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ALASKA HIGH SCHOOL EXPECTATIONS STUDY,
1966-1968
Survey Research Concerning Demand Conditions
for Education and Training in Alaska

by

R. C. Haring, as
Pt. 2, H.E. Planning
Grant

SEG Report - preliminary and for
discussion purposes, 1968

ALASKA HIGH SCHOOL EXPECTATIONS STUDY, 1966-1968:
Survey Research Concerning Demand Conditions for
Post-Secondary Education and Training in Alaska

by

Robert C. Haring

Part 2

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Part II
Higher Education Facilities Grant
Alaska High School Expectations Study

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FOREWORD

This segment of the Higher Educational Facilities Planning Grant represents an integral portion of a continuing program of research by Institute staff members in support of the State Department of Education. Earlier survey work concerning the aspirations of Alaska's high school seniors was coordinated through the initial efforts of Professor Frank O. Sessions, Mrs. Mary Anne Haring and Mrs. Eleanore Hungate. By the spring of 1967 a first series of computer programs were developed and a data bank begun for collection of this type of information on a regular annual basis.

The 1967-1968 academic year witnessed new efforts and survey innovations in the Alaska High School Survey Program. The sample was expanded to include statewide coverage, refined computer programs were developed and preliminary work instituted concerning when students "firmed up" their educational and training plans. A significant number of Institute staff members have participated in the current year's survey activity. Mr. Clem Correia and Mr. Ernest Norton deserve special notice for providing the bulk of research assistance. The principal investigator, Mr. Robert C. Haring, has been the main catalyst for coordinating the four years of continuing research into this particular new and growing area of survey research at the University of Alaska.

The 1968 Survey reports information which is especially relevant to education planning. The results bear heavily upon very important questions and problems in educational facilities planning throughout the State and at nearly all levels of education.

I

INTRODUCTION

The flow of new high school graduates each year generates what is probably the largest and most significant influence upon the nation's labor force. Whether these young men and women continue in school, proceed to colleges-universities, technical-vocational training, enter the military service, or seek full-time employment is of critical importance. For practical purposes, these young persons represent a major component of manpower resources for the economy, and the nature of their high school and post-high school development obviously has and will continue to be reflected in the skills and occupations held subsequently, and in turn these decisions vitally affect individual earning power.

While these broad questions of manpower development are clearly important, the basic data concerning them often are poorly understood, not available, or are of limited relevance. Only a few states have collected detailed and comprehensive information about high school graduates, followed student plans and analyzed objectively the longer run effects of post-high school training and education. Alaska has been no exception to this practice although individual schools, and to a lesser extent Borough School Districts, have examined selected aspects of to where their graduates proceed in acquiring advanced training. Thus, a situation has arisen in which a fairly broad statewide survey effort was appropriate to examine the plans and reported aspirations of this element in manpower planning -- the graduating senior.

The scope of the study was also limited by the techniques used to collect the survey data, design of the sample, and other similar matters of research method.

Purposes of the Study

This study was established to accomplish the following purposes. They are --

1. To identify the apparent magnitude of interest among graduating seniors from Alaska's high schools toward continuing education of technical-vocational and university variety.
2. To analyze the nature of respondent interests and aspirations in particular types of continuing education.
3. To explore reported reasons for particular plans, and on a provisional basis to examine the apparent contributing factors leading to the decisions and plans reported.

Scope of Inquiry

Within the limitations of personnel and budget, the broad purposes previously stated were satisfied. The scope of inquiry, however, was limited to graduating seniors, enrolled in resident high schools plus Native Alaskan students attending high schools out-of-state under Bureau of Indian Affairs auspices. Prior graduates, those completing the G.E.D. examinations at various locations and the many issues and problems of the high school and grade-school "dropouts" were not specifically covered. A corresponding but preliminary study of high school sophomores and juniors was conducted to explore, quite conditionally,

several questions surrounding "How early do students plan their post-high school ambitions?".

Method of Research

The 1968 Survey of Alaskan graduating high school senior plans was conducted principally by direct mail communication. For the three years preceding the current survey, the basic questionnaire had been designed, pre-tested and revised. The format utilized in the spring of 1968 is shown as Appendix A. Due to the extensive testing which occurred in prior years, the direct mail method of collecting data was considered acceptable and expeditious. Almost no problems were encountered in completeness of the replies, and students reported no special difficulties in the interpretation of questions.

Approximately 1,400 questionnaires were dispatched during April-June, 1968, and 1,004 were returned to the Institute of Social, Economic and Government Research. Of those returned, none were discarded as "unusable." The 72 percent response rate was considered exceptionally high for this type of survey research work, but entirely consistent with the direct mail survey experience in Alaska, which has been consistently higher than for other states when comparable studies have been undertaken.

The questionnaires were mailed to a clearly stratified and highly representative number of the universe of graduating seniors. The 72 percent response rate automatically raises several important issues of randomness in the sample and the general question of reliability of the survey. Due to the extensive pretesting and redesign of the questionnaire

format, compatible with the study design, the project was considered highly valid for both statistical and practical purposes.

The distribution of respondents was compared with those dispatched, i.e., a comparison of Appendix C with tables summarizing the 1968 results. An analysis revealed the following weaknesses in the distribution of responses.

- a. A very few schools had little or no representation (because lists of graduating seniors were incomplete or not available).
- b. The response rate was materially higher than 75 percent for certain urban areas compared with others. Notably, the response rates at Lathrop High School, Monroe High School and Eielson A.F.B. were nearly 100 percent.
- c. In this as in almost all surveys of this type, there is the chance that students who are not continuing with post-high school education will respond poorly. In other words, fewer of them will reply.

Additional comparisons and analysis revealed that these superficially possible weaknesses in sampling were not material problems. In particular, the very small communities and out-of-state high schools were represented in roughly the same proportion of their graduates as the larger borough high schools. Except for the Fairbanks area, slightly over-weighted in the statewide aggregate figures, the response rates were fairly regular and uniform. Where a virtual census (100 percent response) was obtained in the Fairbanks geographical area, the proportion of students not interested in continuing educational programs was highly similar to that reported in other school areas. In sum, the

sampling method is clearly within acceptable bounds of reliability, and well within the overall statistical requirements proposed for the study. In addition, regional (urban, etc.) details of survey results are provided in Chapter IV for detailed review.

Organization of the Report

The overall report is organized into five chapters, including this introductory one, supplemented by four appendixes and an extensive bibliography. The summary and conclusions of the study comprise Chapter II, which is followed by the basic content Chapters III and IV, titled Background and the 1968 Survey, respectively. Recommendations for minor change in the survey form, its implementation and data banking requirements are discussed in Chapter V.

The appendixes contain both technical materials and supplementary information of statistical interest to a few readers. Data which are presented in Appendix D, concerning the Canadian North, are not generally available and thus included for comparison purposes. Similarly, a thorough review of the research done in other states on this same topic represents an effort which need not be duplicated since it is contained in the bibliography. Researchers interested in the mechanics of data processing for this information system as it's developed, or in the actual FORTRAN programming, might obtain either by inquiring of the Institute.

II

SUMMARY AND CONCLUSIONS

A statewide survey of Alaska's graduating high school senior class was conducted in 1968 following three years of design and survey experimentation. Data were collected principally by direct mail questionnaires with a response rate in excess of 70 percent. An analysis of the sampling method and research design suggests acceptable reliability of the results for the year in question and a high degree of validity. Followup studies into how well plans materialized and continuing this time series of an annual statewide survey are clearly appropriate.

Summary

The continuing education plans of graduating seniors differed markedly among students, between geographical areas and depending upon the socio-economic background of the student's parents. In these respects, the major findings of the 1968 cross-sectional data, supported also by the prior year's evidence, revealed the following. They are --

1. The statewide survey confirmed pre-test results from prior years, and provided elaborate detail for comparisons among regions within Alaska and on the basis of the respondent's age, sex, Native designation and superficial employment status of his parents.
2. High school seniors of age 19 and older were predominantly Native by a 5 to 1 ratio, male (by a 2 to 1 ratio) and in the majority cross-correlated with parents in industry/occupational codes 8, 9

and 30 (unknown or unemployed). It is obvious from the evidence¹ that a significant number of Natives is "held back" in school on an age-wise basis although the real causes could not be uncovered in this study.

3. Over 70 percent of youth surveyed indicated college or vocational training aspirations. College-bound persons accounted for approximately 60 percent, and vocational programs the remaining 10 percent.
4. The overall rate at which students reported college and vocational interests varied by region and race more than according to the other variables tested. The regional differences were not large by comparison, except that rural areas, typically containing smaller secondary schools, reflected in their graduates a lower propensity to continue to college and training programs.
5. Native respondents expressed a level of interest in vocational programs of roughly 6 to 1 by comparison with the non-Native persons. Similarly, the non-Native planned participation in college programs was materially higher.
6. Considering continuing educational interests as comprised of college and vocational programs, the overall level of interest expressed by Natives and non-Natives might be considered similar, about 70 percent for each group.

¹ The term, Native, is used in this report to represent persons of one-fourth (or more) Eskimo, Indian or Aleut origin. (See Appendixes A and B, Field V.)

7. High school graduates who were not immediately planning to attend college or vocational programs by and large recognize a delayed interest in returning to such programs after military service, on a part-time basis, etc. A mere 6 to 7 percent were uncertain of their plans as reported in the survey.
8. College-bound youth at a rate of 1 to 1 (50 percent) expected to leave the state in continuing their education. A similar out-migration situation was apparent in vocational training. Marginally significant differences appeared among Natives/non-Natives which demonstrated slightly higher tendencies of Native youth to remain in Alaska following high school graduation.
9. Twenty-five percent of college-bound persons indicated an interest in teaching as a career, although women outnumbered men in this respect by a 2 to 1 ratio.

Implications

This study, based largely of survey evidence, has provided a wealth of basic information which is highly useful and pertinent to a great variety of questions and problems in Alaska's primary-secondary-continuing educational system. The practical uses of these data in educational planning are many, including forecasting of programs desired, the "needed" extent and location of facilities and detailed estimates of the students who will attend.

The survey information is not a sufficient basis for demand conditions of residents all by itself. An annual high school study of this

type ought to be extended into the sophomore and junior classes. It should be conducted seasonally and synchronized with followup studies as an integral portion of a larger, more encompassing educational research effort.

