1a, 1b, 1c, 1d

Prerequisite: Sophomore standing

OFFERED: on demand
(sophomores, juniors, seniors)

This course is a sequential course. Its aim is to develop the listening and speak abilities of the student in French in highly structured situations. It exposes students, on a limited basis, to the reading and writing of the language and to the culture of the French speaking countries.

FRENCH 11a, 11b, 11c, 11d

Prerequisite: French 1

OFFERED: On demand
(sophomores, juniors, seniors)

COMMUNICATIONS

OFFERED: 1st and 2nd semester
(juniors, seniors)

A multi-media approach to communications. Students will operate the school radio station, publish the school newspaper and yearbook. They will take and print photographs, write stories, and conduct interviews.

LIBRARY SCIENCE

OFFERED: Each quarter
(sophomores, juniors, seniors)

Students will register for 1 semester.

This course is designed to give the student a view of the current trend of the library as a media center. Enrollment is, in most instances, limited to three or six students per class due to space limitations. Classes are offered 4th and 5th periods only.

LIBRARY AID

1st quarter

Students must have average grades. The student will gain knowledge of library organization and procedures. Work experiences are carried on concurrently with instruction in library skills. An introduction to research skills is also included. This aspect of library science will be particularly useful to college bound students. Knowledge of typing would be helpful.

OPERATION OF VIDEO EQUIPMENT

2nd quarter

Students must have average grades. This course will emphasize the use and care of video equipment. Students will be required to work after school hours and on certain scheduled weekends video taping certain selected sports events. Students who do not have the extra time to give to this course are advised not to sign up.

INSTRUCTIONAL GRAPHICS

3rd quarter

Students must have average grades. This course is designed to acquaint the student with basic techniques of mounting, laminating, lettering, poster making, bulletin boards, transparencies, and the use of duplicating equipment.

USE AND CARE OF AUDIO-VISUAL EQUIPMENT

4th quarter

This course teaches basic principles and terminology involved in the use of opaque, overhead, slide, filmstrip, and motion picture projectors as well as recording equipment. Simple trouble shooting and film and tape repair are also included.

MATHEMATICS

OFFERED: 1st and 2nd Sem.
(Freshmen, Sophomores, Juniors)

PRE-ALGEBRA

This is a year-long course designed to aid the student who is competent in General Math. Skills, but not yet ready to take Algebra 1. The material presented serves as a good preparation for taking Algebra 1 and includes elementary algebra techniques.

ALGEBRA 1a, 1b, 1c, 1d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Prerequisite: 9th grade level on standardized achievement test or outstanding achievement in General Math. This is a sequential course.

Homework is required on a regular basis. Assignments are prepared and students may advance at their own pace. Minimum requirements must be met for credit. Grading shall be by frequent tests and quizzes.

1a

1st semester

The student will be introduced to the language of algebra, set notation, properties of numbers and work with the real number system.

1b--Students work will form and solve equations and solve word problems about motion, integers, and mixtures.

1c

2nd semester

The student will add, subtract, multiply, and divide polynomials and begin to factor polynomials.

1d--Students will continue factoring and extend their knowledge to solving equations and word problems involving factoring. Work with fractions and graphing will be included.

GEOMETRY a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

Prerequisite: Algebra 1 or consent of instructor

a

1st semester

This course includes a review of algebra as related to geometry. Areas of consideration will be geometric properties, inductive and deductive reasoning, and developing proofs.

b--Students will study relationships, perpendicular lines, parallel lines, and planes, and proofs involving these topics.

c

2nd semester

This semester includes proofs of congruent triangles and similar polygons.

d--An introduction to trigonometry as an extension of geometry is studied and construction, using geometric methods, will be performed.

ELECTIVE COURSES--(continued)

MATHEMATICS

ALGEBRA 11a, 11b, 11c, 11d

OFFERED 1st and 2nd semester
(juniors, seniors)

Prerequisite: Geometry or permission of instructor.

Homework is required on a regular basis. This course is designed for students preparing for college. Assignments are prepared and students may advance at their own rate, meeting minimum requirements for credit. Grading will be by frequent tests and quizzes.

11a

1st semester

The student will review concepts of Algebra I and Geometry, such as set notation and properties of numbers. Work will involve solving equations with one variable and finding solutions to systems of linear equations.

11b--The student will develop and use skills of factoring polynomials to solve equations. Other units will include work with rational numbers, fractions, and scientific notation.

11c

2nd semester

The student will graph a variety of functions and relations and will work with irrational numbers and quadratic equations.

11d--The student will be introduced to the fundamentals of trigonometry, exponential functions, logarithms, trig functions, and complex numbers.

ADVANCED MATHEMATICS a, b, c, d

OFFERED: 1st and 2nd semester
(juniors, seniors)

Prerequisite: Algebra II

Homework is required on a regular basis. Grading shall be by frequent tests and quizzes. This course includes advanced topics of interest and serves to better prepare for college mathematics.

a

1st semester

The student will do advanced work with polynomial functions and will be introduced to the use of matrices and determinants.

b--The student will use the rules of logic, prove theorems of algebra, use mathematical deductions.

c

2nd semester

The student will study the algebra of vectors and work with geometric theorems.

d--The student will be introduced to permutation, combinations, and probability.

VOCATIONAL MATH a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course is designed as a review of General Math skills and includes measurement instruments and practical problems.

a

1st semester

The student will review mathematical skills with whole numbers, fractions, and decimals and progress into linear measurement.

ELECTIVE COURSES--(continued)

MATHEMATICS

VOCATIONAL MATH a, b, c, d (continued)

b--The student will work with various types of polygons and will perform constructions using a straight edge, compass, and protractor. An introduction to algebraic expression will be included.

c 2nd semester
The student will work with the metric system and applications and geometric construction. Study will include triangles and an introduction to trigonometric formulas.

d--The student will work with decimals, percents, and practical illustrations. Problems shall be included concerning money management.

