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ABSTRACT

The large number of requests for general information on Alaska has resulted in compilation of this booklet. The Alaskan public school system, composed of district schools and state-operated schools, is discussed. Correspondence study, adult education programs, institutions of higher learning, teacher qualifications, and the role of the Bureau of Indian Affairs are briefly examined. Programs to meet Alaska's educational needs, especially the needs of rural school children, are related. A historical sketch of Alaska and information on its present economy and government are included. The geographic division of Alaska and the distribution of Eskimos, Indians, and Aleuts are described. Various facts and figures on Alaska conclude the document. (CM)

An Introduction to

the alaska department of education

and the information on

PEOPLE
GOVERNMENT
HISTORY
GEOGRAPHY

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April 1969

Keith H. Miller
Governor of Alaska

Dr. Cliff R. Hartman
Commissioner of Education

CONTENTS

ALASKA EDUCATION SYSTEM

The Alaska Department of Education receives many requests each year for general information about Alaska. Many of these requests come from students and educators of the other states. In addition, many requests come from parents who plan to move to Alaska and wish to know what schools are available for their children. This booklet has been prepared to provide this information, and shall be revised periodically to keep it up to date.

DISTRICT SCHOOLS

Alaska's public school system is composed of District schools and State-Operated schools. District schools are located within cities and boroughs. All have their own school boards and operate in much the same manner as school districts in cities and counties of the other states. The 27 school districts vary in size from 33 pupils with two teachers to 23,519 pupils and 1020 teachers.

Usually the school year commences on the day following Labor Day and the school year, excluding legal holidays, is 180 days. For primary children the school day, according to law, shall not be less than 4 hours, exclusive of intermission. Entrance to kindergarten is at 5 years of age before November 2, and to the first grade at 6 years of age before November 2. Attendance at school is compulsory for all children between the ages of 7 and 16 who live within 2 miles of a school or a school bus route. Children under school age may be enrolled under certain conditions.

In order to graduate from high school a pupil must earn a minimum of 16 units of credit during the 4 years. Subjects required of all pupils graduating from an approved Alaska high school include: English, mathematics, science, world history, U. S. history, physical education and American government.

The Alaska course of study is a broad framework around which schools build their instructional program. The methods and techniques of teaching and subject content are adjusted to meet the educational needs of local situations. All teaching is in English, but special attention is given to children with language handicaps. There is no differentiation in the schools because of race.

Information concerning schools within a particular borough or city may be obtained by writing to the district superintendent.

Anchorage Borough Schools
670 Fireweed Land
Anchorage, Alaska 99503

Bristol Bay Borough Schools
P. O. Box 527
Naknek, Alaska 99633

Cordova City Schools
P. O. Box 140
Cordova, Alaska 99574

Craig City Schools
P. O. Box 166
Craig, Alaska 99921

Dillingham City Schools
P. O. Box 202
Dillingham, Alaska 99576

Fairbanks-North Star Borough Schools
P. O. Box 1250
Fairbanks, Alaska 99701

Haines Borough Schools
P. O. Box 251
Haines, Alaska 99827

Hoonah City Schools
P. O. Box 8
Hoonah, Alaska 99829

Hydaburg City Schools
Hydaburg, Alaska 99922

Juneau Borough Schools
1250 Glacier Avenue
Juneau, Alaska 99801

Kake City Schools
P. O. Box 457
Kake, Alaska 99830

Kenai Peninsula Borough Schools
P. O. Box 539
Kenai, Alaska 99611

Ketchikan Gateway Borough Schools
P. O. Box 2550
Ketchikan, Alaska 99901

King Cove City Schools
King Cove, Alaska 99612

Klawock City Schools
Klawock, Alaska 99925

Kodiak Island Borough Schools
P. O. Box 886
Kodiak, Alaska 99615

Matanuska-Susitna Borough Schools
P. O. Box AB
Palmer, Alaska 99645

Nenana City Schools
P. O. Box 127
Nenana, Alaska 99760

Nome City Schools
P. O. Box 131
Nome, Alaska 99762

Pelican City Schools
P. O. Box 732
Pelican, Alaska 99832

Petersburg City Schools
P.O. Box 289
Petersburg, Alaska 99833

Sitka Borough Schools
P.O. Box 179
Sitka, Alaska 99835

Skagway City Schools
P.O. Box 312
Skagway, Alaska 99840

Unalaska City Schools
Unalaska, Alaska 99685

Valdez City Schools
P. O. Box 126
Valdez, Alaska 99686

Wrangell City Schools
P. O. Box 651
Wrangell, Alaska 99929

Yakutat City Schools
P. O. Box 227
Yakutat, Alaska 99689

STATE-OPERATED SCHOOLS

The Alaska State Department of Education operates some schools directly. State-Operated schools are located outside of the organized cities and boroughs. The Alaska State-Operated School System is the largest school district in the United States in area, and can be conceived as having the central office in Denver, Colorado, with schools extending from Chicago to San Francisco, and with no roads or railroads connecting. Fifteen thousand students are housed in 126 schools and are taught by 800 teachers. The State-Operated Schools include three systems – On-Base, Rural, and Regional.

On-Base Schools

The On-Base system is composed of twenty-four schools on seven military bases, with an enrollment of approximately ten thousand students. The schools include grades K through 12, and offer full programs of academic and vocational subjects. The staff includes music supervisors, counselors, remedial reading teachers, art supervisors, resource teachers, speech therapists, and physical education supervisors.

Rural Schools

The Department of Education operates 100 rural day schools. Over 30 of Alaska's rural schools are one-teacher schools with students of all grades combined into one class. Other schools have from 2 to 40 teachers. Teachers for general education, a correctional institution, and special education units on both elementary and secondary levels work with nearly 5,000 students from Annette Island near the Canadian border to the Aleutian and Pribilof Islands near the International Dateline.