A survey of young adults, of course, sidesteps important questions about the adequacy of their counseling, and likelihood that they will pursue academic and vocational programs successfully. Therefore, a more detailed statistical, especially factor-oriented, analysis and in-depth studies are appropriate.

In this study, the State's manpower resources have been viewed principally in terms of new additions to and upgrading the labor force from high school graduation. Other major segments of the region's labor market remain relatively unexplored. In particular, persons leaving primary and secondary schools (exclusive of migration to other schools) prior to graduation and the many out-of-school youth who had earlier completed secondary school warrant special consideration for manpower and training programs. Also, factors of in- and out-migration, which are clearly apparent and important in certain urban communities, are questions of fact where currently available information provides little understanding upon the magnitude of these factors in labor markets throughout the State.

The out-migration of Alaskan youth continuing their education is a distressing situation at first glance. Upon further inspection the problem of holding college-bound youth are very complicated and represent a "mixed" picture. For example, the labor force turnover reported in

several employer industries, and for given geographical regions, has been 30 to 40 percent annually in recent years. These conditions, where many parents enjoy such a brief tenure in the state, would appear to affect a significant number of high school students, and perhaps also contribute materially to the out-migration patterns observed. Taken in perspective, the out-migration situation identified is but one of a great many questions which warrant additional study.

III

BACKGROUND

Nature of Manpower and Training Problems in Alaska

Surveys of individual plans and anticipations are not a "new" area of research although this approach is of fairly recent origin in the examination of regional manpower programs for statewide educational planning. In Alaska the need for manpower research is additionally critical when one considers the following underlying problems in economic development.¹

1. High unemployment rates are reported in almost every rural community and significant levels of unemployment, on the order of 8 percent, exist in its larger cities while --
 - a. Trained and skilled laborers are "imported" because Alaskans are apparently unskilled, uneducated or both.
 - b. The unemployed among Alaska's labor force are represented principally by adults who had not completed high school, or had not pursued vocational or technical training.
2. The single most important growth factor affecting the State's labor force is the net annual number of people who graduate from high school, or "drop out" of school and search for work, and also --
 - a. Population growth rates suggest even larger numbers of these new entrants to the labor force over the period 1970-1980.

¹ The following three points are summarized by the author from recent State advisory commission meetings on manpower and unemployment.

- b. The educational and training requirements for tomorrow's jobs continue to increase.
3. Employment levels and job opportunities among Alaskan Natives are especially unsatisfactory. Within the structure of the State labor force and employment statistics, the Native fares quite poorly.² He accounts for a disproportionately large segment of the unemployed, the unemployable, educationally untrainable by present funding standards and hence large numbers of Native youth have come to expect these educational and economic opportunities will remain limited.

For these very reasons, it has become especially important and timely that research into expectations of educational and training opportunities should be accomplished.

Development and Prior Testing of the Questionnaire

An initial questionnaire to survey Alaskan high school student expectations was designed and finally pretested in the spring of 1966, and again in 1967. The 1967 test sample included seniors at Fairbanks,¹ Lathrop and Monroe High Schools, Sitka's Sheldon Jackson Junior College and the summer Upward Bound group at the University of Alaska. The sample size was 409 and provided a broad base of respondent and question design experience.³ Their responses are summarized in Tables 1 and 2.

² R. D. Arnold, Alaskan Natives and Federal Hire, (Anchorage: Federal Field Committee ..., 1967).

³ Reported in summary form by E. Hungate and M. A. Haring, "Alaska High School Student Expectations and Some Implications for Development of The Region's Labor Force," in Proceedings of the Alaskan Science Conference (1967).

TABLE 1
SUMMARY OF TEST GROUP RESPONSES OF ALASKAN STUDENTS
PLANNING TO ENTER COLLEGE, AS OF SPRING, 1967

	Males		Females		Natives		Non-Natives		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
College Plans:										
To Attend College	111		121		37		195		232	(57)
Not to Enter										
College (See Table 2)									177	(43)
Total									409	(100)
College To Attend:										
4-yr. College	12	(11)	7	(6)	4	(11)	15	(8)	19	(8)
Jr. College	98	(88)	109	(90)	33	(89)	174	(89)	207	(89)
Other	1	(1)	5	(4)	0	(0)	6	(3)	6	(3)
	111	(100)	121	(100)	37	(100)	195	(100)	232	(100)
Subject of Interest:										
Sci. & Tech.	33	(30)	18	(15)	8	(22)	43	(22)	51	(22)
Art & Hum.	3	(3)	9	(7)	0	(0)	12	(6)	12	(5)
Soc. Sci.	36	(32)	59	(49)	18	(4)	77	(40)	95	(41)
Undecided	39	(35)	35	(29)	11	(30)	63	(32)	74	(32)
	111	(100)	121	(100)	37	(100)	195	(100)	232	(100)
Plan to Teach	20	(18)	46	(38)	8	(22)	58	(30)	66	(28)
Location of College:										
U. of A.	44	(40)	52	(43)	13	(35)	83	(42)	96	(42)
Lower State	47	(42)	56	(46)	12	(32)	91	(47)	103	(44)
Unknown	18	(16)	12	(10)	10	(27)	20	(10)	30	(13)
Other	2	(2)	1	(1)	2	(5)	1	(1)	3	(1)
	111	(100)	121	(100)	37	(99)	195	(100)	232	(99)
Reasons for Entering a										
College Outside: (Unlimited choices)										
Preference									70	(61)
Better Ed. in Field									34	(30)
Family Leaving									17	(15)
Scholarship									8	(7)
Other									36	(32)
Total Items Designated									165	(145)
Actual No. of Respondents									114	(100)

Source: Computed from all survey responses as compiled in July 17, 1967 computer run.

TABLE 2

SUMMARY OF TEST GROUP RESPONSES OF ALASKAN STUDENTS
WITH VOCATIONAL PLANS AS OF SPRING 1967

Preferences of Non-College Bound Respondents

Rank Order	Number	Percent	3. <u>Vocational Training</u>	Number	Percent
1. Work Full Time	49	(27.7)			
2. Military Service	45	(25.4)	Field of Interest:		
3. Vocational Training	39	(22.0)	Secretarial	10	(26)
4. Marriage (for females)*	20	(11.3)	Mechanical	8	(20)
5. Other or unknown	20	(11.3)	Other	21	(54)
6. Youth Program	4	(2.3)		39	(100)
	177	(100.0)	Loc. of Voc. School:		
1. <u>Work Full Time</u>			Alaska	8	(20)
Loc. of Employment:			Outside	23	(59)
Alaska	41	(84)	Unknown	8	(21)
Outside	4	(8)		39	(100)
Unknown	4	(8)	Why Go Outside?		
	49	(100)	Better training	10	(42)
What type of Job:			Other	16	(58)
Priv. clerical	27	(55)		26	(100)
Priv. unskilled	4	(8)	4. <u>After Marriage Plans, Girls</u>		
Priv. skilled	4	(8)	Work	9	(45)
Priv. sales	1	(2)	College*	2	(10)
Pub. unskilled	1	(2)	Voc. School	4	(20)
Pub. clerical	3	(6)	Wife, full time	4	(20)
Unknown	9	(19)	College, part time	1	(5)
	49	(100)		20	(100)
2. <u>Military Service</u>			5. <u>Other or Unknown</u>	20	-----
Military Career:			6. <u>Youth Programs</u>		
Yes	4	(9)	Groups of Interest:		
No	35	(78)	Job Corp	1	(25)
Uncertain	6	(13)	Vista	0	(0)
	45	(100)	Wk. Training	1	(25)
Plans After Service:			Unknown	2	(50)
College	18	(52)		4	(100)
Voc. School	4	(11)			
Work	5	(14)			
Unknown	8	(23)			
	35	(100)			

*It is noted that some women anticipating marriage also planned to attend college.

Source: Test survey.

The pretest results, although representing principally the Fairbanks area, revealed that --

for college-bound and vocationally interested students:

1. A high percentage, (57%), aspired to enter a college or University and a very significant share of them were more interested initially in a junior college.
2. A surprisingly high proportion, (28% of the college group), planned to teach.
3. The responses of those who planned to enter a vocational school indicated that most were uncertain about exactly what job area they planned to eventually enter.

student preferences about the location of work or continuing education were:

1. The proportion that intended to go to a college outside of Alaska was larger than that proportion which planned on staying in Alaska for college level education.
2. Some 59 percent of the vocational school group intended to leave Alaska for their training.
3. Those who stated that they would be working immediately after leaving high school planned, in the large majority, to stay in Alaska.

The number of high school students planning to leave Alaska for vocational and college level training and education was large and represented a potentially severe manpower drain. The high proportion, (57%), who intended to continue their formal education also seemed to represent a future labor force "imbalance" for the State in terms of the forecasted number of professional positions and skilled jobs which are becoming available. By comparison to similar studies in other states, these preliminary reports were quite meaningful, and clearly indicated the need for additional study.

Some Observations from Other States and Regions

Studies of high school plans had been accomplished for other states and regions, and these reports provided considerable background in the development of the Alaska study. One of the earliest and one highly useful is the Hawaii Report on High School Graduates, which was begun in 1952 annually up to the present.⁴ The detail of preferences is, however, much less than found in Appendix A. Other efforts also are noteworthy. For example, the type statistical analysis developed for the Iowa study would be easily accomplished once sufficient data were available on Alaska.⁵ Similarly, county by county comparative analysis might be conducted borough by borough for this region.⁶ Followup studies to the present survey would provide an immediate tie-in with national research efforts.⁷ A longer range possibility for practical uses is represented by a survey research project, the aim of which was estimating the "need" for community, or 4-year colleges in particular population centers.⁸

⁴ Office of Research, Statistics and Data Processing, Secondary Student Status Survey, (Honolulu: Hawaii Department of Education, Research Reports No 30 and 50).

⁵ R. P. Boyle, Causes, Correlates and Consequences of College Aspirations Among Iowa High School Seniors, (Ames: Iowa Urban Community Research Center, 1966).

⁶ "1965-1966 Surveys of High School Seniors in Cuyahoga County," Economic Review of the Federal Reserve Bank of Cleveland, (November, 1965 and April, 1967). Also, D. W. Mills and N. Koponen, School Curriculum: A Follow-up Study of Lathrop High School Graduates and Dropouts, (Fairbanks: Fairbanks North Star Borough School District, 1968).