SCIENCE

INTRODUCTORY PHYSICAL SCIENCE a, b, c, d

OFFERED: 1st and 2nd semester
(sophomores)

Students are selected for this course after preliminary testing.

a 1st semester
Measurement using the metric system will be introduced. Concepts of length, area, and volume will be studied. Students will learn to find mass. Using balances, a series of experiments pointing out the law of conservation of mass will be studied.

b--Students study a variety of characteristics properties of various kinds of liquids, solids, and gases. They will learn to compute density through several experiments determining density for liquids, solids, and gases. Other characteristic properties studied include thermal expansion, elasticity, melting and freezing points, and boiling points. Students will learn the language and definitions used while working with solubility, and learn to read and understand solubility graphs.

c 2nd semester
Students will review solubility graphs and study other solvents as well as solubility for gases. Using basic knowledge gained students will learn methods of separating various kinds of mixtures. Among methods studied will be fractional distillation, filtration, fractional crystallization, and paper chromatography.

d--This quarter deals with the understanding concepts of mixtures, compounds, and elements. Students will decompose and synthesize several compounds while noting the law of constant proportions. Spectra identification and flame tests are used to point out this method of identifying elements in compounds or mixtures.

CHEMISTRY a, b, c, d

Prerequisite: 4 quarters of science
and Algebra

OFFERED: On demand
(juniors, seniors)

Chemistry is the study of the classification, properties, and interactions of matter. This course is designed for students considering college education or study in applied sciences.

ELECTIVE COURSES--(continued)

SCIENCE

CHEMISTRY a

a--Instruction in chemistry includes elements of lecture, demonstration, problem solving, and laboratory work. Classification of matter, formula writing, and equation writing will be covered first quarter.

b--A continuation of Chemistry a with a coverage of the mole concept, the periodic table and stoichiometry.

c--A continuation of Chemistry a with an emphasis on the gas laws, molar volume and phase changes.

d--A continuation of Chemistry a with emphasis on solutions, acids, bases, and salts and oxidation reduction.

PHYSICAL EDUCATION

SWIMMING

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students will receive instruction in swimming, water safety and proficiency tests will be given. Scheduling of instruction will depend on availability of swimming pool.

ADVANCED PHYSICAL EDUCATION a, c, b, d

OFFERED 1st and 2nd semester
(sophomores, juniors, seniors)

Prerequisite: 1 full year of P.E.

This course is a review of basic skills and movements with greater emphasis on individual activities for better carry-over value. Physical fitness is considered the main theme. Students should be able to develop himself "totally" and maintain this self-discipline. Some activities will be coeducational.

a--Activities will be selected from the following: conditioning, jogging, physical fitness, weight training, touch football, calisthenics, acrobatics, jazz ballet, and basketball.

b--Activities will be selected from the following: physical fitness, basketball, wrestling, officiating, badminton, gymnastics and roller skating.

c--Activities will be selected from the following: physical fitness, gymnastics, trampoline, badminton, handball, bowling, and swimming.

d--Activities will be selected from the following: physical fitness, track and field, Native games, tennis, archery, and gymnastics.

FINE ARTS COURSES

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Piano a, b, c, d

Students register for 1 semester.

Piano teaching equipment includes six electronic pianos and one master piano with headsets allowing for individualized instruction.

a--Students will learn basic music theory.

b--A continuation of Piano a with emphasis on techniques.

c--A continuation of Piano a and b with emphasis on style.

d--A continuation of Piano a, b, and c with emphasis on solo work.

ELECTIVE COURSES--(continued)

FINE ARTS COURSES

BEGINNING CHORUS a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students register for 1 semester

a--This course provides basic opportunity for singing in a mixed group. Students will learn basic music theory.

b--A continuation of Beginning Chorus a with emphasis in note reading.

c--A continuation of Beginning Chorus a and b.

d--A continuation of Beginning Chorus a, b, and c with development of musicianship and choral tone in three-part singing.

ADVANCED CHORUS a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students will register for 1 semester. Prerequisite: Beginning Chorus or previous choral experience.

a--This is the main performance choral group. Vocal techniques will receive emphasis.

b--A continuation of Advanced Chorus a. Fiction and four-part singing are stressed. Concentration will be on preparation for winter concerts.

c--A continuation of Advanced Chorus a and b and four-part singing.

d--A continuation of Advanced Chorus a, b, and c with four-part singing. Concentration will be on preparation for spring concerts and festival.

BEGINNING BAND a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students must be willing to give time to practice as required.

a--Beginning instrumental training with concentration on notes and fingering.

b--A continuation of Beginning Band a with special emphasis on rhythm.

c--A continuation of Beginning Band a and with emphasis on musical technique.

d--A continuation of Beginning Band a, b, and c with special interest on intonation.

INTERMEDIATE BAND a, b, c, d

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Prerequisite: Beginning Band

a--A review of beginning band exercises.

b--A continuation of Intermediate Band a with special emphasis on intricate intonation problems.

c--A continuation of Intermediate Band b with special emphasis on difficult rhythmic techniques.

d--A continuation of Intermediate Band c with special preparation for Advanced Band

ELECTIVE COURSES--(continued)

FINE ARTS

ADVANCED BAND a, b, c, d

Prerequisite: Beginning Band

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Admission by audition.

a--A performing group for advanced instrumental musicians. Concentration is on public performance.

b--A continuation of Advanced Band a with concentration on winter concerts.

c--A continuation of Advanced Band a and b with concentration on the Pep Band.

d--A continuation of Advanced Band a, b, and c with concentration on spring concerts, festival and commencement.

Art 1

Students register for 1 semester

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students learn the elements of art, such as composition, value, color, and texture. A variety of media will be offered to illustrate the various media.

Art 11

Students register for 1 semester

OFFERED: 1st and 2nd semester
(freshmen, sophomores, juniors, seniors)

Students continue to study the elements of art using a broader variety of media.

