

Students Must Fly Again . . .

(Continued from page 1)

the first time this year by the Tanana Chiefs Conference, is an interesting case in point.

"The boarding home program has never been very satisfactory anyway and because of the late start, it will be even less so," said Clara Carroll bluntly. Carroll, a consultant for the Tanana Chiefs Conference, is working on the boarding home program with Virginia Doves, coordinator for the program at Fairbanks.

Theirs is the responsibility of finding homes for nearly 300 students from more than 30 villages, arranging their travel and keeping check on the students and boarding home situation throughout the year. Funding for the program is coming from federal Johnson-O'Malley education monies, "because the state has not and will not assume its responsibility to educate rural students."

(One top State Department of Education official, asked about the lack of finances during the height of a recent dispute over use of Johnson-O'Malley funds, said the state had an obligation to provide educational facilities, but not to get the student to those facilities. So the state has continued to spend thousands

of dollars on transportation and board of Native students, leaving most village teen-agers with no option but to leave home to attend high school.)

Coordinators of the boarding home programs, like Doves, and Carroll, have to deal on the spot with a number of problems, because school is starting this week.

"Some students appear anxious to get started," said Carroll, but others seem hesitant about leaving their villages. But they are coming, clad in bright trimmed parkas sewn back home hugging old friends they meet at the Fairbanks International Airport and then scattering to homes at Fairbanks, Delta, Nenana, and Tok. Other students are being routed by the

Tanana Chiefs Conference to high schools and homes at Kivalina, Selawik, Galena, Nulato and Fort Yukon.

They come from as far as Point Hope, Aniak, Buckland, Gambell, Savoonga, and Scammon Bay. Others are from Arctic Village, Wales, White Mountain, Chevak, Rampart, Beaver, Minto, Huslia, Koyukuk, Chalkyitsik, Anaktuvuk Pass, Wainwright and more than a dozen other villages.

Those accepted as boarding home parents have been very patient, said Carroll, who was still interviewing boarding home parent prospects this week. She talked as she drove toward a home outside Fairbanks, to speak with a young couple who asked to have two students stay with them.

Boarding home parents are still being sought, especially because of the influx of students who might have attended Nome Beltz High School or other unavailable boarding school programs. Anyone interested in being a boarding home parent is asked to contact the Tanana Chiefs Conference immediately for details.

Most Fairbanks families who participate in this program are doing it out of a community need, and Army families have been really good, since they are often uprooted and young themselves, Carroll said.

Still, the basic question behind the boarding home program and the boarding schools is unanswered how long will this practice prevail as a state solution to the education of Native village teen-agers in Alaska?

Rural Business Development For Low-Income Bush Communities

THE COMMUNITY ENTERPRISE DEVELOPMENT CORP. (CEDC) offers assistance to low-income residents in remote villages that wish to form or further develop community-owned enterprises.

CEDC provides financial, managerial, and related technical assistance to rural communities qualifying for assistance under Title VII of the OEO Act. CEDC assists a village in identifying sources of funding and helps the village to prepare an application for financial assistance to either local banks or state and federal agencies. Communities unable to obtain financial assistance through these regular channels may be funded directly by CEDC, if the business has a reasonable chance of success.

For an appointment with the CEDC representative please contact:

GREG THIES, Executive Director
or
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Fairbanks Town & Village Association (TVA)
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Fairbanks Town & Village Association (TVA) for Development, Inc., is the Economic Development District serving Interior Alaska.

Plan For Bush Schools . . .

"Education As Presented By White Teachers Is Of Questionable Value"

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in the unorganized borough.

Although both bills failed to pass, Lowell's committee was created to explore the alternatives in the interim and make new recommendations to the upcoming Legislature. As research facility, CNER provided a forum where educators, legislators, native leaders, state agency heads, teachers, school administrators, and other interested parties could discuss the options before Alaskans for re-vamping the State Operated School System.

The University's new president addressed the group on the first day. Dr. Hiatt compared Alaska to "a developing country."

"We cannot rely on patterns laid down in other places," he said. "The crux of the matter is how to get the best education into all areas of the state."

Dennis Demmert of CNER's Advisory Council gave a brief summary of the unique situation in Alaska - sparse population in the rural areas, immense distances, economic conditions, and the cultural diversity of the unorganized borough.

"Add to that fact that white

American education as presented by white teachers is of questionable value to rural Alaska, and it must be admitted there are special problems in the delivery of educational services to rural Alaska."

The participants discussed nine options that were outlined for restructuring the state's unorganized borough in order to achieve local control.

Demmert defined local control in Alaska as the right to select curricula, develop policy, budget funds, and hire and fire personnel. These rights are now granted to organized boroughs and first class cities, but are not realized in the vast area of the unorganized borough.