⁷ Educational Testing Service, Followup Study of a National Sample of High School Seniors: One Year After Graduation (phase 2), (Princeton, N.J.: College Entrance Exam Board, Statistical Analysis Report SR-65-62, 1965).

⁸ Robert Ferber, An Evaluation of the Need for a Senior College in Springfield, (Urbana: Survey Research Laboratory, University of Illinois, March, 1967).

Practical Uses of the Information in Planning

In addition an extension of the present survey for the comparative purposes (cited above), the following in-state problem areas are served and/or respective agencies might utilize high school survey data of the type reported. They are --

1. In identifying capable and interested youth, who may require financial aid and other assistance in attaining their educational goals.
2. In locating priority areas and schools where counseling services ought to be introduced or substantially augmented.
3. With additional study, to assist in the evaluation of the critical community and high school size which tends to promote post-secondary education and training.⁹
4. In carrying out similar surveys of sophomores and juniors in Alaska's secondary schools, expectations studies constitute an important aspect of examining actual and potential "dropouts."
5. Surveys of this type represent pertinent information in forecasting the types of training, associate degrees, community college and university programs which are being sought.
6. The overall survey provides considerable incite for improving Alaska's system of education and training, and by implication the means of retaining a higher percent of aspiring youth, who are presently proceeding out-of-state.
7. The evidence bears directly upon the fundamental problems of actually providing equal opportunities in education for all throughout Alaska.¹⁰

⁹ Cf. Training Corporation of America, Alaska Regional Secondary School System: Implementation Plan, (Church Falls, Virginia: final report, February, 1967).

¹⁰ See Office of Education, Equality of Educational Opportunity, (Washington: Department of Health, Education and Welfare, 1966).

IV

HIGH SCHOOL SURVEY, 1968: SUMMARY OF RESULTS

The survey of Alaskan high school seniors was based upon the register of secondary schools and approximate enrollment figures shown in Appendix C. The IBM coding format was designed for detailed stratification on a variety of bases, several of which were used in the current study.

Stratification: The Basic Cross-Classification of Data

Each respondent was classified into particular analytical categories exclusive of his reported aspirations. The major strata for this purpose were: (1) age, (2) sex, (3) high school location, (4) industry which employs his (her) parent(s), and (5) Native or non-Native as a racial and legal category. The classes (1) through (5) might also be cross-sorted to better distinguish a variety of social and economic characteristics of the youth surveyed. These basic sorting tasks were performed, and the more important relationships are shown in Tables 3, 4, 5, and 6.

From those Tables the following conditions concerning respondents were especially noted:

1. Only about 5 percent of all seniors were 20 years or older at the time of the survey, although some 2 percent were younger than 17. Of the age groups 19, 20 and 21 (persons older than "average" for the class), a larger proportion were Native. In particular, a ratio of about 5 to 1 is apparent. Further, these older students (predominately Native) were mostly males (at a rate of 2 to 1). Thus, it is readily apparent that Natives had been "held back" (whatever the reason) much more often than non-Natives. (See Table 3.)

TABLE 3
 NUMBER AND PERCENT OF RESPONDENTS TO ALASKA STATEWIDE
 HIGH SCHOOL SURVEY, 1968 ACCORDING TO AGE GROUP, SEX, NATIVE STATUS

<u>Age Group</u> (in years)	Social Background (number and percent, respectively)									
	<u>Total</u>		<u>Males</u>		<u>Females</u>		<u>Native</u>		<u>Non-Native</u>	
up to 15	17	1.7	7	1.5	7	1.3	3	1.9	10	1.2
16	3	0.3	1	0.2	2	0.4	0	0.0	3	0.4
17	275	27.4	110	23.7	165	30.7	12	7.5	260	31.4
18	550	54.8	242	52.2	308	57.4	57	35.6	483	58.4
19	106	10.6	69	14.9	37	6.9	44	27.5	62	7.5
20	37	3.7	23	5.0	14	2.6	29	18.1	8	1.0
21	9	0.9	7	1.5	2	0.4	8	5.0	1	0.1
over 22	7	0.7	5	1.1	2	0.4	7	4.4	0	0.0
Totals	1,004	100.0	464	100.0	537	100.0	160	100.0	827	100.0

Source: Author's computations and Appendix A.

2. Tables 4 and 5 further clarify these same conditions. In Table 4 it is readily apparent that these same older students reported parental occupations of unemployed or "unclear" (unknown) at a much higher rate than apparent throughout the remainder of that cross-classification. Table 5, in turn, clearly indicates that the Native participation rate in industry occupation groups 8, 9, 30 is 4 to 1 compared to the non-Native group (per hundred persons). Thus, the three Tables represent important background characteristics which subsequently show up in the matching of socio-economic background and reported aspirations.

A supplemental classification of the relationship of the jobs (of parents) to socio-economic status of high school seniors is represented by Tables 6 and 7. Of particular interest are the following relationships -- for the non-Native group self-employed parents were slightly higher at a rate of 3 to 2 compared with Natives, but this differential was a highly significant 8 to 3 for the professional occupations. Moreover, parents in "managerial" positions were reported at 25 to 1 in favor of non-Natives. These supplemental tables further clarify the differential income as related to high school seniors background and preferences, and objectively substantiates the wide divergence between Native and non-Native students by parental social and income position.

TABLE 4

NUMBER AND PERCENT OF RESPONDENTS LISTED IN TERMS OF INDUSTRY
OCCUPATIONAL GROUP EMPLOYING PARENTS VERSUS AGE OF HIGH SCHOOL
STUDENTS, AL. SKA STATEWIDE SURVEY, 1968

Indus. - Occup. Class	Number and Percent of Respondents in Age Groups (in years)							
	Total		Up to 15		16		17	
1 Private Industry	381	37.9	6	35.3	2	66.7	112	40.7
2 Priv. Serv. & Trade	63	6.3	3	17.6	1	33.3	20	7.3
3 Military	149	14.8	1	5.9	0	0.0	41	14.9
4 Gov.: Federal (ex. 3)	124	12.4	0	0.0	0	0.0	33	12.0
5 Gov.: State (ex. 7)	68	6.8	2	11.8	0	0.0	20	7.3
6 Gov.: Local (ex. 7)	26	2.6	0	0.0	0	0.0	11	4.0
7 Gov.: Teachers	31	3.1	0	0.0	0	0.0	13	4.7
8 Unemployed	28	2.8	1	5.9	0	0.0	6	2.2
9 Unclear	121	12.1	1	5.9	0	0.0	19	6.9
30 No Answer	13	1.3	3	17.6	0	0.0	0	0.0
Totals	1,004	100.0	17	100.0	3	100.0	275	100.0

Indus. - Occup. Class	Number and Percent of Respondents in Age Groups (in years)									
	18		19		20		21		22 and Over	
1 Private Industry	210	38.2	36	34.0	9	24.3	3	33.3	3	42.9
2 Priv. Serv. & Trade	34	6.2	3	2.8	0	0.0	0	0.0	2	28.6
3 Military	94	17.1	12	11.3	1	2.7	0	0.0	0	0.0
4 Gov.: Fed. (ex. 3)	70	12.7	18	17.0	3	8.1	0	0.0	0	0.0
5 Gov.: State (ex. 7)	39	7.1	7	6.6	0	0.0	0	0.0	0	0.0
6 Gov.: Local (ex. 7)	12	2.2	2	1.9	1	2.7	0	0.0	0	0.0
7 Gov.: Teachers	16	2.9	2	1.9	0	0.0	0	0.0	0	0.0
8 Unemployed	8	1.5	2	1.9	7	18.9	3	33.3	1	14.3
9 Unclear	64	11.6	22	20.8	12	32.4	2	22.2	1	14.3
30 No Answer	3	0.5	2	10.8	4	10.8	1	11.1	0	0.0
Totals	550	100.0	106	100.0	37	100.0	9	100.0	7	100.0

TABLE 5

NUMBER AND PERCENT OF RESPONDENTS LISTED BY EMPLOYER-INDUSTRY
OF PARENTS VERSUS SEX AND NATIVES STATUS OF HIGH SCHOOL SENIORS,
ALASKA STATEWIDE SURVEY, 1968

Indus. - Occup. Class	Sex (number and percent of respondents				Number and Percent			
	Males		Females		Native		Non-Native	
1 Private Industry	165	35.6	215	40.0	63	39.4	316	38.2
2 Priv. Serv. & Trade	29	6.3	33	6.1	10	6.3	51	6.2
3 Military	64	13.8	85	15.8	2	1.3	143	17.3
4 Gov.: Federal (ex. 3)	67	14.4	57	10.6	9	5.6	114	13.8
5 Gov.: State (ex. 7)	34	7.3	34	6.3	3	1.9	64	7.7
6 Gov.: Local (ex. 7)	11	2.4	15	2.8	4	2.5	21	2.5
7 Gov.: Teachers	12	2.6	19	3.5	0	0.0	31	3.7
8 Unemployed	15	3.2	13	2.4	18	11.3	10	1.2
9 Unclear	59	12.7	62	11.5	44	27.5	75	9.1
30 No Answer	8	1.7	4	0.7	7	4.4	2	0.2
Totals	464	100.0	537	100.0	160	100.0	827	100.0

TABLE 6

SUMMARY CROSS-CLASSIFICATION OF HIGH SCHOOL
SENIORS BY SEX AND RACE VERSUS OCCUPATIONAL
CLASS OF PARENTS, ALASKA STATEWIDE SURVEY, 1968

Parental Occupational Class/Code	Sex of Respondents				Number and Percent			
	Males		Females		Native		Non-Native	
Prop, Self-Employed 1	53	11.4	84	15.6	17	10.6	118	14.3
Skilled, supervisory 2	189	40.7	194	36.1	33	20.6	342	41.4
Semi-skilled 3	47	10.1	56	10.4	35	21.9	68	8.2
Unskilled, Subsis 4	19	4.1	15	2.8	26	16.3	8	1.0
Professional 5	31	6.7	43	8.0	5	3.1	68	8.2
Managerial 6	52	11.2	69	12.8	1	0.6	121	14.6
Sales 7	7	1.5	12	2.2	1	0.6	18	2.2
Clerical 8	10	2.2	17	3.2	3	1.9	24	2.9
Retired 9	7	1.5	0	0.0	1	0.6	6	0.7
Other - unclear 10	41	8.8	43	8.0	31	19.4	52	6.3
No Answer 30	8	1.7	4	0.7	7	4.4	2	0.2
Totals	464	100.0	537	100.0	160	100.0	827	100.0