Thirty-one rural schools are grouped in four areas: Glennallen Area, Metlakatla Area, Tok Area, and Togiak Area. Each area is under the administration of a superintendent. All rural schools have an elected local advisory school board.

Establishment of schools may be considered in villages or settlements containing at least ten elementary school age children whose parents certify that their children will attend the school. The State standard size of classes is 25 pupils. Generally the school buildings in the larger communities compare favorably with the new school construction in other states. However, in smaller villages the schools are usually quite small. There are still a few log buildings in use in some outlying communities.

The problems of operating schools in isolated, sparsely populated areas are immense. Better communications via radio systems and telephones are continually being developed. Many State, local, and private educational agencies are developing curriculum materials relevant to the lives of Alaska's native school children. Alaska has few connecting roads. Transportation is by boat and plane in the southeast; by dog sled, snowmobile, and plane in winter and boat and plane in summer, in the north and west. To counteract geographical isolation, instructional materials centers are being developed to provide even the very remote schools with the most modern and the most culturally appropriate instructional aids.

Nine State-operated rural schools presently offer a high school curriculum: Bethel, Delta Junction, Fort Yukon, Glennallen, McGrath, Metlakatla, Tanana, Thorne Bay, and Tok. Most rural communities, however, are too small and too isolated to offer a balanced high school program. With the exception of the nine largest villages, rural school children must be transported from their villages to metropolitan areas in order to attend high school.

The Boarding Home Program

The Boarding Home Program originated to serve the overflow of students that could not get into boarding schools in Alaska. Under this program, students live in private homes and attend the local high school in the community in which they are located. This program has been made possible through the Federal Elementary and Secondary Education Act (Title I) for educationally and economically disadvantaged students in conjunction with the State Foundation Plan for Education. Federal funds are used to pay boarding and travel costs and the State pays the tuition and foundation program support costs to the local districts. Enrollment in this program has grown steadily. In 1966, 110 students were enrolled. In 1968, over 350 students were boarded in private homes. By 1976, the program will be expanded to accommodate 600 rural Alaskans.

Because boarding home students increase the enrollments of the local high school, the school is able to increase its specialized faculty and offer a more varied curriculum. The students' social skills in a modern community are improved through daily contact with actual civic, cultural, and business environments. The child often lives with one or two other boarding students who share his social or familial background; however, he receives individual love and attention from the boarding home parents and their children.

After three very successful years of operation, the State now looks at the program as a major facet of Alaska's long-range educational policy.

Regional Schools

Alaska is continuing to develop a statewide system of regional boarding high schools and area boarding high schools. Regional high schools are large complexes, consisting of academic and vocational buildings, cafeteria facilities, and dormitory facilities for 150 to 500 students. A complete high school curriculum is offered at regional high schools for grades 9 through 12. Area high schools are smaller local high schools which have been expanded by providing minimum boarding facilities (up to 50 students) for students in nearby villages. A 9th and 10th grade curriculum is offered at area high schools.

Boarding High Schools

In 1966, the State opened its first regional school, the William E. Beltz Boarding High School in Nome, Alaska. Traditional academic subjects such as reading, algebra, geometry, speech, English, chemistry, physics, and economics are taught, along with a programmed pre-vocational curriculum of typing, shorthand, home economics, general shop and mechanical drawing. From the pre-vocational courses, the Beltz students can move into the advanced vocational curriculum with subjects such as carpentry, cabinet making, building maintenance, reindeer husbandry, vocational food service, dressmaking and tailoring, and business education.

Another regional area high school presently under construction has involved extensive cooperation between the Federal Government, the State, and the Kodiak Borough School District. The school is located in Kodiak and consists of a vocational facility provided by the State, a 152-student dormitory constructed with Federal funds, and an academic facility provided by the Kodiak School District. The vocational school is presently occupied and operating, and the dormitory and academic facilities are slated for completion in 1970.

As rural education facilities develop in the State, Regional and area boarding high schools will be located throughout rural Alaska and will serve students living in areas where no secondary schools are available. Students will be able in many cases to go directly to the regional high school to start grade 9 or stay two years in an area high school closer to home, and then go to the regional school for grades 11 and 12.

CORRESPONDENCE STUDY

Correspondence study courses are provided by the State and school districts for children of legal school age who reside in areas where a regular school is not maintained or where they are outside the limits of a school bus route. Department of Education home study courses have been developed for grades one through eight

around textbooks adopted for schools in Alaska. Study courses are circulated by mail, and a team of five certified teachers correct the elementary correspondence study test lessons and provide assistance to correspondence study pupils and to their home teachers. Books, film strips, and other instructional aids are mailed to students from the Alaska State Library.

The Department of Education purchases high school correspondence study courses through the University of Nebraska for pupils who reside in remote areas and who, for various reasons, do not wish to take advantage of the boarding home program.

ADULT EDUCATION

Alaska is in particular need of imaginative programs for its adults, especially for those in the remote areas. Adult vocational education courses, such as bakery training, merchandising training, logging and sawmill training, and garment construction programs offered by the Department of Education (often in conjunction with the BIA) increase employment opportunities in the communities as well as increase the employability of the trainees.

Adult Basic Education programs are designed to help adults earn an 8th grade diploma. Programs are presently operating in nine Alaskan communities, and have involved over 800 adult students needing instruction in basic communication skills. Through Adult Basic Education programs, adults are given a second chance to reach their potentials. A fuller, more rewarding life, better and more interesting and challenging jobs are the goal of many adult participants.

Two hundred fifty-three adults in Alaska who did not finish high school received High School Diplomas by Examination in 1968 through the High School Equivalency Testing Program supervised by the Department of Education. Adults may obtain the equivalent of a high school diploma from the State by taking a series of tests which cover basic high school curriculum skills. Many areas in Alaska offer adult courses to help individuals prepare for the examination. These are generally given through community colleges or through local civic groups. Each of Alaska's seven community colleges now has testing facilities for the equivalency exams.

BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs operates education programs in 73 villages, in two Alaska boarding schools, and in several schools outside of the State. The Bureau cooperates closely with the State to make sure that prescribed standards of education are met. Representatives of the BIA participate on the Governor's Committee to develop and revise the *Overall Education Plan for Rural Alaska.*

Qualified teachers and approved curriculum are provided for approximately 240 rural classrooms attended by over 6,000 students. About two-thirds of the schools are of one and two classrooms located in remote, isolated villages where the State of Alaska at this time is not financially able to operate schools. Per pupil costs of over $1,000 are more than double the national average. Most schools offer a balanced curriculum through the eighth grade.

The four largest schools – Barrow, Kotzebue, Hooper Bay, and Unalakleet – now provide strong junior high school programs. In addition, the BIA operates two boarding schools where approximately 900 students who have no opportunities to attend high school in their home community are enrolled each year. The schools provide regular academic junior high and high school offerings with State and regionally approved curriculums.

Information concerning employment in Bureau of Indian Affairs schools may be obtained by writing to the Personnel Officer, Bureau of Indian Affairs, Box 3-8000, Juneau, Alaska 99801.

INSTITUTIONS OF HIGHER LEARNING

The University of Alaska in College, four miles from Fairbanks, and the Alaska Methodist University in Anchorage are fully-accredited institutions of higher learning. Community colleges, affiliated with the University of Alaska, are located in Juneau, Ketchikan, Kenai, Kodiak, Palmer, Sitka, and Anchorage. Sheldon Jackson Junior College is a Presbyterian junior college located at Sitka. For information on the instructional programs in Alaskan colleges and universities write to the addresses listed below:

University of Alaska
College
Alaska 99735

Alaska Methodist University
University Boulevard
Anchorage, Alaska 99504

Sheldon Jackson Junior College
P. O. Box 479
Sitka, Alaska 99835

TEACHERS

The teachers employed in Alaska are well qualified and certification standards compare favorably with those in other states. A recent study indicates that only 3.3 per cent of Alaska's teachers have less than 4 years of training, while 21 per cent hold masters degrees or higher. There are teachers in Alaska from every state in the Union.

For information on teaching positions in any of Alaska's district schools, write to the superintendent of the individual districts. For employment information on State-Operated schools, write to the Placement Supervisor, Division of State-Operated Schools, 650 International Airport Drive, Anchorage, Alaska 99503.

PROGRAMS TO MEET ALASKA'S NEEDS

Alaskan educators have devoted much time to developing curriculum materials specifically for Alaskan rural school children. Traditional textbooks, written for metropolitan schools in "the lower 48" may be interesting to children in Sacramento and Baltimore, but they confuse and, in fact, frustrate Alaskan school children.

An Eskimo child finds it hard to understand why Dick and Jane get into an automobile or train and go to visit grandmother who lives several hundred miles away. In her village, it is customary for a family, including the grandmother, to live together.

A small boy living 250 miles up the Kuskokwim River in western Alaska has never seen a policeman. Since he has always wandered around the village by himself, he cannot understand the book he is learning to read which says that Dick needs a policeman to help him cross the street.

Many Alaskan school children live in areas isolated most of the year except by air. The mail plane drops letters once a month, and an occasional chartered flight may land on the beach nearby. Children live in a comfortable one- or two-room house which they share with their entire family. They have many brothers and sisters and have very close family and village ties. They have already learned more about the animals and the elements in their area than children in Anchorage or Abilene will ever know. Learning that seals shot in the summertime sink, and in the wintertime, float, is much more important to them than learning the meaning of traffic signals.

When children in Alaskan villages begin to learn to read, they are confused by the things Dick and Jane do in their readers. Because the importance of the textbook materials is questionable to them, the importance of learning is also vague. As a result, teachers end up "explaining half the American culture" before they can begin to help their students learn to read.

Last fall, first graders in many villages began using *Alaskan Readers* to make learning to read easier. The readers, developed by the Alaska Rural Schools Project and the Northwest Regional Educational Laboratory, are based on settings and events familiar to Alaskan children. They are illustrated with realistic line drawings of Eskimo children, sled dogs, and scenes typical of Arctic life.

Curriculum materials are being developed for many subjects. Village school teachers are presently working to establish modern math texts geared to the needs of Alaska's rural children. Natural history, art, and social studies materials are being rewritten to "make sense" to young Alaskans.

Another curriculum committee is presently planning a course outline for social science for secondary students. The new course of studies will include natural history and economics, as well as music, art, and language for 9th and 10th grade students from the sub-Arctic and Arctic regions.

A high school science course for native Alaskan students is being developed in Nome, Alaska. The course introduces complex scientific principles by means of concepts and activities familiar to Eskimo students in the area. The subjects introduced in science class are talked about, written up, and studied in other classes such as English, home economics, and speech.

A major consideration in developing culturally appropriate school programs is the training of classroom teachers. The University of Alaska, through the Rural School Project, offers training to teachers new to the State. Instruction includes methods of teaching English to bilinguals, courses in anthropology and Alaska history, and consideration of special problems in Alaskan education.

The University of Alaska received a grant in January, 1969, to start a program for training administrators for rural schools in Alaska. The program will offer five fellowships for a year-long course on Alaska rural education. Candidates will conduct an assessment survey of educational needs of rural youth.