Byron Mallot, director of the Office of Community and Regional Affairs, outlined the requirements for organizing rural communities into either boroughs or incorporated cities. He cited Galena as a community which decided to incorporate as a first class city in order to gain control of its school system.

Mallot's department is developing a base study of current Alaska statutes as they relate

to Alaska statutes as they relate to local government and the educational transition.

"There is the problem of a sufficient tax base," Mallot pointed out, "and the problem of rural people looking at borough misfunction in Anchorage and Fairbanks."

John Shively, executive director of the Alaska Federation of Native, Inc., commented on the option of native regional corporations assuming the burden for educational services in the rural areas.

"Natives are not going to set up their own educational system," said Shively. "That's still the state's responsibility. Regional Corporations are NOT set up under the Alaska Native Land Claims Settlement Act. They have no more responsibility to pick up social services than General Motors or Huckle Enterprises."

Marshall Lind, Commissioner of Education for the entire state of Alaska, gave a wide view of the total picture in the state, not only in the unorganized borough but in the organized as well. His department is concerned with "a total delivery system for the state."

Lind commented briefly on the case of Molly Hootch vs. the State of Alaska now pending before the courts, in which a rural Alaskan child with others is alleging that the state has not fulfilled its responsibilities in providing secondary education to Alaskan rural school children.

It would be impossible, said Lind, to construct secondary schools in all of the communities. "We realize that existing monies will be insufficient."

"We are having to round up youngsters in excess of one thousand and say, you're going here and you're going there. And until this year, we couldn't even tell where they were going."

The boarding home and boarding school program in the state is presently under fire from all directions.

Jeannie Chance, state legislator, recommended a cottage-type program where individual villages would purchase a home in urban areas. Students would

then live in a village-oriented environment with native house parents and visitors from the village could visit from time to time, providing another link with the home community.

Approximately 53 Bureau of Indian Affairs schools scattered throughout the state deliver education to 5000 of the state's 80,000 students. Several speakers emphasized that these BIA schools could not be overlooked when planning a new structure for the state's educational system. If local control is to be achieved for SOS schools, how is it to be achieved for BIA schools?

An agreement formalized in May of 1963 stated: "It is the mutual goal of the state and federal government to establish for all people in the state of Alaska a single system of public and secondary education."

Senator Thomas requested that all the interested agencies and organizations prepare position papers early enough to be of use to his committee in drafting new legislation.

The next meeting sponsored by CNER, slated for September or October, will provide a forum for native regional and association representatives to examine the same proposed options from a client perspective.

"Local control," said Byron Mallot, "implies that options be available to local people." Mallot introduced the idea of "combinations of options" as one of the undiscovered options and recommended against a single mandatory solution for the entire state.

The school building still dangles in the air over rural Alaska.

Bill Vaudrin, new head of the Alaska Commission for Human Rights, said it was not surprising the people were unconcerned about where it should be placed.

"More often than not, the state has touched down with the building only to take off again."

Thus, with heavy doubt hanging over their heads, Alaskans begin another fateful school year, Fall, 1973.

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Teacher Tenure . .

(Continued from page 3)

Obviously, if this happened, the children would not have the very best teachers. Teachers would not try to keep going to school and learning better ways to teach, because the extra schooling would get them fired.

A compromise tenure law needs to be worked out. One possibility rest in lengthening the period before tenure is given. Another idea is to review tenure every five years, when the teacher's State certificate to teach must be renewed. Some people favor having teachers evaluated by the local school board or community.

This idea is often tied to merit promotion. Teachers who teach best are given promotions. The community evaluation would be one way to decide who deserves raises in pay. Another way might be test results on standard tests.

Each of these ideas has many points both for and against them. The legislature must consider all the points and try to find a fair solution for the children, the teachers, the school administrators, and school boards. Most of all, the legislature must try to find what kind of tenure law the people of the state really want.

The ALASKA RAILROAD

FALL - WINTER - SPRING

TRAIN SCHEDULE

EFFECTIVE SEPT. 4, 1973

NCRTH - Read Down

SOUTH - Read Up

Train No. 6

Train No. 5

TUESDAY & SATURDAY

WEDNESDAY & SUNDAY

9:00 a.m.	Lv. Anchorage	Ar. 8:40 p.m.
10:42 a.m.	Lv. Wasilla	Ar. 6:53 p.m.
12:29 p.m.	Lv. Talkeetna	Ar. 5:02 p.m.
2:46 p.m.	Lv. Honolulu	Ar. 2:54 p.m.
3:41 p.m.	Lv. Cantwell	Ar. 1:59 p.m.
4:45 p.m.	Lv. McKinley Park	Ar. 1:00 p.m.
5:34 p.m.	Lv. Healy	Ar. 12:09 p.m.
7:07 p.m.	Lv. Nenana	Ar. 10:44 a.m.
8:55 p.m.	Ar. Fairbanks	Lv. 9:00 a.m.