TABLE 7

CROSS-CLASSIFICATION OF EMPLOYER INDUSTRIES
OF PARENTS AND PARENTAL OCCUPATIONAL/SKILL LEVEL
FOR HIGH SCHOOL RESPONDENTS IN THE ALASKA STATEWIDE SURVEY, 1968

Industries Employing Parents	Number and Percent of Parents by Occupation or Job Skill Code									
	Other or Unclear (incl. code 30)		Proprietor Self-Employ.		Skilled Supervisory		Semi- Skilled		Unskilled Subsistence	
	0		1		2		3		4	
0 No Answer	13	13.4	0	0.0	0	0.0	0	0.0	0	0.0
1 Private Industry	6	6.2	91	66.4	140	36.6	48	45.6	8	23.5
2 Priv. Serv. & Trade	1	1.0	18	13.1	7	1.8	2	1.9	0	0.0
3 Military	11	11.3	1	0.7	100	26.1	15	14.6	0	0.0
4 Gov.: Fed. (ex. 3)	0	0.0	0	0.0	81	21.1	10	9.7	0	0.0
5 Gov.: State (ex. 7)	0	0.0	2	1.5	29	7.6	7	6.8	3	8.8
6 Gov.: Local (ex. 7)	1	1.0	0	0.0	5	1.3	7	6.8	3	8.8
7 Gov.: Teachers	0	0.0	0	0.0	4	1.0	0	0.0	0	0.0
8 Unemployed	20	20.6	0	0.0	1	0.3	0	0.0	6	17.6
9 Unclear	45	46.4	25	18.2	16	4.2	14	13.6	14	41.2
Totals	97	100.0	137	100.0	383	100.0	103	100.0	34	100.0

Industries Employing Parents	Profess. Medical Etc.									
	5		6		7		8		9	
0 No Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 Private Industry	7	9.5	48	39.0	18	94.7	14	51.9	1	14.3
2 Priv. Serv. & Trade	30	40.5	4	3.3	0	0.0	1	3.7	0	0.0
3 Military	3	4.1	15	12.2	0	0.0	2	7.4	2	23.6
4 Gov.: Fed. (ex. 3)	1	1.4	26	21.1	1	5.3	5	18.5	0	0.0
5 Gov.: State (ex. 7)	10	13.5	15	12.2	0	0.0	2	7.4	0	0.0
6 Gov.: Local (ex. 7)	4	5.4	4	3.3	0	0.0	2	7.4	0	0.0
7 Gov.: Teachers	17	23.0	9	7.3	0	0.0	1	3.7	0	0.0
8 Unemployed	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3
9 Unclear	2	2.7	2	1.6	0	0.0	0	0.0	3	42.9
Totals	74	100.0	123	100.0	19	100.0	27	100.0	7	100.0

College and Vocational Training-Bound Groups

An overview of reported aspirations for all 1,004 respondents is shown in the consolidated but detailed Table 8. For summary purposes, some 70 percent of youth surveyed expressed definite interests in attending college or vocation training programs after completing high school. The college-bound group accounted for about 60 percent, the vocational-bound group for 10 percent. Other options and choices found in the questionnaire were fairly even in importance, except that full-time work registered 9 percent.

From one geographic region to another, the proportion of college and vocation training-bound students differed somewhat. For example, the college participation rate varied from 50 to 70 percent, with rural (small secondary school) regions reflecting a substantial (49 percent) rate, but one which was significantly lower than registered in Alaska's urban areas.

The male versus female differences in educational plans were of minor significance. Three of these conditions were noted:

1. obviously the military service obligation of males affected the choice proportions (13 percent)
2. becoming a "wife" was approximately offsetting for women (12 percent)
3. the rate of full-time work among women appeared meaningful (10 percent as opposed to 6 for men, excluding military service).

Given these small male/female differences in educational plans, the differences among Natives and non-Natives is both clear and of outstanding importance.

TABLE 8

SUMMARY OF POST-HIGH SCHOOL PLANS BY NUMBER AND PERCENT OF RESPONDENTS FOR TYPES OF CHOICES
AND ACCORDING TO LOCATION OF HIGH SCHOOL, SEX, NATIVE STATUS AND AGE,
ALASKA STATEWIDE SURVEY, 1968

Plan or Choice	Total: All Respondents		High School Geographic Region								Other-Principally Rural	
			Anchorage		Fairbanks		Juneau		Kodiak			
College	620	61.8	226	72.7	201	58.4	44	71.0	21	72.4	128	49.6
Voc Sch	101	10.1	15	4.8	23	6.7	4	6.5	3	10.3	56	21.7
Youth Pr	5	0.5	1	0.3	2	0.6	1	1.6	0	0.0	1	0.4
Wife	65	6.5	17	5.5	34	9.9	2	3.2	0	0.0	12	4.7
Service	62	6.2	20	6.4	16	4.7	1	1.6	3	10.3	22	8.5
Work	86	8.6	23	7.4	37	10.8	8	12.9	1	3.4	17	6.6
Unknown	54	5.4	9	2.9	25	7.3	2	3.2	1	3.4	17	6.6
Other	11	1.1	0	0.0	6	1.7	0	0.0	0	0.0	5	1.9
Totals	1,004	100.0	311	100.0	344	100.0	62	100.0	29	100.0	258	100.0

Plan or Choice	Males		Social Background				Age Group of Students									
			Females		Native		Non-Native		-16		17-18		19-20		21+	
College	298	64.2	322	60.0	60	37.5	533	66.9	7	35.0	564	68.4	46	32.2	3	18.8
Voc Sch	41	8.8	60	11.2	53	33.1	47	5.7	2	10.0	61	7.4	32	22.4	6	37.5
Youth Pr	3	0.6	2	0.4	3	1.9	2	0.2	0	0.0	3	0.4	2	1.4	0	0.0
Wife	1	0.2	64	11.9	6	3.8	58	7.0	4	20.0	51	6.2	9	6.3	1	6.3
Service	60	12.9	1	0.2	10	6.3	50	6.0	4	20.0	35	4.2	19	13.3	4	25.0
Work	30	6.5	56	10.4	8	5.0	75	9.1	0	0.0	71	8.6	15	10.5	0	0.0
Unknown	27	5.8	27	5.0	16	10.0	36	4.4	0	0.0	36	4.4	16	11.2	2	12.5
Other	4	0.9	5	0.9	4	2.5	6	0.7	3	15.0	4	0.5	4	2.8	0	0.0
Totals	464	100.0	537	100.0	160	100.0	827	100.0	20	100.0	825	100.0	143	100.0	16	100.0

Considering the number of Natives who reach the senior year in high school with reasonable certainty of graduation, the statewide propensity to "continue education" is nearly identical with the non-Native group, a 70 percent rate of expressed interest. The major difference between the Native/non-Native groups appears in the magnitude of respective interests in college versus vocational training. For example, 33 percent of Native respondents reported main interests in vocational training, a rate approximately 6 to 1 compared to their non-Native counterpart. In view of the relatively higher rate at which Natives historically have withdrawn from primary and secondary school prior to attaining the senior status, the weak situation of comparative educational progress is additionally compounded.

A cross-classification of respondent age groups and reported aspirations further establishes a condition where older students are predominantly Native, with less clear but positive correlation to a male-dominant group, also heavily offspring of parents in occupational classes 8, 9 and 30.

Non-Continuing Group

From the consolidated evidence in Table 8 and supplemental ones beginning with Table 17, the 30 percent of youth established in this non-continuing category deserve particular attention. Overall, full-time work, military service and "wife" status account for all but 6.5 percent of the three hundred respondents. Indeed, it is not surprising that this number of persons reported not knowing their particular plans at the ages specified in Table 8.

Outmigration of Youth

Using the same strata described earlier, students who were college-bound indicated the institution or location where they expected to attend during the coming academic year, usually beginning the following September. The spread of this information is found in Table 7. An analysis of that Table, supplemented by previously established relationships, is quite revealing.

For practical purposes, the more meaningful conclusions are:

1. For the State as a whole, nearly 50 percent of college-bound youths reported plans to receive their education outside of Alaska. The proportions of "outside participation" varied significantly with the home town location. For example, Juneau, which is relatively close to the Pacific Northwest, recorded in excess of 70 percent out-migration for this purpose. Fairbanks reflected the highest in-state propensity or "holding power" and this is almost certainly attributable to the close proximity of the university campus. Similarly, Alaska Methodist University commanded 10 percent of the Anchorage-based graduating class.
2. As in the case of other preferences, the male/female differences in location of continuing education were much less significant than comparisons among the Native and non-Native persons. College-bound Natives reported nearly 1.5 times the propensity (per hundred persons) to remain in-state. Consistent with their stronger vocational training interests, Natives also reported a higher choice of community colleges.
3. Although it is not apparent from the tables presented, a close inspection of school codes revealed the following additional observations on out-of-state schooling:
 - a. Parochial schools graduated youth with a higher than typical propensity to be college-bound, and nearly all of these students reported out-of-state preferences.
 - b. Alaskan Natives attending high schools outside of Alaska were moreso prone to continue their education "outside", especially vocational and technical training.

TABLE 9

LOCATIONAL PREFERENCES OF COLLEGE-BOUND HIGH SCHOOL SENIORS LISTED,
 ACCORDING TO HIGH SCHOOL ATTENDED, SEX, NATIVE STATUS AND AGE,
 ALASKA STATEWIDE SURVEY, 1968*
 (in number and percent)

Reported Choice or Loc. of College	Geographic Region of High School Graduates											
	All Respondents Total		Anchorage		Fairbanks		Juneau		Kodiak		Other Principally Rural	
Unknown States ⁺	63	9.8	13	5.5	32	15.4	2	4.5	1	4.8	15	11.1
U of A	346	53.7	152	64.4	90	43.3	32	72.7	15	71.4	57	42.2
A Methodist	179	27.8	29	12.3	86	41.3	7	15.9	5	23.8	52	38.5
Com College Sh-Jackson	25	3.9	23	9.7	0	0.0	0	0.0	0	0.0	2	1.5
	27	4.2	18	7.6	0	0.0	3	6.8	0	0.0	6	4.4
	4	0.6	1	0.4	0	0.0	0	0.0	0	0.0	3	2.2
Totals	644	100.0	236	100.0	208	100.0	44	100.0	21	100.0	135	100.0

Loc of College Choice	Social Background								Age Group of Students							
	Males		Females		Native		Non-Native		-16		17-18		19-20		21+	
Unknown States ⁺	37	11.8	26	7.9	4	6.5	60	10.3	0	0.0	57	9.8	4	7.8	2	40.0
U of A	158	50.3	189	57.3	26	41.9	323	55.5	6	75.0	316	54.5	23	45.1	1	20.0
A Methodist	99	31.5	80	24.2	26	41.9	150	25.8	1	12.5	161	27.8	16	31.4	1	20.0
Com College Sh-Jackson	7	2.2	17	5.2	1	1.6	23	4.0	1	12.5	22	3.8	2	3.9	0	0.0
	11	3.5	16	4.8	5	8.1	22	3.8	0	0.0	21	3.6	5	9.8	1	20.0
	2	0.6	2	0.6	0	0.0	4	0.7	0	0.0	3	0.5	1	2.0	0	0.0
Totals	314	100.0	330	100.0	62	100.0	582	100.0	8	100.0	580	100.0	51	100.0	5	100.0

* All column entries shown in actual number (left hand entry) and in percent (right hand entry).