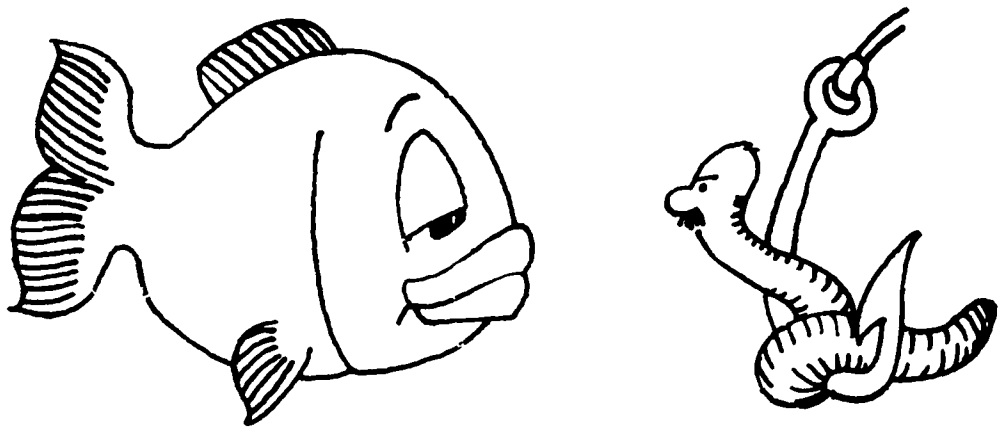
A THUMBNAIL HISTORY OF ALASKA

Alaska was discovered in 1741 by Russian explorers led by Vitus Bering, a Dane, who probed part of the vast coast. Russian fur traders colonized Kodiak, fortified Wrangell and founded Sitka as their capital. Czar Alexander II sold the future state of the U.S. in 1867 for $7,200,000. The discovery of gold in Dawson (Yukon Territory, Canada), Nome, and the Yukon-Tanana valleys at the turn of the century brought hundreds of thousands north and in 1912 Alaska was granted territorial status.

World War II emphasized Alaska's strategic world military position and since that time it has remained a vital segment in our nation's national defense system. On June 30, 1958, after a long battle for statehood, Congress approved legislation which would make Alaska the 49th State. The legislation was signed by the President on July 7 and ratified by Alaska's voters in November. On January 3, 1959, President Dwight Eisenhower officially proclaimed Alaska a State of the Union.

HISTORIC MILESTONES

1728	Vitus Bering, A Danish explorer employed by Russia, sighted and named St. Lawrence Island. He proved that the continents of Asia and North America were separated by water – the Bering Strait.
1778	James Cook of England made the first comprehensive survey of the Alaskan coast.
1784	The first Russian settlement in Alaska was established on Kodiak Island at Three Saints Bay by Grigor Shelikof.
March 30, 1867	Purchase treaty with Russia signed.
August 17, 1880	Gold discovered by Joe Juneau and Dick Harris at Juneau.
1884	The first capital of Alaska was established in Sitka.
September 22, 1898	Gold had been discovered and tents pitched at mouth of Snake River, present site of Nome.
1912	The capital of Alaska was transferred to Juneau and the wilderness that was then known as Alaska was officially organized into the Territory of Alaska.
March 3, 1913	First Territorial Legislature assembled in Juneau – 8 Senators, 16 Representatives.
March 30, 1916	Judge James Wickersham, non-voting Delegate to Congress, chose this Anniversary Date to introduce the first Statehood Bill.
July 17, 1923	President Harding drove a golden spike to mark the opening of the Alaska Railroad
January 3, 1959	The President proclaimed Alaska the 49th State.



THE ECONOMY OF ALASKA

Gold mining, fish, and furs provided the early economic base of Alaska. Alaska's industry, now as in the past, is based on its natural resources.

THE FISHING INDUSTRY has been Alaska's mainstay for many years. Since the purchase of Alaska in 1867, the value of the fish harvest has exceeded 2 billion dollars, almost three times the value of gold production. Other major products are salmon, halibut, king crab, and herring.

ALASKAN TIMBER continues to grow in importance. Alaska has 137 million acres of forest land. The most desirable timber is in the Tongass National Forest in Southeastern Alaska, the Chugach National Forest in the central coastal region near Anchorage, and on the Kenai Peninsula and Afognak Island. Fifty-seven Alaskan sawmills process the harvested timber.

PULP: Alaska has two pulp mills, one located at Ketchikan and the other at Sitka, both in Southeastern Alaska. They are capable of processing over a million board feet of timber daily.

MINING AND MINERALS: Alaska has 32 of the 33 minerals rated strategic and critical by the Federal government. Gold, which for many years led in production value, is now in fourth place. Today, petroleum, sand and gravel, and coal are more important. Other mineral deposits include iron, copper, mercury, and tin.

AGRICULTURE: Alaska's agricultural possibilities are relatively undeveloped. The two principal farming areas are in the Matanuska Valley near Anchorage, and the Tanana Valley near Fairbanks. Dairy products account for about 50 per cent of the value of Alaska's farm products. Poultry, eggs and livestock production is increasing rapidly. Other principal crops are potatoes, lettuce, cabbage, carrots, radishes, and celery.

TRAVEL INDUSTRY: The State's magnificent scenery and outdoor recreational opportunities are unequalled anywhere else in North America. And today, from the northern Arctic to the southeastern panhandle, accommodations and transportation facilities offer a variety of tours and itineraries to cover almost any time or money budget.

ALASKA'S GOVERNMENT

On September 13, 1955, the voters of Alaska elected fifty-five Alaskans to draft a proposed Constitution for what they hoped would some day be the State of Alaska. The Delegates assembled on November 8, 1955, at the University of Alaska in College, Alaska, and worked for seventy-five days before adjourning.

The result of their labors, considered by many political scientists as perhaps the finest of all State Constitutions, was ratified by Alaskans on April 24, 1956, and went into effect with the formal attainment of Statehood on January 3, 1959.

In keeping with one of its basic concepts, that of a strong executive branch, the Alaska Constitution provides that only two officials – the Governor and the Secretary of State – are elected in State-wide balloting.

Nominees are selected in the normal manner at the primary election and each party's nominees run as a team in the general election with a vote for Governor being considered as a vote for the same party's nominee for Secretary of State. A Governor may serve two successive four-year terms. In event of vacancy in the office, the Secretary of State becomes Governor.