SOCIAL STUDIES

BASIC PSYCHOLOGY

Prerequisite: Permission of instructor

OFFERED: 1st and 3rd quarter
(juniors, seniors)

This course is designed to give the student an opportunity to look at himself through a psychological perspective. A developmental approach will be used. Students will have the opportunity to look at themselves as unique individuals, searching for answers to the question, "Who, what, and why am I?"

ADVANCED PSYCHOLOGY

Prerequisite: Basic Psychology

OFFERED: 2nd and 4th quarter
(juniors, seniors)

This course is designed to give the student the opportunity to look at interpersonal relationships through a psychological perspective. Topics such as family, man and woman, prejudice and the working world will be explored.

BUSINESS EDUCATION

TYPING 1a, 1b

Students register for 1 semester

OFFERED: as needed
(sophomores, juniors, seniors)

An introduction to basic touch typewriter skills, machine manipulation and key board control. Develops knowledge of machine parts, their adjustments and use, related English usage and common copy format.

1b--Emphasis is placed on developing mastery of numbers and basic symbol keys with an awareness of the necessity for accuracy in typewriting these special characters. Skill is gained in related learning such as word division, number guides, spelling, capitalization guides, and other elements of technical typing.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

TYPING 11a, 11b

Students register for 1 semester

OFFERED: as needed
(sophomores, juniors, seniors)

11a--Emphasis is placed on increased typing power and accuracy drills. Students develop additional letter styles, including executive letters, special size, tabulated data, special communications, and other related business forms. Emphasis is placed on building proficiency in mailing procedures, addressing envelopes; folding letters and inserting these into envelopes, preparing letters with carbon copies, and handling enclosures.

11b--Develop an understanding of skill in duplicating, including preparation of stencils, masters for spirit duplicators, models for photocopiers, and multiple carbon copies. Develops mastery of basic techniques taught in Typing 1. Develop ability to understand, analyze, and carry through all instructions for solving problems related to typing.

ACCOUNTING 1a, 1b

Student registers for 1 semester

OFFERED: 1st semester
(juniors, seniors)

1a--Instructions include the understanding of the first and most elemental accounting cycle and its effect on management policies including two column journal, posting to general ledger, trial balance, financial statement, and balance sheet. Emphasis is on financial statements. New income, or net loss will be computed and books closed at the end of the fiscal year.

1b

Prerequisite: Accounting 1a

OFFERED: 2nd semester
(juniors, seniors)

Systems and procedures for controlling cash receipts, cash payments, purchase and sales are emphasized. Introduction to special journals ledgers, adjusting entries for merchandise inventory and prepaid expenses.

ACCOUNTING 11a, 11b

OFFERED: 1st semester
(seniors)

Procedures involving management control, handling payroll and handling notes receivable and notes payable are covered. Students spend six weeks working on practice sheets for a paint company, hardware store, and a service station. Depreciation, accruals, deferrals, and combination journals are emphasized.

OFFICE PROCEDURES

Introduces students to the world of work in clerical careers. The course is designed to develop competent, productive office workers. Prerequisite: Typing I.

PERSONAL TYPING

The course is designed to build competence in academic typewriting and develop skill in using the typewriter as a personal writing tool. Specific areas include personal/business letter, manuscript typing, and how to complete job application forms.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

ACCOUNTING 11b

Prerequisite: Accounting 11a

OFFERED: 1st semester
(seniors)

An introduction to the fundamentals of business data processing which includes manual, mechanical and electronic data processing and common language. Students spend several weeks reviewing different types of journals, ledgers, and working papers.

OFFICE PRACTICE

Prerequisite: 1 year of typing

OFFERED: On demand

This course is designed to give the student experience similar to that encountered in a business office. Students will operate various types of office equipment and receive instruction in office duties such as, handling mail, filing, telephoning, specialized typing skills and care and maintenance of equipment.

SHORTHAND I

This is a one year course.

OFFERED: 1st and 2nd semester
(juniors, seniors)

The first section stresses reading and writing using and learning standard symbols and brief forms. Dictation and transcription are emphasized to bring the words per minute to a useable level. Student must be able to type after first quarter.

SHORTHAND II

Prerequisite: Shorthand I

OFFERED: 1st and 2nd semester
(juniors, seniors)

After a brief review of basic shorthand skills emphasis is in taking dictation and transcribing the material. Direct dictation and commercial programs that offer a variety of dictating styles and practice in all stenographic skills complete the course.

PERSONAL FINANCE

OFFERED: 1st and 2nd semester
(seniors)

The economic setting and services of business and banking are explored. This course is consumer oriented. Relationships of business and banking to daily life are explored. Emphasis is given to the individual in our economy. Business vocabulary and practical application of the theory involved are stressed.

CAREER EDUCATION a, b

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

a--This course is designed to enable the student to achieve knowledge of himself in relation to the world of work and to broaden the student's knowledge of the world of work. The student will explore his own interests, abilities, values, and potential and become aware of the opportunities in the various job families. The student will learn various decision making skills and the use of those skills and begin to narrow his occupational choices.

ELECTIVE COURSES--(continued)

BUSINESS EDUCATION

CAREER EDUCATION b

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

The student will learn job acquisition skills and will have an opportunity to practice those skills. After the student has learned how to get a job; the topic of keeping a job once he has gotten it will be explored. Emphasis will be on employer-employee relations, employee-employee relations, and conduct on the job. Proper procedures for leaving a job are taught.

WORK/STUDY

OFFERED: On demand
(juniors, seniors)

This course is designed to give the student actual experience in a work situation. The student will indicate an occupation that interests him. Arrangements will be made by the Work Programs Coordinator for the student to work in a specific situation. Student's work will be jointly evaluated by the Work Programs Coordinator and the on-the-job supervisor.