⁺ Contiguous U. S., including Hawaii.

Selected Additional Preference Information

Much interesting and relevant information on the detailed preferences of Alaska's 1968 high school seniors remain as an integral part of the survey. For purposes of this report, the following summary comments represent the significant elements of Tables 10 through 23. They are:

1. Among college-bound youth, 25 percent planned to be teachers. Those interested in teaching as a career were more than 2 to 1 women rather than men. No other material differences appeared among socio-economic strata examined.
2. Approximately 60 percent of youth interested in vocational training expected to leave the State in pursuit of that goal. (See Table 14) Apparently, there is widespread belief that vocational and technical training programs abound much more elsewhere than within Alaska.
3. A significant number of youth reporting marriage as a plan (almost exclusively women), and also indicated an interest in full or part-time college (19 percent).
4. Approximately 40 percent of youth planning to enter military service (principally males) also expected to return to college or vocational training afterwards.

A detailed "spread" of student preferences for particular academic fields and areas of vocational endeavor revealed several major points of interest. They are: (referring to Table 10)

1. College-bound students, who expressed specific interest in engineering, business-economics and education (about 10 percent in each field) accounted for the largest share of the student interest market (35%). Psychology-sociology, medicine and biology each registered in excess of 5 percent in this survey; and these three areas accumulated about 20 percent of overall reported interests in specific academic areas.
2. College-bound seniors, who reported "no particular field of interest" were slightly more dominant in non-urban areas, and this reported lack of preference was clearly more prevalent among younger graduating seniors.
3. Native students reflected a significantly higher "interest" in the field of education. The division of preferences among

males and females revealed a fairly typical interest pattern by comparison to studies in other states.

4. In Table 11 one readily observes that one-third of out-migrating college-bound seniors reported the lack of educational opportunity in Alaska as pertinent to that decision. Some 13 percent of this same out-migrant group apparently were leaving principally because their parents were leaving the State. Considering the annually observed labor force turnover of 30-40 percent in several major Alaskan industries, this relocation factor was not surprising or unduly large as an out-migration factor of high school seniors.
5. With regard to vocationally interested students, as shown in Table 12, approximately one-third of the group reported no particular vocational interests (compared with 15% among the college-bound group) although apparently each aspired post-high school training of some type. A specific review of those questionnaires suggested that vocationally interested students are generally not well aware of what training opportunities are available in and outside of Alaska.
6. Males reported relatively strong interests in automobile mechanics and electronic technology, each at about 10 percent level of the entire group. Aircraft mechanics, industrial arts, mining and fisheries technology were of negligible importance, the sum of which amounted to less than 5 percent.

For the vocationally interested females, secretarial training and beautician school were dominant, each representing roughly 20 percent of the total (male plus female) group.

7. Senior aspirations to "teach" were of particular interest. In this respect region by region differences were quite small with Fairbanks (at 26.5% teaching interest among the college-bound) slightly above the statewide average. Teaching interests among Natives and non-Natives were highly similar. As one might expect, teacher interest level (per hundred persons) was two and one-half times higher for females compared with males.

TABLE 10

FIELD OF INTEREST ACCORDING TO HIGH SCHOOL REGION, SEX, NATIVE, AGE GROUP*
FOR COLLEGE-BOUND RESPONDENTS, ALASKA STATEWIDE SURVEY, 1968

Field of Interest/Code		Total		Anchorage		Fairbanks		Juneau		Kodiak		Other Principally Rural	
Biology	1	41	6.4	14	6.0	13	6.3	8	18.2	1	4.5	5	3.6
Phy Sci	2	14	2.2	9	3.9	1	0.5	0	0.0	1	4.5	3	2.2
Engineer	3	70	11.0	18	7.8	23	11.2	3	6.8	2	9.1	24	17.5
Bus-Econ	4	89	13.9	34	14.7	30	14.6	8	18.2	3	13.6	14	10.2
Hist-Gov	5	14	2.2	8	3.4	3	1.5	1	2.3	0	0.0	3	2.2
Educate	6	67	10.5	21	9.1	23	11.2	4	9.1	2	9.1	18	13.1
Art	7	25	3.9	12	5.2	10	4.9	1	2.3	0	0.0	2	1.5
Music	8	19	3.0	5	2.2	11	5.3	0	0.0	0	0.0	3	2.2
Medicine	9	41	6.4	17	7.3	11	5.3	1	2.3	2	9.1	10	7.3
Psyc-Soc	10	48	7.5	21	9.1	16	7.8	1	2.3	1	4.5	9	6.6
For Lang	11	13	2.0	5	2.2	4	1.9	2	4.5	0	0.0	2	1.5
Pol Sci Govt	12	27	4.2	10	4.3	9	4.4	2	4.5	1	4.5	5	3.6
Eng-Jour	13	34	5.3	14	6.0	9	4.4	4	9.1	1	4.5	6	4.4
Home Econ	14	9	1.4	4	1.7	3	1.3	1	2.3	0	0.0	1	0.7
Phy Educ	15	19	3.0	5	2.2	7	3.4	1	2.3	1	4.5	5	3.6
Anthrop	16	5	0.8	1	0.4	3	1.5	1	2.3	0	0.0	0	0.0
Geology	17	8	1.3	3	1.3	2	1.0	0	0.0	0	0.0	3	2.2
Other	18	96	15.0	31	13.4	28	13.6	6	13.6	7	31.8	24	17.5
Totals		639	100.0	232	100.0	206	100.0	44	100.0	22	100.0	137	100.0

TABLE 10 (continued)

Field of Interest/Code	Males		Females		Native		Non-Native		-16		17-18		19-20		21+		
Biology	1	26	8.4	15	4.6	3	4.8	37	6.5	1	10.0	35	6.1	4	8.2	1	16.7
Phy Sci	2	12	3.9	1	0.3	1	1.6	12	2.1	1	10.0	12	2.1	1	2.0	0	0.0
Engineer	3	69	22.2	1	0.3	8	12.7	62	10.9	1	10.0	61	10.6	8	16.3	0	0.0
Bus-Econ	4	36	11.6	53	16.2	8	12.7	81	14.2	1	10.0	80	13.9	8	16.3	0	0.0
Hist-Gov	5	7	2.3	7	2.1	0	0.0	14	2.5	0	0.0	11	1.9	3	6.1	1	16.7
Educate	6	14	4.5	54	16.5	11	17.5	56	9.8	1	10.0	63	10.9	2	4.1	2	33.3
Art	7	15	4.8	11	3.4	1	1.6	23	4.0	1	10.0	21	3.6	3	6.1	0	0.0
Music	8	10	3.2	9	2.7	1	1.6	18	3.2	0	0.0	18	3.1	0	0.0	1	16.7
Medicine	9	10	3.2	31	9.5	5	7.9	35	6.2	0	0.0	33	5.7	7	14.3	1	16.7
Psyc-Soc	10	9	2.9	39	11.9	4	6.3	43	7.6	0	0.0	46	8.0	2	4.1	0	0.0
For Lang	11	0	0.0	13	4.0	1	1.6	12	2.1	1	10.0	12	2.1	0	0.0	0	0.0
Pol Sci Govt	12	20	6.4	6	1.8	1	1.6	25	4.4	1	10.0	23	4.0	3	6.1	0	0.0
Eng-Jour	13	8	2.6	26	7.9	3	4.8	31	5.4	0	0.0	34	5.9	0	0.0	0	0.0
Home Econ	14	0	0.0	9	2.7	1	1.6	8	1.4	0	0.0	9	1.6	0	0.0	0	0.0
Phy Educ	15	7	2.3	12	3.7	2	3.2	16	2.8	0	0.0	17	3.0	2	4.1	0	0.0
Anthrop	16	2	0.6	3	0.9	0	0.0	5	0.9	0	0.0	5	0.9	0	0.0	0	0.0
Geology	17	6	1.9	2	0.6	1	1.6	7	1.2	0	0.0	8	1.4	0	0.0	0	0.0
Other	18	60	19.3	36	11.0	12	19.0	84	14.8	2	20.0	88	15.3	6	12.2	0	0.0
Totals		311	100.0	328	100.0	63	100.0	569	100.0	10	100.0	576	100.0	49	100.0	6	100.0

* College-bound high school seniors listed by major subject field of interest according to high school location, sex, Native status and age, statewide sample of Alaska, 1968.