KEITH H. MILLER
GOVERNOR OF ALASKA

Under Alaska's Constitution, the Governor is empowered to name the heads of all departments and the membership on boards and commissions, subject to confirmation by the Legislature. There are fourteen principal departments: Administration, Commerce, Economic Development, Education, Fish and Game, Health and Welfare, Highways, Labor, Law, Military Affairs, Natural Resources, Public Safety, Public Works, and Revenue.

The State judiciary includes a three-member Supreme Court, a Superior Court with four districts and eight judges, and a series of magistrate and deputy magistrate courts. Judicial appointees are not subject to legislative confirmation but must be approved or rejected by the voters at stated intervals.

The State Legislature consists of a Senate of twenty members elected for four-year terms, and a forty-member House of Representatives elected for two-year terms. The Legislature meets annually and it may also be called into special session by the Governor or by two-thirds of its members.

Alaska has two United States Senators and one member of the U.S. House of Representatives, each with full voting privileges.

Other major provisions in Alaska's 12,000 word Constitution give the Governor authority to veto or reduce individual items within an appropriation bill, extend the right to vote to all persons nineteen years of age or older, prohibit the earmarking of State funds, require approval by the electorate before the State may contract debt for capital improvements, and require an automatic referendum at ten-year intervals on the question of calling a new Constitutional Convention.

GLACIERS

The sparkling rivers of blue ice called glaciers, are a feature for which Alaska is well-known. They add much to the beauty and fascination of Alaska's Pacific Coastal regions. Strange as it may seem, glaciers are not associated with extremely cold climatic conditions. Practically all of Alaska's glaciers are located south of the Arctic Circle. Interior and northern Alaska, which are much drier and, in winter, colder than the coastal area, have very few glaciers.

Glaciers form where continuous warm, moisture-laden winds and clouds exist at elevations high enough to result in precipitation in the form of snow, and where the summer is too short and cool to melt the previous winter's snowfall. These great masses of snow, under pressure, turn gradually to ice, fill the valleys between the mountains, and flow downhill as do the rivers, only more slowly.

Alaska has more square miles of glaciers than the rest of the inhabited world. They cover over 3 per cent of the state or about 20,000 square miles which is greater than the area of Switzerland (15,941 square miles.) Some of Alaska's glaciers are growing while others nearby are receding. Generally, it is thought that Alaska's glaciers are gradually on the decrease.

A daily travel rate (forward movement) for a glacier of an inch or two is common, a foot or two is comparatively fast and 20 to 30 feet a day is rare and torrential.

TIDEWATER GLACIERS are those that reach the sea. They are generally quite active and discharge icebergs into the sea. There are only thirty of these left in the world today. Glacier Bay National Monument, Alaska, contains several tidewater glaciers, of which Muir is probably the most famous. It moves 20 to 30 feet a day which, with its sheer face rising 265 feet into the air, makes it a prolific producer of icebergs.

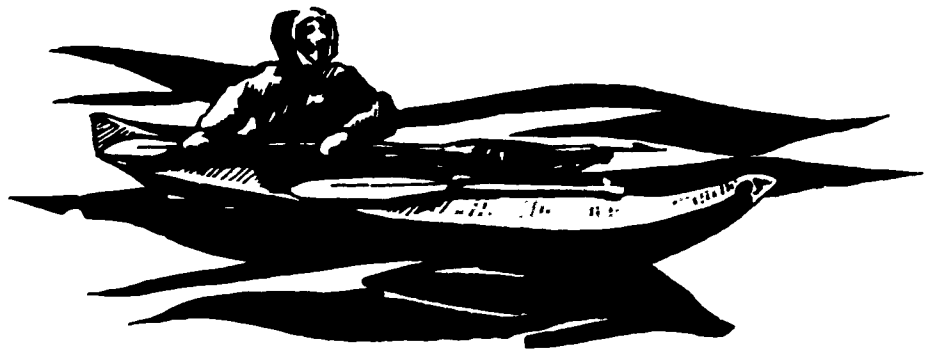
PIEDMONT GLACIERS fan out and terminate on a glacial moraine, sometimes only a short distance from the sea. Many were evidently tidewater glaciers at one time. Sometimes a lake is formed at the base when the moraine built by the glacier serves as a dam in the valley. Piedmont glaciers, which are relatively rare, are generally formed by the merging of several glacial streams.

Malaspina Glacier, Alaska's largest glacier, is an example of the piedmont type. Six large ice streams merge to form an immense ice plateau, larger than Rhode Island. Malaspina has a 25-square-mile forest with trees up to three feet in diameter growing on its back.

Mendenhall Glacier, a short driving distance from Juneau, is a beautiful glacier of the inland type. It is receding at the rate of 70 feet a year. This relatively rapid change makes it interesting to observe. Its beautiful lake at the base is used for ice skating in the winter and ice is harvested from the floating icebergs for freezing fish. (Glacier ice does not melt as repidly as artificial ice because the air has been pressed out of it).

Black Rapids Glacier, facing the Richardson Highway, some years ago moved forward three miles in less than five months. Sometimes inland glaciers come to life and move more rapidly. This is an average of 115 feet a day. It has since slowed down, but is still known as the "Galloping Glacier."

ALPINE GLACIERS are the most common type. There are literally thousands of these, severed in the past from the main icebody, which hang in high canyons on the mountains or travel down the valleys often coming below the timber line. Alaska has numerous small glaciers of this type most of which have not been named.



THE ESKIMOS, INDIANS AND ALEUTS OF ALASKA

Alaska is still the last frontier in the minds of many Americans. Interest in the "Great Land" has increased sharply since Alaska became a full fledged state in 1958. In spite of this great interest, many Americans know very little about the people of the largest state in the Union.

Of the total population of about 43,000 Eskimos and Indians, about 22,800 are Eskimos, 5,700 Aleuts, and 14,500 Indians. They live in widely separated villages which are scattered along the 25,000-mile coastline and the great rivers of Alaska. The village, varying in population from 30 to 1,000, is the unit rather than the tribe.