HOME ECONOMICS

SURVIVAL SKILLS IN HOME ECONOMICS

OFFERED: 1st and 2nd semester
(juniors, seniors)

Field trips, class discussions, and lab projects will provide a variety of activities in: food selection, safety and sanitation and generalizations for food preparation, decision making and parenting, lease reading and cost and ideas for housing, clothing care and repair for the family.

FOOD AND NUTRITION
(1/2 credit)

OFFERED: To be announced
1st semester
(freshmen, sophomores, juniors, seniors)

Individualized program for bachelor, intermediate and advanced levels will feature introductory food preparation as well as company dinners for advanced students. A variety of menus and meal services are planned.

CLOTHING AND TEXTILES
(1/2 credit)

OFFERED: To be announced
2nd semester
(freshmen, sophomores, juniors, seniors)

An individualized program for bachelor, intermediate, and advanced levels will cover a range of activities from grooming to lining a garment in clothing construction.

TECHNICAL ARTS

BEGINNING AUTO MECHANICS a, b
Students enroll for 1 hour only

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course relates to general service station work. Students learn to wash and polish cars, repair tires, do grease jobs, and change oil and oil filters. They do motor tune-up, including changing points and plugs, carburetor adjustment, and maintenance and repair of brake and electrical systems.

ELECTIVE COURSES--(continued)

TECHNICAL ARTS

ADVANCED AUTO MECHANICS a, b

Prerequisite: Beginning Auto Mechanics

Students enroll for 2 hours.

This course is designed to teach students the proper procedures in overhauling an engine and getting it in running condition.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

SMALL ENGINES

Prerequisite: Shop 1

Students register for 1 semester

This course provides students with a basic understanding of the internal combustion engine and its parts. Provides understanding and application of mechanic's tools, and assembly of small internal combustion engines.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

MACHINE SHOP AND WELDING

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

Students register for 1 semester. Students enroll for one or two hour blocks.

This course covers basic techniques of welding and machine shop. Students will receive experience in acetylene arc, MLC, and TIC welding as well as with lathes, drill presses, milling machines, shapers, and the forge. Classroom instruction as well as shop experience will be given. Students will gain knowledge of tools, safety procedures and job opportunities related to welding and machine shop.

CARPENTRY

Prerequisite: Shop 1

Students register for 1 semester. Students enroll for two hours.

This course gives general understanding of the carpentry trade in relation to unions, apprenticeship programs, and vocational technical school programs. Students become familiar with carpentry tools, equipment, and maintenance of tools related to the trade. Provides basic understanding of foundations, framing, roof construction, partitions, window installation, etc., and provides an understanding of safety procedures and practices. Students will learn the relationship of mathematics as related to carpentry.

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

WOODSHOP

Prerequisite: Shop 1

For the student who enjoys working with wood and wishes to expand his abilities and knowledge in this area. All types of woodworking tools will be introduced and used on required projects.

OFFERED: On-demand
(sophomores, juniors, seniors)

ELECTIVE COURSES--(continued)

TECHNICAL ARTS

UPHOLSTERY

Prerequisite: Shop 1

OFFERED: 1st and 2nd semester
(sophomores, juniors, seniors)

This course introduces students to basic upholstery techniques, tools, and the use of sewing machines as well as application of patterns and identification of various upholstery fabrics. Students learn upholstery pattern layouts and use practical skills on actual projects in the upholstery shop.

ADVANCED METAL SHOP

Prerequisite: Shop 1

OFFERED: on demand
(sophomores, juniors, seniors)

This course is for students who enjoy working with metal and wishes to expand his knowledge and skills in this area. Projects and learning opportunities in sheet metal, forging, bench metal, casting, welding, and metal lathe will be provided.

ELECTRICITY a

Prerequisite: Shop 1

OFFERED: 1st semester
(juniors, seniors)

Students enroll for two hours.

An introduction to the field of electricity with emphasis on basic theory and methods, tools, and material is provided. Students learn practical skills in wiring, circuits, switches, etc. Provides an understanding of AC/DC current with relation to power plants, industrial use, and home construction. Students will learn new wiring techniques as well as rewiring of older structures. Safety rules, regulations, and procedures are strongly stressed.

ELECTRICITY b

Prerequisite: Electricity a

Continuation of 1st semester

A continuation of Electricity a with emphasis on electricity theory. Students receive practical application by wiring motors, overhead lighting, as well as new construction projects, and installation of household appliances. Further application of safety procedures are emphasized.

DRIVER EDUCATION a

Students register for 1 semester.

OFFERED: 1st and 2nd semester
(seniors)

Prerequisite: Student must be 16 years of age and have written permission from parents. There is a \$6.00 fee for instruction and driver's license.

This course prepares student for written section of State of Alaska driver's instruction permit examination. Provides general understanding of driving regulations.

DRIVER EDUCATION b

Prerequisite: Driver's Education a

OFFERED: 1st and 2nd semester
(seniors)

This section provides basic practical driving skills through actual driving sessions. Enables students to take and pass the State of Alaska driver's license examination (road test). Students must obtain a state driver's license to receive credit for this section of driver's education.

ELECTIVE COURSES-- (continued)

AVIATION EDUCATION

This course will provide the student with basic and practical knowledge of air transportation and small aircraft relevant to rural Alaska. This course is designed for the student who is eligible to take Algebra. It includes a study of the theory of flight, the history of flight, the aircraft and systems, navigation, weather, avionics, charts, airports, air traffic control, careers, and the Federal Aviation Agency requirements. A study of rocketry will acquaint the student with the early attempts as well as the recent accomplishments in this field. Preparation for the test for the Private Pilot may be included.