TABLE 11

STUDENTS LEAVING ALASKA FOR POST-HIGH SCHOOL
EDUCATION AND TRAINING ACCORDING TO REPORTED REASON
FOR OUT-MIGRATION, ALASKA STATEWIDE
SURVEY, 1968 (multiple reasons possible)

Reason	Code No.	Responses	
		No.	Percent
Leaving	1	47	12.9
No Study	2	111	30.4
Scholarship	3	23	6.3
Prefer	4	209	57.3
Parents	5	7	1.9
Other	6	132	36.2
Total No. of Reasons Cited		529	144.9
Actual No. Respondents		365	100.0

TABLE 12

NUMBER AND PERCENT OF STUDENTS EXPRESSING VOCATIONAL PLANS
ACCORDING TO PARTICULAR AREAS OF TECHNICAL INTEREST,
ALASKA STATEWIDE SURVEY, 1968

Vocational Interest Field	Vocational Int Code	Total	
		No.	Percent
Automobile Mechanics	1	13	11.8
Aircraft Mechanics	2	2	1.8
Electronics Technician	3	10	9.1
Industrial Arts	4	3	2.7
Fisheries Technician	5	0	0.0
Mining Technician	6	0	0.0
Secretarial Training	7	25	22.7
Beautician Training	8	20	18.2
Other or unknown	9	37	33.6
Totals		110	100.0

TABLE 13

PROPORTION OF STUDENTS EXPRESSING PLANS TO TEACH AMONG COLLEGE-BOUND
HIGH SCHOOL SENIORS, ACCORDING TO SCHOOL LOCATION, SEX, NATIVE STATUS AND AGE,
ALASKA STATEWIDE SURVEY, 1968

Plan to Teach	Code	High School Location											
		Total		Anchorage		Fairbanks		Juneau		Kodiak		Other Principally Rural	
Yes	1	155	24.7	54	23.8	54	26.5	10	23.3	4	20.0	33	24.6
No	2	473	75.3	173	73.5	150	73.5	33	76.7	16	80.0	101	75.4
Totals		628	100.0	227	100.0	204	100.0	43	100.0	20	100.0	134	100.0

Teacher/Code	Social Characteristics								Age Groups (in years)								
	Males		Females		Native		Non-Native		-16		17-18		19-20		21+		
Yes	1	45	14.4	110	34.9	16	25.8	138	24.7	1	12.5	145	25.6	8	16.0	1	25.0
No	2	267	85.6	205	65.1	46	74.2	421	75.3	7	87.5	421	74.4	42	84.0	3	75.0
Totals		312	100.0	315	100.0	62	100.0	559	100.0	8	100.0	556	100.0	50	100.0	4	100.0

TABLE 14

PROPORTION OF VOCATIONALLY INTERESTED RESPONDENTS
 EXPECTED TO REMAIN IN-STATE FOR POST-HIGH SCHOOL
 TRAINING, ALASKA STATEWIDE SURVEY, 1978
 (in number and percent)

Planning to Stay	Code	Total	
		No.	Percent
Yes	1	35	32.7
No	2	59	55.1
Unknown	3	13	12.1
Totals		107	100.0

Survey: Author's computations: question B-2, Appendix A.

TABLE 15

REASONS REPORTED BY VOCATIONALLY TRAINING-BOUND
 STUDENTS FOR LEAVING THE STATE,
 ALASKA STATEWIDE SURVEY, 1968

Reason	Code	Responses	
		No.	Percent
Leaving	1	7	10.9
Lack Opportunities	2	3	4.7
Lack of Programs	3	33	51.6
Other	4	28	43.8
Totals		71	110.9
Actual		64	100.0

Survey: Author's computations: question B-3, Appendix A.

TABLE 16

APPARENT INTERESTS OF VOCATIONAL TRAINING--BOUND
STUDENTS IN WORKING PART-TIME,
ALASKA STATEWIDE SURVEY, 1968

Expect Part-Time Job/Code		Total	
		<u>No.</u>	<u>Percent</u>
No	1	17	16.8
Unknown	2	36	35.6
Yes	3	21	20.8
No	4	7	6.9
Cannot tell	5	<u>20</u>	<u>19.8</u>
Totals		101	100.0

Survey: Author's computations: question B-4, Appendix A.

TABLE 17

SUMMARY OF PROGRAM INTEREST OF
YOUTH PROGRAM VOLUNTEERS,
ALASKA STATEWIDE SURVEY, 1968

Expected Youth Program Assignment/Code		Total	
		<u>No.</u>	<u>Percent</u>
Job Corp	1	1	10.0
Work Training	2	5	50.0
Vista	3	3	30.0
Unknown	4	<u>1</u>	<u>10.0</u>
Totals		10	100.0

TABLE 18

SURVEY OF SUBSEQUENT PLANS OF INITIAL YOUTH
PROGRAM VOLUNTEERS,
ALASKA STATEWIDE SURVEY, 1968

Subsequent Plan/Code		Total	
		<u>No.</u>	<u>Percent</u>
College	1	1	14.3
Voc School	2	2	28.6
Wife	3	1	14.3
Service	4	2	28.6
Work	5	1	14.3
Unknown	6	<u>0</u>	<u>0.0</u>
Totals		7	100.0

Survey: Author's computations: question C-4, Appendix A.

TABLE 19

SUMMARY OF SUBSEQUENT PLANS OF MARRIAGE-BOUND
SENIORS, ALASKA STATEWIDE SURVEY, 1968

Subsequent Plan/Code		Total	
		<u>No.</u>	<u>Percent</u>
Full-time wife	1	19	27.9
Part-time wife	2	9	13.2
Work	3	34	50.0
College	4	4	5.9
Voc School	5	<u>2</u>	<u>2.9</u>
Totals		68	100.0

Survey: Author's computations: question D-1, Appendix A.

TABLE 20

SURVEY OF SUBSEQUENT PLANS OF INITIALLY MILITARY
SERVICE-BOUND HIGH SCHOOL SENIORS,
ALASKA STATEWIDE SURVEY, 1968

Subsequent Plan/Code		Total	
		<u>No.</u>	<u>Percent</u>
Career	1	4	6.0
Maybe Career	2	14	20.9
College	3	20	29.9
Voc School	4	7	10.4
Work	5	10	14.9
Unknown	6	<u>12</u>	<u>17.9</u>
Totals		67	100.0

Survey: Author's computations: question E-1, Appendix A.

TABLE 21

ANTICIPATED EMPLOYMENT LOCATION OF
WORK-BOUND HIGH SCHOOL SENIORS,
ALASKA STATEWIDE SURVEY, 1968

Geographic Location of Work		Total	
		<u>No.</u>	<u>Percent</u>
Unknown		41	31.0
Anchorage		26	19.7
Juneau		7	5.3
Fairbanks		33	25.0
Ketchikan		0	0.0
Other		<u>25</u>	<u>18.9</u>
Totals		132	100.0

Survey: Author's computations: question F-1, Appendix A.

TABLE 22

SUMMARY OF REASONS FOR OUT-MIGRATION
OF WORK-BOUND HIGH SCHOOL SENIORS,
ALASKA STATEWIDE SURVEY, 1968

Reason for Out-Migration/Code		Responses	
		<u>No.</u>	<u>Percent</u>
Want to	1	4	12.5
Lack Opportunities	2	1	3.1
Leaving	3	10	31.3
Low Wage	4	2	6.3
Warmer	5	11	34.4
Other	6	<u>17</u>	<u>53.1</u>
Total		45	140.6
Actual No. of Respondents		32	100.0
Survey: Author's computations: question F-2, Appendix A.			

TABLE 23

SUMMARY OF EXPRESSED UNCERTAINTY
ABOUT POST-HIGH SCHOOL PLANS,
ALASKA STATEWIDE SURVEY, 1968

Reason for Lack of Definite Plans/Code		Responses	
		<u>No.</u>	<u>Percent</u>
Not Sure ...	1	47	69.1
Waiting ...	2	18	26.5
Stay Home...	3	4	5.9
Care Less ...	4	20	29.4
Unknown ...	5	2	2.9
Other ...	6	<u>18</u>	<u>26.5</u>
Totals		109	160.3
Actual		68	100.0
Survey: Author's computations: question G-1, Appendix A.			

RECOMMENDATIONS FOR FURTHER RESEARCH AND EXPERIMENTATION

Considering the substantial public value and potential uses of the survey evidence gathered up to the present, additional survey efforts would appear entirely feasible, if not absolutely necessary. From the author's viewpoint, the following five areas deserve additional emphasis in priority of the order shown. They are:

1. The present high school survey should be conducted extensively (or statewide) during the fall and/or winter to supplement the overall annual survey of April-June. The additional information would bear directly upon the question of when students appear to "firm up" their plans, and hence when counseling might be most effective.
2. A similar, more simplified questionnaire for sophomores and juniors ought to be utilized on a statewide basis. A stratified random sample of 500 respondents would be sufficient in exploring the usefulness of this survey supplement.
3. Followup studies of a continuing long term nature, and in cooperation with the schools concerned and the Alaska Department of Education, should be programmed for yearly updating of educational and manpower files, i.e., a more complete data bank and information system.
4. Experimentation ought to proceed, especially in multiple regression analysis to identify prominent "causes" for reported student aspirations. There is every reason to suspect that Alaskan youth are exposed to socio-economic and physical environments so very different from American youth in other states that these studies might be uniquely important.
 - a. Additional codification should be instituted for a cross-classification of parental occupations with the present industry/occupation codes of the State Department of Labor and the United States Department of Commerce.
 - b. Standard indexes of educational capability, vocational interests and related data about students should be tied-in to the existing survey of plans.

- c. Additional emphasis should be placed upon predicting "success." Alternatively viewed, Alaskan youth ought to be advised of their apparent suitability and probability of achieving particular goals in continuing education.
5. A new research program should be considered, including the advisability of statewide surveys, with the specific objective of quantifying the aspirations and continuing education plans of out-of-school adults, including those who had not completed secondary school.
6. To a large extent the educational and manpower development problems of Alaska are not adequately or validly comparable to the situation observed in other states and United States regions. In particular, the State is predominantly a northern economy, which bears more economic and social resemblance to other developing subarctic and arctic foreign areas. For this reason, comparative survey research studies of an international scope should be introduced with the least practical delay, and especially by comparison to the Canadian North. (See Appendixes C-2 and D.)

DO NOT WRITE HERE
FOR KEYPUNCH ONLY

QUESTIONNAIRE

ISEGR
5-68
(4th)

Card Column

ABOUT YOU

Seq 1-3 _____ -
Sch 4-5 _____

Name _____
Permanent Postal Address _____

6-7

Age in Years _____

8

Sex:

1 _____ MALE

2 _____ FEMALE

9

Are you a Native? (1/4 or more Indian, Eskimo or Aleut)

1 _____ YES

2 _____ NO

10-11 _____
1-30 _____

What is the occupation of the head of your household?

Employer: _____ Position: _____

WHAT ARE YOUR PLANS?

12

1. WHICH ONE OF THE FOLLOWING THINGS DO YOU BELIEVE YOU
WILL BE DOING BY NEXT OCTOBER?

1 _____ ATTENDING COLLEGE. (If you checked this answer, go
directly to Part A on Page 2.)