Alaskan Eskimos and Indians are citizens of the United States and of Alaska, having been naturalized collectively by the Citizenship Act of June 2, 1924. They are not wards of the government, though the Federal government does perform functions designed to meet their special needs. They are no longer a primitive people though many do hunt and fish for part of their food. Others are airplane pilots, welders, mechanics, carpenters, storekeepers, teachers, office workers, and State senators and representatives.

Where electricity is available, many Eskimo and Indian homes today have electrical appliances, especially among the Southeastern Indians. Oil is used extensively for heat. In remote northern sections with building materials scarce and freight high, houses are often built of driftwood and salvaged material. Mail order jackets vie with handmade fur parkas, but the fur mukluks surpass boots and shoepacks.

The impact of 20th Century culture has brought about great changes among all of the Alaskan Indians and Eskimos. Some of the changes have been good, some are unfortunate. All over Alaska, people are undergoing a cultural transition to varying degrees. As a result, some Eskimo and Indian people still live much as their ancestors lived, while others have become outstanding members of the prevailing culture. In order to understand some of the problems faced by present day Indian and Eskimo people, it is necessary to know something of their past.

In Alaska the Eskimo, Indian, and Aleut people lived within well defined regions, and there was little mixing of ethnic groups. As in any culture, the way of life was dictated by the abundance of food. In Southeastern Alaska the salmon, deer, and other plentiful foods permitted the Thlingits, Tsimpshians, and Haidas to settle in permanent villages and develop a culture rich in art. The Athapaskan Indians of the Alaskan interior, on the other hand, became wanderers following the migrating caribou herds and taking advantage of seasonal abundance of fish, waterfowl, and other game. The Eskimo people, like the Thlingits, depended upon the sea for life. However, a more hostile climate and fewer resources required a far different way of living.

SOUTHEASTERN ALASKA

Three Southeastern tribes lived in and around the Alexander Archipelago from Ketchikan to Katalla. Food was abundant enough so that these groups were able to live in permanent villages. The climate is warm in winter and cool in summer with precipitation from 50 to 200 inches. The terrain is characterized by rugged mountains, torrential rivers, craggy coasts, and dense forests. There are few flatlands and the region is poorly suited for agriculture.

Both Haidas and Thlingits were part of the totem culture that has attracted so much attention from all visitors to Alaska. These decorated poles are in general histories or records of the outstanding events in the life of a family or a clan. Totem carving originated among the Haidas. The Haidas are also noted for their fine slate carvings and the precise and delicate working of articles of wood, bone, and shell.

In addition, the Southeastern Alaska Indians carved and painted the fronts of their houses with elaborate designs and made wooden bowls and other beautiful carvings in bone, horn, or wood. They made many baskets, mainly from spruce root and grass fibers, nearly all of which were ornamented.

The Thlingits were and are commercially minded. They dominated the Interior Canadian Indians, indulging in sharp trade practices with them. The ceremonial blanket of the Thlingits, perfected by the Chilkats of Klukwan, is one of the most beautiful products of these gifted people. In great demand as an article of trade, it carried enormous prestige. The blanket was primarily intended as an adjunct to festivals and solemn occasions such as bethrothals, weddings, and funerals.

Today, approximately 250 Haida Indians live in Hydaburg at the south end of the Prince of Wales Island. The village of Hydaburg is fairly modern with substantial frame houses. A cooperative salmon cannery, financed by the Federal government, is run by the Hydaburg Cooperative Association. Individually, many of them are successful operators of power fishing boats, which they both build and use, and they take a lively interest in the life of the state.

Over 900 Tsimpshians now live in Metlakatla on Annette Island. They live a partly cooperative life running a salmon cannery, 4 fish traps, a water system, and a hydro-electric plant. Individually, they own fishing boats and operate stores in the village. A large commercial landing field serving jet plans operates under lease on the island. Like all Southeastern people, they are primarily fishermen. They are well integrated into the life of the state and take part in the social, economic, and political life of the region.

INTERIOR AND SOUTHWESTERN ALASKA

Wide river valleys, rimmed with high mountains, are the home of the Athapaskan Indians of Alaska. Birch and black spruce grow along the rivers – the Yukon, the Kuskokwim, the Koyukuk, the Porcupine, the Tanana, and many others. This is a land of short warm summers and long cold winters when the temperature often plunges to 40 and 50 degrees below zero.

Before the advent of the white people, the Interior Alaskans were nomadic, following the moose and caribou, and there were no permanent villages. They developed no agriculture. Theirs was purely a hunting economy. When the game was plentiful, they thrived and when the game was scarce, the people starved. They were and are somewhat dependent on the river fish, especially the salmon.

The Aleuts (pronounced Al-ee-oot), a branch of the Eskimos, lived on the Alaska Peninsula. In this area the winters are somewhat colder than in Southeastern Alaska and the summers are cool. There is less precipitation, some 40 inches of rain and some fog. The few trees are mainly Aleutian brush, alder, and some aspens.

Salmon migrated to the rivers, caribou and bears wandered in the lowlands, and mountain sheep and goats were found on the higher mountains. The Aleutian Islands are on the main north-south flyway for migrating seabirds and the Aleuts benefited richly from them. The people lived in permanent villages. A sea-hunting culture was well developed but was surpassed by the northern Eskimos.

The finest basketry produced in Alaska, if not in the world, was formerly made by the Aleut women of Attu Island. They were particularly skillful and painstaking, and fortunate, too, in having a type of grass on Attu Island better adapted for basket weaving than the grass that grows farther eastward in the Chain. The younger generation has not carried on the fine basket weaving of their ancestors, although some baskets are still made in the Aleutian Islands.