Charles Parr
March 18, 1982

P E T I T I O N

WE, THE STUDENT BODY of Mt. Edgecumbe High School, strongly feel that Mt. Edgecumbe High School is very necessary in meeting the educational needs of many Alaskan students. Mt. Edgecumbe provides a varied and challenging curriculum that is geared to meeting the needs of every individual. We feel that it is very difficult for small village high schools to meet all these educational needs. Mt. Edgecumbe also serves as a communication point for the State. Students from small isolated areas have the opportunity to gain an understanding of all the other Alaskan Native groups, including their culture and personality because of the interaction that takes place here. M.E.H.S. provides a door to the outside world since students are exposed to many new and broadening experiences. Many leadership opportunities are provided and this is essential because the students of today are our future leaders. M.E.H.S. also gives students the opportunity to develop self-reliance and responsibility. We are very concerned that future students have these opportunities.

WE STRONGLY URGE that something be done to allow a Freshman class to enter M.E.H.S. next year. They deserve the chance to attend a school such as Mt. Edgecumbe.

WE, ALSO, DEEPLY believe that it is vital to the State of Alaska that Mt. Edgecumbe remain open not only next year, but for many years to come. What better natural resource do we have to cultivate than our students. They are the future!

YOUR HELP WOULD be deeply appreciated.

NAME AND HOME TOWN

NAME AND HOME TOWN

- | | |
|---|--|
| 1. Vivian Johnson, Emmonak | 26. Nancy Kamut - Chuathalik |
| 2. Joane Weidman - N. Star | 27. Sophie Owens Kwethluk |
| 3. June Poonook Barrow | 28. Margaret Alexie Kalsi |
| 4. Anna Koodak - Koliganek | 29. Caroline Lucyoff Anehase |
| 5. Wesley Koodak Postage Creek | 30. Sarah Nanalook, Manokatak |
| 6. Elizabeth Johnson Koliganek | 31. Debra Pomeroy - Motlakatla |
| 7. Marston Koodak Postage Creek | 32. Kurlay Dage - Barrow AK. 99722 |
| 8. Martha E. Sookook Little Diomed | 33. Wilbert Kimoff Barrow AK 99723 |
| 9. Anthony Quinn Little Diomed | 34. Banner Banner Banner |
| 10. Joseph Quinn Little Diomed | 35. Brenda Billy Banner |
| 11. Robert Sookook Jr Little Diomed | 36. Maria Wines Beavon |
| 12. John Ahkvak II Little Diomed | 37. Wayne Miller Anchorage |
| 13. Herman Solomon Barrow AK 99722 | 38. Esther Gardiner |
| 14. Karen Tate Nome AK. - 99762 - | 39. ANDREW LUPE TURT AK |
| 15. James OKBUCIK Nome, AK, 99762 | 40. PAUL ANDREWS EMMONAK AK, 99581 |
| 16. Billy Be Nome Ak. 99762 | 41. Rudy Hootch, Emmonak Ak, 99581 |
| 17. James H. Stewart Fairbanks 99702 | 42. Joe Johnson |
| 18. Palassa Limer Post Station AK 99550 | 43. Kurlay Dage - Barrow AK, 99723 |
| 19. Wilson Latt Akiah | 44. Richel A. Keanuk St. Michael |
| 20. Ballasia Gregory - Akiachat | 45. Anna Jackson |
| 21. Johnny Andrews - Inututalik | 46. VALERITINA ANDRUS |
| 22. Olive Ahmagak Wainwright | 47. (Kullie) (Kullie) - Inututalik 99723 |
| 23. Mary Ann Simmonds - Barrow | 48. Adam J. Nicola Kwethluk |
| 24. Eugene Dawson | 49. Joe Stewart |
| 25. John Adams Barrow, AK 99723 | 50. Melvin Kasayukie |

NAME AND HOME TOWN

NAME AND HOME TOWN

- | | |
|---------------------------------------|--|
| 1. MIRANDA KENNEDY - TANANA | 26. Robert Frenster, Juneau |
| 2. Henry Seabrook Little Diomedes, AK | 27. Carrie Nashalook Anchorage |
| 3. James A. Swank Fairbanks 99701 | 28. George Philemon, St. George Island |
| 4. Betty Joe, Nome, Ak 99762 | 29. Jimmy Philemon, St. George Isl; |
| 5. Al, Garrison Juneau, Ak 99803 | 30. Janice Holmgren, Juneau |
| 6. Phyllis Rasmussen Anchorage 99501 | 31. June Holmgren, Juneau |
| 7. John Edloff, BETHEL | 32. James Walunga, Gambell |
| 8. Christine Kivok, New Stuyvesant | 33. Sandra Mercuri, St. Paul |
| 9. Harold Cheenah, St. Michael | 34. Evan Olick, Kwethluk |
| 10. Theodore Hamilton - Emmonak | 35. Olga Coffey, Marshall |
| 11. Sam Mogg, US Diomedes | 36. Tommy Seabrook, Little Diomedes |
| 12. Emma Michael, Napakiak | 37. Charles Olin, Walica |
| 13. David Seabrook Jr, Diomedes | 38. Charles Ahkinga |
| 14. John Frenster, Nome, AK 99762 | 39. Dora M. Frenster |
| 15. Michele Overbrook - Wales | 40. Emily Brower |
| 16. Jonathan Rasmussen - Akivachuk | 41. Susie J. Sam-Allakatit |
| 17. Susie King - Kwethluk | 42. Kenning Phillips, Akivach |
| 18. Varlaam Jackson - Kwethluk | 43. Tomi Ford |
| 19. Lily King - Kwethluk | 44. Anthony Akok |
| 20. Susie Lott, Akivach | 45. Louise Plotch - Kwethluk |
| 21. Lynn Paul | 46. Vivian Beas |
| 22. Joseph Cronan, Winslow, Arizona | 47. Eliza Andrew, Suntutudiak |
| 23. Minto - Mickey Siles | 48. Mary Sipoy, St. Mary's |
| 24. Neal Christie Jr, Minto | 49. Betty Hamilton, Emmonak |
| 25. Henry Smoke, Stevens Village | 50. Lorraine Akelok, EKWOLL |

