

Architects Designing Native Student Residence Hall

The needs of native Alaskan students who will leave their rural villages to attend the regional high school at Sitka are being studied sensitively by the architects designing their new residence hall.

The contract to write the

program and develop conceptual drawings for the residence hall was awarded to the Anchorage firm of Naramore, Bouillon, Skilling & Blomfield.

Both the Bureau of Indian Affairs and the architects are anxious to see that the needs

of the students are fully explored before plans are finalized. Two aspects of their approach to this assignment are unusual.

First, the architects will visit southeastern Alaskan villages to become familiar with the environment from which the students came. According to Charles Blomfield, Alaska natives have rarely had an opportunity to talk to the architects planning their housing.

Secondly, most of the actual work will be done in Sitka, with the architects conferring extensively with school board members, citizen groups and students.

During their first trip, scheduled for December, they will gather data and develop a program. Their second trip will be to develop conceptual drawings. The contract calls for completion of this phase in February.

One goal expressed by the Greater Sitka Borough School Board is to preserve worthwhile aspects of the students' village experience and culture, while at the same time introducing them to urban life.

The second goal, according to board president Charles Con-

way, is to create a residence hall with a home-like atmosphere, rather than an institutional one. There will be older "live-in" couples in the hall to act as houseparents.

Recreational facilities, individual study areas, some degree of privacy, and a cheerful use of color and design are specified in order to make the transition from village life to residence

hall as pleasant as possible.

The residence hall will house 192 students. It is part of the regional high school program introduced by Senator Mike Gravel when he was Speaker of the House in the Alaska legislature.

It enables Alaskan youth from rural areas to continue their education in their own region. The residence hall is a necessary adjunct of this program.

Harvard Trains Natives In Specialized Courses

Last June the Harvard Graduate School of Education admitted eleven Native American educators to a twelve-month program leading to the master's degree in education. Participants in the program come from a wide variety of backgrounds: school principal, Head Start specialist, curriculum specialist, staff member in a regional education laboratory, school counselor, director of minority recruitment for an Eastern university. They represent eleven tribes and ten states.

While at Harvard they are taking professional-level courses in a variety of areas: administration, guidance, curriculum development, and education planning.

The aim of the program is not to teach these persons more about Native American education, but rather to increase their knowledge of educational theory and techniques.

It is assumed that participants will, while at the University and upon graduation, apply and adapt what they learn to the specific needs of their schools and communities.

It is hoped that for the 1971-72 academic year it will be possible to obtain scholarship funds for master's- and doctoral-level study for Native Americans at the School of Education.

Due to a general shortage of scholarship money and the intense competition for admission to graduate study, potential applicants are encouraged to explore non-university sources of financial aid and to apply to several graduate schools.

The basic requirements for admission are outlined below:

1. Applicants must be of Indian, Eskimo or Aleut descent (at least 1/4).

2. Applicants to master's degree programs should have a B.A.; to doctoral degree programs, an M.A. In rare instances persons with outstanding leadership and job records will be considered even if they do not have a B.A. or M.A.

3. Applicants should have at least two years' teaching or administrative experience in schools or programs having a large proportion of Native American students. In rare instances we will consider an applicant who has only one year's experience.

4. Applicants should have an above-average college grade record. An average or below-average grade record may be balanced by an outstanding job record.

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5. Applications are sought from persons who are in (or intend to move into) administrative positions in schools or education-related programs serving Native Americans.

6. Applicants may be of either sex, married or single. Preference will be shown to persons under 40 and to those who have shown exceptional administrative ability or innovativeness.

To receive application forms and more information about the program, please contact:

Mr. Robert A. Mattahi, Director, American Indian Program, Harvard Graduate School of Education, Cambridge, Massachusetts 02138.

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