2 _____ ATTENDING A VOCATIONAL-TECHNICAL TRAINING SCHOOL,
INCLUDING SECRETARIAL OR BEAUTICIAN TRAINING FOR
GIRLS. (If you checked this answer, go directly
to Part B on Page 4.)

3 _____ ENTERING A YOUTH PROGRAM, INCLUDING JOB CORPS,
WORK TRAINING PROGRAMS, VISTA (If you checked this
answer, go directly to Part C on Page 6.)

4 _____ BECOMING A HOUSEWIFE. (If you checked this answer,
go directly to Part D on Page 8)

5 _____ ENTERING THE MILITARY SERVICE. (If you checked this
answer, go directly to Part E on Page 9.)

6 _____ WORKING FULL TIME. (If you checked this answer,
go directly to Part F on Page 10.)

7 _____ DO NOT KNOW. (If you checked this answer, go
directly to Part G on Page 11.)

8 _____ OTHER. Please specify here. _____

PART A

Card Column

You will be attending college

15

1. WHAT TYPE OF COLLEGE DO YOU PLAN TO ENTER?

- 1 _____ COLLEGE OR UNIVERSITY
- 2 _____ JUNIOR COLLEGE
- 3 _____ OTHER. Please indicate here _____.

16-17

2. IN WHAT ONE FIELD ARE YOU MOST INTERESTED?

- | | |
|--------------------------------------|---|
| <u>1</u> _____ BIOLOGY | <u>12</u> _____ POLITICAL SCIENCE
& GOVERNMENT |
| <u>2</u> _____ PHYSICAL SCIENCE | <u>13</u> _____ ENGLISH - JOURNAL-
ISM |
| <u>3</u> _____ ENGINEERING | <u>14</u> _____ HOME ECONOMICS |
| <u>4</u> _____ BUSINESS-ECONOMICS | <u>15</u> _____ PHYSICAL EDUCATION |
| <u>5</u> _____ HISTORY | <u>16</u> _____ ANTHROPOLOGY |
| <u>6</u> _____ EDUCATION | <u>17</u> _____ GEOLOGY |
| <u>7</u> _____ ART | <u>18</u> _____ OTHER, PLEASE
SPECIFY - _____. |
| <u>8</u> _____ MUSIC | |
| <u>9</u> _____ MEDICINE OR NURSING | |
| <u>10</u> _____ PSYCHOLOGY-SOCIOLOGY | |
| <u>11</u> _____ FOREIGN LANGUAGES | |

18

3. DO YOU PLAN TO BECOME A TEACHER?

- 1 _____ NO _____ YES

IF YES, AT WHAT SCHOOL LEVEL DO YOU EXPECT TO TEACH?

- 2 _____ ELEMENTARY SCHOOL
- 3 _____ JUNIOR HIGH SCHOOL
- 4 _____ COLLEGE OR UNIVERSITY
- 5 _____ JUNIOR COLLEGE
- 6 _____ SENIOR HIGH SCHOOL
- 7 _____ DO NOT KNOW

Card Column
19

4. DO YOU PLAN TO REMAIN IN ALASKA FOR YOUR COLLEGE EDUCATION?

1 _____ DO NOT KNOW

2 _____ NO _____ YES

IF YES, WHICH SCHOOL DO YOU PLAN TO ENTER?

3 _____ UNIVERSITY OF ALASKA AT COLLEGE, ALASKA

4 _____ ALASKA METHODIST UNIVERSITY AT ANCHORAGE

5 _____ A COMMUNITY COLLEGE OF THE UNIVERSITY OF ALASKA.
Specify location here _____

6 _____ SHELDON-JACKSON JUNIOR COLLEGE AT SITKA

IF NO, PLEASE SPECIFY THE NAME AND LOCATION OF THE SCHOOL
OUTSIDE OF ALASKA THAT YOU PLAN TO ATTEND.

School Name _____

Location _____

20-21 _____

5. IF YOU ARE GOING OUTSIDE OF ALASKA FOR YOUR COLLEGE
EDUCATION, PLEASE INDICATE THE REASONS WHY. (Check every
reason that applies in your case.)

1 _____ FAMILY IS LEAVING ALASKA. (Including military
personnel rotation.)

2 _____ NO ALASKAN COLLEGE OFFERS ME THE FIELD OF EDUCATION
THAT I WANT

4 _____ A SCHOLARSHIP TAKES ME OUT OF THE STATE

8 _____ HAVE A STRONG PREFERENCE FOR A PARTICULAR COLLEGE
IN ANOTHER STATE

16 _____ PARENTS HAVE DECIDED WHERE I WILL ATTEND COLLEGE

32 _____ OTHER. Please specify here _____

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION.

PART B

You will be attending a vocational-technical post high school training school.

23

1. PLEASE SPECIFY YOUR AREA OF INTEREST IN THE VOCATIONAL-TECHNICAL SCHOOL YOU PLAN TO ATTEND.

- | | | | |
|----------------|------------------------|----------------|-----------------------|
| <u>1</u> _____ | AUTOMOBILE MECHANICS | <u>6</u> _____ | MINING TECHNICIAN |
| <u>2</u> _____ | AIRCRAFT MAINTENANCE | <u>7</u> _____ | SECRETARIAL TRAINING |
| <u>3</u> _____ | ELECTRONICS TECHNICIAN | <u>8</u> _____ | BEAUTICIAN TRAINING |
| <u>4</u> _____ | INDUSTRIAL ARTS | <u>9</u> _____ | OTHER, PLEASE SPECIFY |
| <u>5</u> _____ | FISHERIES TECHNICIAN | _____ | _____ |

24

2. DO YOU PLAN TO OBTAIN YOUR POST HIGH SCHOOL TECHNICAL TRAINING IN ALASKA?

- 1 _____ YES
- 2 _____ NO
- 3 _____ DO NOT KNOW

IF YES, PLEASE STATE THE LOCATION OF THE TECHNICAL SCHOOL YOU PLAN TO ATTEND

IF NO, PLEASE STATE THE NAME AND LOCATION OF THE TECHNICAL SCHOOL YOU PLAN TO ATTEND OUTSIDE OF ALASKA

25-26

3. IF YOU PLAN TO ACQUIRE YOUR TECHNICAL TRAINING OUTSIDE ALASKA, PLEASE INDICATE THE REASONS WHY. (Check every answer that pertains to your situation.)

- 1 _____ FAMILY IS LEAVING THE STATE. (Including military personnel rotation)
- 2 _____ LACK OF JOB OPPORTUNITIES IN ALASKA FOR WORKERS IN MY SKILL

Card Column

3. (Continued)

4 _____ LACK OF TECHNICAL TRAINING PROGRAMS IN ALASKA

8 _____ OTHER, Please specify here _____

27

4. DO YOU PLAN TO OBTAIN A PART-TIME JOB WHILE IN TECHNICAL TRAINING?

1 _____ NO _____ YES

2 _____ DO NOT KNOW

IF YES, IS THE PART-TIME JOB IN YOUR AREA OF TECHNICAL INTEREST AND TRAINING?

3 _____ YES

4 _____ NO

5 _____ CANNOT TELL YET

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION.

PART D

Card Column

You plan to be married

34

1. YOU EXPECT TO DO WHICH OF THE FOLLOWING?

- 1 _____ BECOME A FULL-TIME HOUSEWIFE. (If you checked this answer, proceed directly to Question 2 on this page.)
- 2 _____ ATTEND COLLEGE PART TIME. (If you checked this answer, proceed directly to Part A on Page 2.)
- 3 _____ WORK FULL TIME. (If you checked this answer, proceed directly to Part F on Page 10.)
- 4 _____ ATTEND COLLEGE FULL TIME. (If you checked this answer, proceed directly to Part A on Page 2.)
- 5 _____ ATTEND A VOCATIONAL-TECHNICAL POST HIGH SCHOOL TRAINING SCHOOL. (If you checked this answer, proceed directly to Part B on Page 4.)

35

2. YOU INTEND TO BECOME A FULL-TIME HOUSEWIFE. DO YOU PLAN TO REMAIN IN ALASKA?

- 1 _____ YES
- 2 _____ NO
- 3 _____ DO NOT KNOW

IF NO, WHERE DO YOU EXPECT TO BE LOCATED?

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION.

DO NOT WRITE HERE
FOR KEYPUNCH ONLY

PART E

Card Column

37

You will be entering the military service

1. DO YOU PLAN TO MAKE A CAREER OF THE MILITARY SERVICE?

1 _____ YES _____ NO

2 _____ DO NOT KNOW

IF NO, WHAT DO YOU PLAN TO DO AFTER YOU LEAVE THE MILITARY SERVICE?

3 _____ ATTEND COLLEGE. (If you checked this answer, proceed directly to Part A on Page 2.)

4 _____ ATTEND A VOCATIONAL-TECHNICAL TRAINING SCHOOL. (If you checked this answer, proceed directly to Part B on Page 4.)

5 _____ WORK FULL TIME. (if you checked this answer, proceed directly to Part F on Page 10.)

6 _____ DO NOT KNOW. (If you checked this answer, proceed directly to Part G on Page 11.)

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION.

Card Column

39

You will be working full time

1. DO YOU PLAN TO WORK FULL TIME IN ALASKA?

1 _____ NO _____ YES

2 _____ DO NOT KNOW

IF YES, WHERE IN ALASKA DO YOU PLAN TO WORK?

3 _____ ANCHORAGE

4 _____ JUNEAU

5 _____ FAIRBANKS

6 _____ KETCHIKAN

7 _____ OTHER. Please specify here _____

40-41 _____

IF NO, WHY ARE YOU PLANNING TO ACQUIRE A JOB OUTSIDE OF ALASKA? (Check every reason that applies in your case.)

1 _____ WANT TO GO AND WORK IN A LARGE CITY

2 _____ LACK OF JOB OPPORTUNITIES IN ALASKA

4 _____ FAMILY IS LEAVING ALASKA

8 _____ WAGES TOO LOW FOR THE COST-OF-LIVING IN ALASKA

16 _____ WANT TO LIVE IN A WARMER CLIMATE

32 _____ OTHER, Please specify here _____

42-43 _____

2. PLEASE STATE THE OCCUPATION OR JOB CLASSIFICATION YOU EXPECT TO HOLD.

1-30

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION

PART G

Card Column

45-46

You are uncertain of your plans

1. YOU ARE UNCERTAIN ABOUT YOUR PLANS BECAUSE . . .
(Check each item that applies in your situation.)

- 1 _____ AT THIS POINT AM NOT SURE OF WHAT MIGHT HAPPEN
 - 2 _____ DO NOT KNOW WHAT OPPORTUNITIES ARE AVAILABLE
 - 4 _____ WANT TO STAY HOME
 - 8 _____ DO NOT KNOW MUCH ABOUT PROGRAMS FOR WHICH I MAY BE
ELIGIBLE.
 - 16 _____ DO NOT CARE
 - 32 _____ OTHER. Please specify here _____
-

STOP

THE QUESTIONNAIRE IS COMPLETE AT THIS POINT
PLEASE RETURN IT TO YOUR TEACHER. THANK YOU
FOR YOUR COOPERATION.