NAME AND HOME TOWN

NAME AND HOME TOWN

1. Name Norton - Bethel Field	26. Martin Patey St. Mary's
2. Eva Sorup - Lower Valdez AK	27.
3. Mike Roter Kot Chevak, AK	28.
4. Nick Nicksi Lower Kaktovik AK	29.
5. Lois Alandor - Anchorage	30. Daniel Hatch Kluwan
6. Anna - M. Nicolai - Kwethluk	31. Deborah Okitka Nome
7. Claudia Michael Kwethluk	32. Frances W. Kitzel
8. Margaret Phillips - Chuathluk	33.
9. Della Dickson - Iqroq	34. Phillip Nick Kwethluk
10. Rachael Seluena - Nome, AK	35. Jim George Akiachak
11. Elsie Jolka - Aniak	36. Diane Acoman St. Michael
12. Marie Onyassuk - Wales Alaska	37.
13. Beverly Siny - St. Mary's	38. Hilda Williams - Aleknagik
14. Rosemary Evans - Bethel	39. Cynthia Siny - St. Mary's
15. Benny Stevens - Stevens Village	40.
16. Eva Merr - Kwethluk, AK	41.
17. Jannie Tokang - St. George	42.
18.	43. Blanka Tshuka - New Stuyahok
19.	44. Harry Johnson - Koliganek
20. Juliana Jackson - St. Paul	45.
21. Esther Spain - Kwethluk	46.
22. Helen Spain - Kwethluk	47.
23. Hattie Aishanna - Barrow	48.
24. Jane D. Johnson - Emmonak	49.
25.	50.

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 Kleinfeld, 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.



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

June 24, 1981

MEMORANDUM

TO: Representative Pappy Moss

FROM: Peter B. Froehlich

RE: Tribal Status of Alaska Natives
Research Request 81-132

Hali Denton of your staff has asked this agency to provide a historical overview and general background information concerning the legal status of Alaska Natives. More specifically, she asked whether any Alaska Native villages or groups have claimed sovereign tribal status prior to the recent claims by the Native Village of Venetie. She also asked about the attitude of the federal government toward such claims.

The legal status of Alaska Natives involves many complicated, controversial, and sometimes emotional issues. The relevant history and background is extensive and dates back to before the purchase of the Territory of Alaska from Russia in 1867. Unfortunately, many of these issues have not yet been resolved to the satisfaction of all concerned. Often there is a State position, a federal position, and one or more Alaska Native positions on any specific question. There has been, and continues to be, much relevant judicial, legislative, and administrative activity in the area, on both the state and federal levels. The frequency of these activities seems to be increasing rather than decreasing, but no final resolution of the issues seems imminent.

In answer to the specific questions raised, no Alaska Native village or group has claimed sovereign tribal status in the same manner and to the same degree as has the Native village of Venetie recently, nor is there any explicit federal position on the issue. Essentially, Venetie is attempting to depart from the status quo and neither the validity of the attempt, nor the attitude of the federal government towards it, can yet be ascertained with certainty.

Two village councils, for Metlakatla and Klukwan, have had their sovereign immunity from suit judicially recognized. Sovereign immunity from suit is, of course, only one aspect of full sovereignty. We are aware of one village council (Tanacross) which has proposed negotiations with the State of a "tribal-state compact" or treaty.¹ According to the Attorney General's office, several other village councils, as well as Mauneluk Association and the Tlingit-Haida Central Council,

Representative Pappy Moss
June 24, 1981
Page 2

have orally or informally claimed sovereign tribal status for various purposes. Most of these claims have related more to the receipt of funds and provision of services than to law making and enforcement.

In addition, there has been some recent indication from the Department of Interior Solicitor's office that the federal position is much closer to recognition of sovereign tribal status for Alaska Natives than is the State position. The body of this memorandum will address these matters more thoroughly and specifically.

In our research of this issue we have interviewed Assistant Attorneys General Thomas Meacham, Thomas Koester, Rick Robertson and Debra Vogt. We have also interviewed Don Mitchell, an attorney for the Alaska Federation of Natives, Tony Strong of the Tlingit-Haida Central Council, and C.L. Henson in the Tribal Operations Office of the Bureau of Indian Affairs (BIA) Juneau Area office. In addition, we have reviewed the two reports enclosed with this memorandum:

- Tribal-State Relations: A New Paradigm for Local Government in Alaska, Michael Walleri, Tanana Chiefs Conference, 1980
- The Special Relationship of Alaska Natives to the Federal Government, David Case, Alaska Native Foundation, 1978

We have also reviewed all of the documents described on the list entitled "Reference Documents" which is attached to this memorandum as Appendix A. All of these documents are available from this agency except the last, Alaska Natives and the Land by the Federal Field Committee for Development Planning in Alaska, which is available from the Legislative Reference Library.

Due to the abundance of relevant material and the complexity of the issues, this memorandum attempts to provide only a cursory summary. It is divided into five sections dealing with the following topics: 1) the Venetie situation in particular; 2) Alaska Natives before the Alaska Native Claims Settlement Act (ANCSA); 3) ANCSA; 4) Alaska Natives after ANCSA; and 5) sovereign immunity.

VENETIE

In January of 1940, the Constitution and by-laws of the Native Village of Venetie were ratified, under the terms of the Indian Reorganization Act (IRA) of 1934 which was extended to Alaska in 1936. Nearly 3-1/2 years later, in May of 1943, 1,408,000 acres were withdrawn by Presidential Proclamation to create the Venetie-Chandalar Reserve.

¹ 4/4/80 letter from Michael Walleri to Attorney General Gross.

This reserve included the villages of Venetie, Arctic Village, Chandalar, and Kachick. It was the first large Alaska Native reserve created in the state under the IRA. The Annette Island Reserve of 86,741 acres had been created by federal statute in 1891, and is generally considered to be a true Native reservation. The Tetlin reserve of 768,000 acres had also been established in 1930 by Executive Order, not as a true Native reserve, but as a "public purpose" reserve to promote "vocational training" and to assist in "restocking the country" and "protecting fur bearing animals." The Venetie reserve is by far the largest Native reserve ever created in Alaska for any purposes.

