

# Letters to the Editor

Paradise, California  
June 27, 1969

Dear Editor:

I do surely feel indebted to you for putting me wise to that book titled, "MEN OF THE TUNDRA." It has cost me only \$6.95 and I could hardly afford to pay more for it, but it is actually worth 10 times that much. I am especially happy because it proves what I had always thought about the Eskimos.

It is certainly a good thing that Col. Marston insisted on the story being written the same as he had it, as otherwise it could have lost much of its value. Any person able to think will pay more attention to what is written than how it is written.

That book should be in every library in this country and in Canada and history teachers should include it in their textbooks.

Men like Muktuk Marston are badly needed all over the world, especially in high and key positions. I think he fought so hard for the Eskimos getting a square deal because he knew that no one else would stick his neck out to overcome all the obstacles that would have to be overcome.

Best wishes,  
/s/ Albert Enzmann

## Director of State Schools Takes Issue with Sen. Bob Blodgett

The Honorable Dorcas Rock  
Point Hope Advisory School Board  
Point Hope, Alaska 99766

Dear Mr. Rock:

A copy of a letter sent to you by Senator Blodgett has come to my attention. In his communications he compares schools operated by the State of Alaska and the Bureau of Indian Affairs. I would like to take this opportunity to point out some misinformation he has concerning the State-Operated Schools. I appreciate the Senator's concern for rural schools and the support he has given them in the past. Unfortunately, the Senator made a number of statements that need to be clarified.

At the present time, the State operates 101 rural schools while the BIA operates approximately 74. In 1963 the BIA and the State of Alaska agreed to a plan in which the State would eventually take over all BIA schools in Alaska. Each year since, several schools have been acquired from the Bureau based on mutual consent of the Village Council, Bureau, and State.

The State has no intention of offering an educational program which is inferior to the Bureau's. On the contrary, the Division of State-Operated Schools, Department of Education, is making every effort to provide a program more closely articulated with other public schools in the State and oriented to the needs of pupils.

The money to operate Bureau-State transfer schools is appropriated by State Legislature. One of the main sources of the State funds comes from the Federal Government under Public Law 874 (Federal Impact Law). Additional funding under the Johnson-O'Malley Act, allows the State money to improve programs for Native students. An important source of money which is used extensively to improve and expand educational programs in Rural Schools is the State's Title I allocations made available under the Elementary-Secondary Education Act of 1965.

All State-Operated teachers must meet certification requirements set forth by the State. Bureau teachers are not required to meet these standards. Rural teachers have an adequate salary schedule comparable to those employed by the Bureau.

The current Professional Worker Schedule, State-Operated Schools allows more teachers in relation to the number of pupils than does the BIA. For example, a school is eligible for two teachers when the enrollment reaches 25 students. three teachers at 45, four at 60, five at 75, and six at 90, and then one additional teacher for every 20 students thereafter. At the present time, teacher aides are being trained to work in some of the State-Operated Schools and eventually there will be at least one in all schools.

State schools provide their students with free books, art materials, paper and pencil supplies, etc. on a basis equal or surpassing any other schools in the State. Several of the State-Operated Schools' facilities were originally built by the Bureau and have been kept in top shape.

( Continued on page 6 )

# Takes Issue with Blodgett . . .

(Continued from page 2)

All the rural schools are now participating in a hot lunch program, with the exception of those schools whose Advisory Boards voted against it. The type of lunch program in a school is either Type A or B, dependent upon the facilities available for preparation. The State is striving to bring all schools up to the Class "A" Lunch category; however, it should be pointed out that there is actually little difference in nutritional value between the two.

All employees in State schools including cooks, custodians, maintenance men, kitchen helpers, teacher aides, etc. are paid in accordance with the State Personnel System.

The State is developing a special program for training Advisory School Boards. It is preparing them to assist in operating their own schools in their own communities. This means in the future the community will be determining to a large part, the kind of education they desire for their children.

In summary, the State under the Constitution, has accepted the responsibility for educating its "rural" students and will continue to provide top quality programs and services to the villages and communities in the unincorporated areas of the State.

Sincerely yours,  
**CLIFF HARTMAN**  
COMMISSIONER OF EDUCATION  
By: Merle M. Armstrong, Director  
State-Operated Schools

cc:

**Ambler Advisory School Board**

**Anaktuvuk** " " "

**Barrow** " " "

**Brevig Mission** " " "

**Buckland** " " "

**Deering** " " "

**Diomedes Island** " "

**Elim** " " "

**Gablell, St. Lawrence** "

**Golovin** " " "

**Kaktovik, Barter Island** "

**Kiana** " " "

**Kivalina** " " "

**Kobuk** " " "

**Kotzebue** " " "

**Koyuk** " " "

**Noatak** " " "

**Noorvik** " " "

**Northwest Cape Village**

**St. Lawrence Island** "

**St. Michael** " " "

**Savoonga, St. Lawrence** "

**Selawik** " " "

**Shaktoolik** " " "

**Shismaref** " " "

**Shungnak** " " "

**Stebbins** " " "

**Unalakleet** " " "

**Wainwright** " " "

**Wales** " " "

**White Mountain** " "

***subscribe to the Tundra Times***