The Aleuts were very skillful sea hunters. In their single or double-hatched light skin boats, they made long coastal voyages and often ventured far from shore in pursuit of sea otters, seals, sea lions, and even whales occasionally. Their weapons were light darts and spears cast with the throwing board.

Today the Aleuts live in well constructed frame houses. The majority are members of the Russian Orthodox Church. They fish commercially, many of them going to Bristol Bay to fish for the summer. Others work in canneries or operate boats. During the war many of them were highly successful military scouts, and they are often guides to expeditions at the present time.

WESTERN AND NORTHERN COASTS OF ALASKA

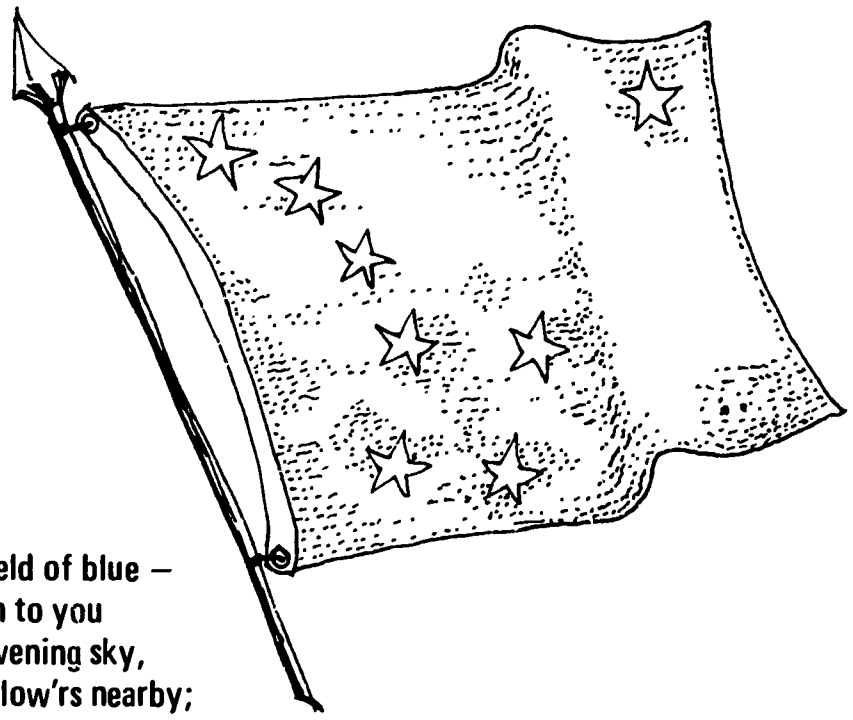
The Bering Sea and Arctic coastlines were the habitat of the Eskimos of Alaska. Windy, treeless wastes where temperatures are well below zero in winter, and hardly more than 50 degrees in the short cold summer, present what seems to be an almost unsurmountable challenge to the ingenuity of man. Yet it was just this area that produced the remarkable culture that flourished about 2,000 years ago.

Living along the coast in permanent villages, the Eskimos would have scarcely survived had they not developed their sea and ice-hunting to a marvelous degree. In this they were unsurpassed. With only the harpoon, in sturdy craft made of driftwood covered with skin, these people secured the 60-ton bowhead whale. Whales, seals, and walrus were the mainstay of their economy. Clothing was made entirely of skins from reindeer, ground squirrel, eider duck, cormorant, and murre. Alaskan Eskimos did not build snow igloos as did the Canadian Eskimos. Theirs were semi-subterranean homes of sod and wood.

The reindeer were introduced from Siberia at the suggestion of the Presbyterian missionary, Sheldon Jackson, at the turn of the century. Lapp herders also came with the reindeer and many of them settled and intermarried with the Eskimo. Reindeer round-ups still take place. Every part of the animal is used – for food, clothing, skin-thread, or rawhide. The parka, an outer garment, is made like a large shirt or poncho and has an attached hood worn over the head or thrown back on the shoulders.

The Kayak is a one-hole, seaworthy skin canoe from 10 to 20 feet long and about 2 feet wide. It is made of seal or walrus skin tightly stretched over a framework of wood or bone, decked over except for the round hole in the middle in which the occupant sits. It is propelled by a double-bladed paddle.

Many Alaskan Eskimo villages today have well constructed frame houses sometimes heated by oil. The school is the center of activity – education, civic, and social. The Eskimo people enjoy being together, and they have community songs and dances – rock and roll, as well as Eskimo dances. They like festivities and stories. Visiting goes on at all times and often radios (usually battery sets) and phonographs are going full blast. The Eskimo Scout Battalions of the National Guard are an important part of village life. Where there are armories, these also serve as community buildings.



ALASKA'S FLAG

Eight stars of gold on a field of blue –
Alaska's flag. May it mean to you
The blue of the sea, the evening sky,
The mountain lakes, the flow'rs nearby;
The gold of the early sourdough's dreams,
The precious gold of the hills and streams;
The brilliant stars in the northern sky,
The "Bear" – the "Dipper" – and, shining high,
The great North Star with its steady light,
Over land and sea a beacon bright.
Alaska's flag – to Alaskans dear,
The simple flag of a last frontier.