The approximately 225 Alaska Natives who occupied and used the 1,408,000 acre Venetie reserve accepted it by unanimous vote on March 1, 1944. However, in 1950 and in 1957, the Venetie reserve Natives petitioned the Secretary of the Interior to add approximately 2 million additional acres, claiming use and occupancy of that additional acreage. These petitions were never granted and are still being pursued, but may be part of the reason that the Venetie and Arctic Village village corporations received title to 1,799,927 acres under ANCSA rather than the 1,408,000 acres which were contained in the original reserve.

Section 19 of ANCSA (1971) revoked reserves created in the state for Alaska Natives for any purpose, except the Metlakatla Reserve. However, village corporations for villages located on reserves were given the option of receiving surface and subsurface title to the acreage of the reserve instead of merely surface title to the 69,120 to 161,280 acres which other village corporations were entitled to receive based on population. Reserve village corporations which exercised this option were required to forego receipt of funds under the act, and stockholders of those village corporations were required to forego ownership of any regional corporation.

The villages of Chandalar and Kachick no longer existed by 1971. The village corporations for Venetie and Arctic Village voted to exercise their section 19 option to receive surface and subsurface title to 1,799,927 acres instead of surface title to 69,120 acres each. In anticipation of receiving title to the 1,799,927 acres, the two village corporations conveyed it by warranty deed to the Native Village of Venetie IRA Council on September 1, 1979. A little over 3 months later on December 17, 1979, the two village corporations received patent to the acreage and title passed to the IRA Council under the deed. Less than a year later, both village corporations dissolved themselves by shareholder vote.

At least as early as 1976, the residents of the former Venetie reserve were attempting to find a means of returning the former reserve lands to trust status instead of the fee simple land ownership mandated by ANCSA. Their attempts were . ffered several times by the Department

of the Interior, culminating in a September 15, 1978 Solicitor's Opinion by Associate Solicitor for Indian Affairs, Thomas W. Fredericks, that the terms of ANCSA precluded such a reversion. The opinion held that the Secretary of Interior could not legally accept title to the Venetie lands in trust for the IRA Council. The federal government's land ownership in trust for Indian-reservation tribes in the lower 48 states is a nearly universal corollary to the sovereignty of those tribes. After ANCSA, that land-based trust relationship apparently does not exist in Alaska except with respect to the Annette Island Reserve, although many argue that a different sort of welfare-related trust relationship remains.

Nonetheless, the IRA Council for the Native village of Venetie is pursuing its sovereignty claim as a "state within a state" in the words of spokesman and consultant Don Wright.² To this end, they have denied the authority of State Department of Environmental Conservation staff to inspect, supervise, or regulate water and sewer projects within the acreage of the former reserve.³ They also met with the governor on April 24, 1981 to discuss jurisdiction over law and order matters, resource development and economic cooperation within the former reserve.⁴ They offered various "Proposed Joint Resolutions" including:

- a disclaimer by the State of title to land and water included in the unresolved claims of 1950 and 1957 for additional reserve acreage;
- a cooperative agreement for development of hydroelectric projects on or near former reserve land;
- a cooperative agreement for development of a transportation and utility corridor over former reserve land;
- an agreement by the State to recognize "banishment" from former reserve land of non-tribal members who violate "tribal law";
- an agreement by the State to fund tribal fish hatcheries and facilitate the return of fish to the hatcheries.

² Anchorage Daily News, 12/18/79

³ 5/1/80 memorandum from Commissioner Mueller to Deputy Attorney General Condon.

⁴ 4/22/81 letter from Chief Williams to Governor Hammond.

On April 29, 1981, the Venetie IRA Council also offered a "license" to the State for the continued use and occupancy of the two high schools and a grade school within the former reserve. The proposed license includes provisions which would impose a tribal gross receipts tax on businesses and which would restrict the activities of the licensee and of all non-tribal members. The Venetie IRA Council would be entitled to revoke the license upon violation of any of its provisions. A copy of the proposed license is attached to this memorandum as Appendix B. It has been rejected by the State in favor of a much less restrictive 100 year license on the basis that the Venetie version did not provide the State with a sufficient interest in the school sites as required by AS 35.10.110.⁵

The validity of the Venetie IRA Council claims to full tribal sovereignty continues to be denied by the State. It is likely that there will be no final resolution of the issue without years of litigation or extensive negotiation. Meanwhile, the IRA Council for the Native village of Venetie continues to be one of the largest private landowners in the state, and other Alaska Native villages, groups, corporations and councils, particularly in the Tanana 'Chiefs' area, are beginning to consider claims similar to those of Venetie. For example, the IRA Council for the village of Tanacross has proposed negotiations with the State on a tribal-State compact to apportion allegedly "concurrent" State and tribal law making, law enforcing, regulatory and judicial powers.⁶

In order to understand the issues raised by the Venetie situation and their current context, a brief review of the history of the legal status of Alaska Natives is helpful.

HISTORY AND BACKGROUND BEFORE 1971

David Case discusses the early development of governments among the various groups of Alaska Natives throughout the state in The Special Relationship of Alaska Natives to the Federal Government.⁷ It was not until the 1930's and 1940's that western-style self-governing institutions were employed among Alaska Natives, and these were "tribal" governments, not formal local governments. In 1934, Congress passed the Wheeler-Howard Act or Indian Reorganization Act (IRA) to authorize Indian tribes on reservations to organize, adopt constitutions and

⁵ 5/22/81 memorandum from Assistant Attorney General Cummings to Cowles, DOT/PF.

⁶ 4/4/80 letter from Michael Walleri (TCC) to Attorney General Gross.

⁷ Alaska Native Foundation, 1978, pp 119-134.

form federally chartered incorporated governing councils. Because there were no tribes and only one reservation (Metlakatla) in Alaska, the IRA had only very limited relevance and application to Alaska Natives. It was therefore amended in 1936 to include Alaska Native villages. The IRA is codified at 25 USC 461 et seq.

Between 1891, when Congress created the Metlakatla reservation, and 1936 when Congress extended the IRA to Alaska, a number of Executive Order reserves were established in Alaska. The Executive Order reserves were not true Indian or Native reservations because they were not permanent withdrawals which created or recognized a permanent and compensable trust interest in land on the part of the Natives. The number of these reserves is the subject of some controversy. According to Alaska Natives and The Land, 12 such reserves were created before 1936.⁸

However, David Case writes that before 1919, about 150 of these reserves were created.⁹ The year 1919 is significant because in that year Congress prohibited the creation of Native reserves without specific Congressional authorization (43 USC 150). Therefore, none of the five reserves created in Alaska between 1919 and 1936 can be considered Native reserves. They are instead public purpose reserves established for purposes such as vocational education. Moreover, as explained by David Case, all Executive Order reserves in Alaska were created to indirectly benefit all members of the general public to preclude future dependency of Alaskan Natives on government assistance.¹⁰

In any event, the extension of the IRA to Alaska in 1936 finally made it possible for Alaska Native communities to establish a form of "tribal" or community government and a land-based relationship with the federal government, and also made it possible to identify Native groups with defined parcels of land. IRA reserves were also temporary rather than permanent land withdrawals, but they were closer to being reservations comparable to those created by treaty or statute in the "Lower 48" than were previous Executive Order reserves in Alaska.

⁸ Federal Field Committee for Development Planning in Alaska (1968), page 443, but a list on page 445 shows 13 Executive Order reserves.

⁹ David Case, The Special Relationship of Alaska Natives to the Federal Government, 1978, page 32.

¹⁰ Ibid, page 32.

Six IRA reserves were created and accepted by Native groups between 1941 (Unalakleet) and 1946 (Diomede). These varied in area from 870 acres (Unalakleet) to 1,408,000 acres (Venetie). Another reserve was formed at Hydaburg in 1949, but was judicially invalidated three years later in U.S. v. Libby, McNeil, and Libby, 107 F. Supp. 697 (1952). At least four other IRA reserves were rejected by a vote of the Natives involved.

For several years the federal Bureau of Indian Affairs (BIA) actively pursued a policy encouraging formation of IRA councils and the establishment of IRA reserves. In the late 1940's, petitions and proposals were filed for the formation of 23 IRA reserves, and in 1950, 90 additional petitions were filed. No action was ever taken on any of these petitions.¹¹

In 1953, Congress enacted Public Law 83-280 (P.L. 280) to delegate civil and criminal jurisdiction over Indian reservations to specified states. In 1957, a federal district court decision, In re McCord, 151 F Supp. 132 (AK 1957), found that the Tyonek Executive Order reserve was "Indian country in which the territory of Alaska had no criminal jurisdiction." In 1958, Congress quickly responded and added "all Indian country within the territory of Alaska" to P.L. 280.¹² (Emphasis added)

There has been considerable disagreement about the extent and existence of "Indian country" in Alaska. Those seeking to create governmental sovereignty and authority in Alaska Native villages argue in favor of a broad definition.¹³ Others, including the State of Alaska, argue a narrow definition encompassing, after ANCSA, only the Metlakatla reservation.¹⁴

11. Alaska Natives and the Land, Federal Field Committee for Development Planning in Alaska (1968), p. 443.

12 P.L. 280 is codified at 18 U.S.C. 1152 (criminal jurisdiction) and 28 U.S.C. 1360 (civil jurisdiction).

13 Tribal State Relations: A Paradigm for Local Government in Alaska, Walleri, 1980, pp 23-30.

14 Attachment to 5/20/81 letter from Attorney General Condon to Senator DeConcino, pp 5-6; 5/6/80 Attorney General's Opinion pp 3-7.

No court has yet found there to be any "Indian country" in Alaska since statehood. On the contrary, a State superior court in Anchorage has found that "Alaska has never become Indian country".¹⁵ Appeal from this decision is pending in the Alaska Supreme Court. An October 1, 1980, Department of Interior Solicitor's Opinion stated that it is possible for "Indian country" to exist in Alaska, even after ANCSA, depending on specific circumstances. This opinion held that the village of Allakaket was Indian country because it is a "dependent Indian community". "Indian country" is defined for criminal jurisdiction purposes by 18 USC 1151 as including federal Indian reservations, dependent Indian communities and Indian allotments. There is no definition for civil jurisdiction purposes.

One reason that the determination of the existence of Indian country in Alaska is significant is the provision of P.L. 280 (28 USC 1360 (c)) which provides that authorized tribal ordinances and customs which are not inconsistent with State law must be given full force and effect in all civil cases which arise in Indian country. It is theoretically possible that Alaska Natives, if they prevail in their arguments that they are tribes, and that their land is Indian country, could superimpose a legal system of ordinances and courts upon the State of Alaska system, as in some of the "Lower 48" states.

ANCSA

The passage of ANCSA in 1971 is considered by most to be a critical turning point in the relationship of Alaska Natives to both the State and federal governments. It is considered to be a step towards assimilation of Alaska Natives into the economic and governmental systems of the state and an end to any development of Alaska Native groups into entities independent of State government and dependent upon the federal government. However, some Native groups are taking the position that assimilation is damaging to their interests. Like the IRA Council of the Native village of Venetie, they are claiming full tribal sovereignty as states within a state, or even nations within a nation.

In the declaration of policy at the beginning of ANCSA, Congress stated at Section 2(b) that:

The settlement should be accomplished rapidly, with certainty, in conformity with real economic and social needs of Natives, without litigation, with maximum participation by Natives in decisions affecting their rights and property,

¹⁵ Paug Vik, Inc., Ltd. v. Le Resche, No. 77-17158, 9/12/79 Decision, p. 16.