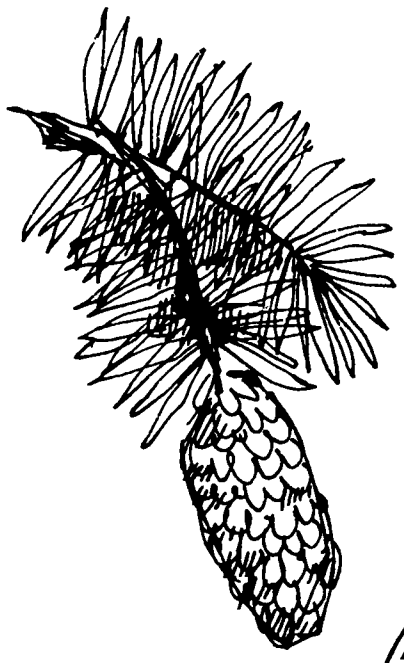
– Marie Drake

THE STORY OF ALASKA'S FLAG

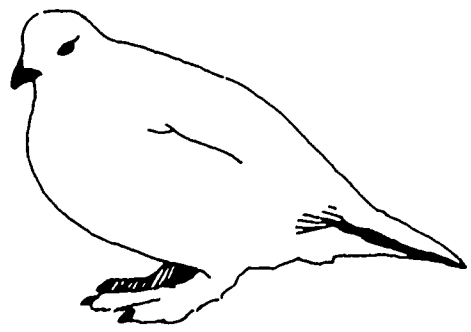
In 1926 The American Legion, Department of Alaska, conducted a contest in the Alaska public schools for designing a flag for Alaska. The design of Benny Benson, a 13-year-old orphaned schoolboy of the Jesse Lee Mission Home at Seward, was chosen winner. Accompanying his design, he wrote:

"The blue field is for the Alaska sky and the forget-me-not, an Alaska flower. The North Star is for the future State of Alaska, the most northerly of the Union. The Dipper is for the Great Bear – symbolizing strength."

The poem "Alaska's Flag" was written by Marie Drake and set to music by Elinor Dusenbury. In 1955, it was designated Alaska's Official Song.

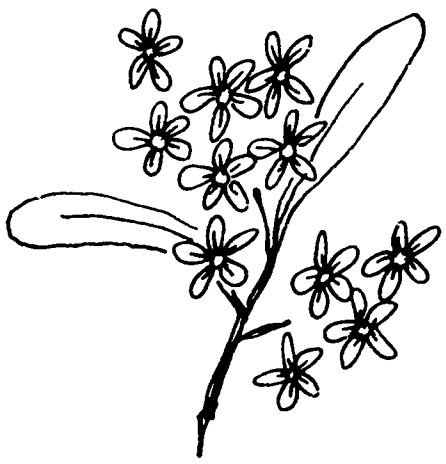


State Tree,
Sitka Spruce

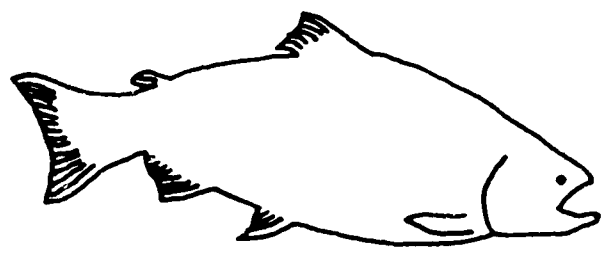


State Bird,
Willow Ptarmigan

State Flower,
Forget-Me-Not



State Fish,
King Salmon



FACTS AND FIGURES

Physical Features

AREA:	586,400 square miles; 2 1/2 times the size of Texas.
COASTLINE:	33,904 miles; exceeds all United States coasts combined.
LATITUDE:	52 degrees to 72 degrees north; comparable to Scandinavia.
RIVERS:	Yukon (2,000 miles long), Kuskokwim, Tanana, Colville, Koyukuk, Susitna, many others,
MOUNTAINS:	McKinley, 20,320 feet, highest in North America.
GLACIERS	Cover 18,000 square miles.

Climate

SOUTHERN COAST:	Mild! Annual mean temperature 40 degrees; rainy, 50 to 230 inches a year.
INTERIOR:	Temperature extremes, 76 degrees below zero to 100 degrees above; short growing season; dry, 18 to 16 inches precipitation.
ARCTIC:	Cool, 18 degrees below in January, 40 degrees above in July; arid, 5 inches precipitation annually.

Forests

AREA:	43,060 square miles on coasts, 342,409 square miles in interior.
VOLUME:	270 billion board feet commercial timber.
ANNUAL TIMBER CUT:	276,000,000.
SPECIES:	Hemlock, spruce, cedar, birch.
UTILIZATION:	Lumber, shingles, fuel, pulp, plywood, specialty products.

Wildlife

GAME:	Brown, grizzly, and black bear; moose, mountain sheep, goat, caribou, numerous fur bearers. (Reindeer is domesticated animal.)
BIRDS:	All waterfowl, ptarmigan, grouse.
FISH:	World's largest rainbow trout and salmon; grayling, dolly varden; cutthroat and lake trout, shellfish, halibut, cod, king crab, shrimp.

MORE ALASKA INFORMATION

BIBLIOGRAPHIES

ALASKA CACHE	Pouch G Alaska State Library Juneau, Alaska 99801
BARANOF BOOK LIST	Baranof Book Shop & Lending Library 223 Seward Juneau, Alaska 99801

BROCHURES

ALASKAN CITIES	Chambers of Commerce (Write to the individual city in which you are interested)
CURRENT LISTING OF ALASKA BROCHURES	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20025

MAPS

MAPS OF ALASKA	Department of Economic Development Division of Travel Pouch E Juneau, Alaska 99801
	Standard Oil Company (Write to the regional office nearest you)
	Union Oil Company (Write to the regional office nearest you)

FILMS AND FILMSTRIPS

EXCLUSIVELY ALASKAN FILMS	**Northern Films** **Box 98** **Main Office Station** **Seattle, Washington**
CURRENT LISTING OF ALASKA FILMS	**Dick Norman** **Pictures, Inc.** **811 — 8th Avenue** **Anchorage, Alaska 99501**
CURRENT LISTING	**Encyclopaedia Britannica Films** **10312 S. E. 25th Street** **Bellevue, Washington 98004** **Attention: Dick Fisher**
CURRENT LISTING	**Leonard Sargaent** **McGraw-Hill Book Company** **8171 Redwood Highway** **Novato, California 94947**
CURRENT LISTING	**Coronet Instructional Films** **65 East Southwater Street** **Chicago, Illinois 60601**