LISTING OF
 OCCUPATIONAL CODES FOR HIGH SCHOOL SURVEY,
 ALASKA STATEWIDE SURVEY, SPRING 1968

CARD COLUMN 10	AND	11
1. Private industry, including commercial business		1. Proprietor, self-employed, non-professional
2. Private services and trade		2. Skilled, N.C.O., or supervisors
3. Military		3. Semi-skilled, basic military grades ex. 2 including apprentice to skills
4. Government - federal civil service		4. Unskilled and <u>subsistence</u>
5. Government - state, ex. 7		5. Professional, medical, clergy
6. Government - local, ex. 7		6. Managerial, administrative, officer
7. Government - teachers (borough, university, etc.)		7. Sales
8. Unemployed		8. Clerical, service
9. Unclear		9. Retired
		10. Unclear

ALASKAN HIGH SCHOOLS, ENROLLMENT, COMMUNITY POPULATION,
 WITH INDIVIDUAL, URBAN AND REGIONAL CODE DESIGNATIONS
 FOR THE HIGH SCHOOL EXPECTATIONS STUDY, 1967-1968

Code No.		No. of Students	Com. Pop.	Principal or Superintendent
I. SOUTHCENTRAL ALASKA				
A. Anchorage Urban				
01	Dimond Jr-Sr High, 4025 E. 24th Ave.	529	49,900	P. Hanes, Raymond G.
02	East High Sch., 4025 E. 24th Ave.	1,644	"	P. Arndt, Richard
03	West High Sch., 1700 Hillcrest Dr.	1,714	"	P. Wells, Leslie D.
B. Remainder of Southcentral				
05	Chugiak Jr-Sr High, Chugiak	216	534	P. Sabo, Bernard G.
06	Kenai Central High	401	1,500	P. Stroud, Harvey M.
07	Ninilchik High School., Box 72	53	169	P. Chapman, Thomas E.
08	Palmer High School, Box AB	315	2,000	P. Page, Vondolee S.
09	Victory High Sch., Box 61, Palmer	30	"	P. Bays, Wallace
10	Seward High School, Box 427	188	2,775	P. Hatcher, Andrew J.
11	Wasilla High School, Wasilla	122	200	P. Ose, Alfred O.
13	Copper Valley School, Glennallen	152	169	P. Fr. T. Gallagher, SJ
14	Cordova High School, Cordova	131	1,200	S. Anderson, C. L.
15	Craig High School	17	350	S. Mack, Donald
16	Glennallen High School, Glennallen	71	169	S. Wright, L. S.
17	Homer Jr-Sr High School, Box 274	169	1,247	P. Ronda, Donald E.
18	Talkeetna High School, Talkeetna	41	76	P. Eaton, J. L.
19	Valdez Jr-Sr High Sch., Valdez	99	695	S. Peterson, Samuel M.

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Code No.		No of Students	Com. Pop.	Principal or Superintendent
II. SOUTHWESTERN AND WESTERN ALASKA				
22	Adak High Sch., U. S. Naval Station Box 34, APO Seattle, Washington	143		S. Hilburn, Paul K.
23	Beltz High School, Box 10, Nome	186	2,500	S. Finch, Jack
24	Bethel High Sch., Box 305, Bethel	100	1,400	P. Bertram, Rudy W.
25	Bristol Bay Mission, Sch., Aleknagik	15	209	P. Kenney, D. Baine
26	Covenant High Sch., Box 99, Unalakleet	55	700	P. White, Alfred S.
27	Dillingham High School, Box 202	121	1,200	S. Tinjum, Ray
28	Kodiak High School, Box 386	428	3,500	P. Craig, Alfred L.
29	Naknek School, Naknek	40	300	
30	Nome Jr-Sr High Sch., Box 131, Nome	136	2,500	P. Suckling, M. Elizabeth
31	St. Mary's School, St. Mary's	111	199	P. Mother M. C. Tohms
32	Unalaska High School, Unalaska	3	320	Head T. McGlashan, W.L.

III. NORTHERN AND INTERIOR ALASKA

A. Fairbanks North Star Borough

35	A.E. Lathrop High Sch., 901 Airport	1,798	16,464	P. Cultice, Wendel W.
36	Ben Eielson, APO Seattle	308		P. Beling, Raymond P.
37	Monroe High Sch., 615 Monroe Street	127		P. Laudwin, James R.

B. Interior Alaska

39	Delta Junction High Sch., Box 883	73	2,000	P. Risdal, Thomas
40	Ft. Greely High Sch., APO Seattle	62		P. Shears, Wm. J.
41	Ft. Yukon High Sch., Ft. Yukon	58	600	S. King, Charles R.
42	McGrath High Sch., Box 93	21	250	P. Chase, Terry A.
43	Nenana High School, Box 127	63	450	S. Sophusson, Marvin E.
44	Tanana High School, Tanana	19	400	P. Breimo, Don E.
45	Tok High School, Tok	37	400	Area S. LaMare, Max J.

24	2000	2000	2000
25	2000	2000	2000
26	2000	2000	2000
27	2000	2000	2000
28	2000	2000	2000
29	2000	2000	2000
30	2000	2000	2000

31	2000	2000	2000
32	2000	2000	2000
33	2000	2000	2000

THE UNIVERSITY OF CHICAGO

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41	2000	2000	2000
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46	2000	2000	2000
47	2000	2000	2000
48	2000	2000	2000
49	2000	2000	2000
50	2000	2000	2000

51	2000	2000	2000
52	2000	2000	2000
53	2000	2000	2000

Code No.		No. of Students	Com. Pop.	Principal or Superintendent
IV. SOUTHEASTERN				
A. Juneau				
48	Juneau-Douglas High Sch., Glacier Av.	871	8,600	P. King, Harvey T.
B. Ketchikan				
50	Ketchikan High Sch., 2610 4th Av.	664	6,700	P. Stekl, Roland W.
51	Thorne Bay High Sch., Via Ketchikan	19	490	P. Eberhardt, Del
C. Sitka				
53	Mt. Edgecumbe High Sch., Mt. Edgecumbe	669	1,800	S. Crites, Kenneth W.
54	Sitka High School, Box 179, Sitka	366	3,500	P. Broschat, James W.
D. Rest of Southeastern Alaska				
56	Haines High School, Box 251	78	400	P. Ward, Carl
57	Hoonah High School, Box 8	61	800	S. MacKinnon, Donald L.
58	Kake High School, Box 457	53	500	S. Wright, Richard
59	Metlakatla High School, Box 7	83	950	P. Myers, Clifford
60	Petersburg High School, Box 229	196	1,800	Vice P. Hansen, R.B.
61	Skagway High School, Box 497	70	659	S. Lunsford, Dale L.
62	Wrangell High School, Box 651	133	1,800	P. Frandsen, Edward M.
V. OUT OF STATE				
65	Chemawa Indian School, Chemawa, Oregon			S. Sorenson, Ray
66-67	Other out-of-state schools			

RECAPITULATION

<u>Geographic Designation</u>	<u>High School Codes</u>
1. Urban - Non-Urban	
A. Urban Areas	
1. Anchorage	01,02,03
2. Fairbanks	35,37

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3.	Juneau	48
4.	Ketchikan	50
5.	Kodiak	28
B.	Non-Urban Areas	05-11, 13-19, 22-27, 29-32, 36 39-45, 51, 53-54, 56-62, 65-67
2.	Regions	
a.	Southcentral	01-03, 05-11, 13-19
b.	Southwestern and Western	22-32
c.	Northern and Interior	35-37, 39-45
d.	Southeastern	48, 50-51, 53-54, 56-62
e.	Out of State	65-67

FREQUENCY DISTRIBUTION OF ENROLLMENT SIZE OF HIGH SCHOOLS, ELEMENTARY SCHOOLS,
AND COMMUNITY POPULATION IN RURAL ALASKA REGIONS, 1966-1967

High Schools			Elementary Schools (grades 1-8)						Community Population		
Students (No. of)	Frequency No. Pcnt.		Students (No. of)	Frequency No. Pcnt.	Classrooms (No. of)	Frequency No. Pcnt.			Persons (No. of)	Frequency No. Pcnt.	
up to 50	3	11	up to 50	7	8	1	1	1	500	58	71
51-74	6	22	51-74	18	22	2	15	18	500-999	8	10
75-99	3	11	75-99	12	15	3	5	6	1,000-1,999	9	11
100-150	4	15	100-150	22	27	4	17	21	2,000-2,999	4	5
151-200	3	11	151-200	5	6	5	3	4	3,000-3,999	1	1
201-300	3	11	201-300	5	6	6 or more	13	16	4,000	2	2
over 300	5	19	over 300	13	16	not indic.	28	34			
Totals	27	100		82	100		82	100		82	100

Sources: Alaska Educational Directory 1966-1967, (Alaska Department of Education);
and "Village Summary, November, 1967, For Villages and Towns with Population
Over 200" (Office of Economic Opportunity, State of Alaska, 1967).

TABLE 24

SUMMARY OF REMOTE ELEMENTARY HIGH SCHOOLS AND TECHNICAL/VOCATIONAL SCHOOLS OF THE CANADIAN, ARCTIC AND MACKENZIE REGIONS ACCORDING TO NUMBER OF ENROLLMENT AND CLASSROOM SIZE, AS OF 1965-1966

High Schools					Elementary Schools					Post High-Tech/Voc					
Students (No. of)	Frequency No. Pcnt.	Class- rooms (No. of)	Frequency No. Pcnt.	Students (No. of)	Frequency No. Pcnt.	Class- rooms (No. of)	Frequency No. Pcnt.	Students (No. of)	Frequency No. Pcnt.	Students (No. of)	Frequency No. Pcnt.	Students (No. of)		Frequency No. Pcnt.	
Up to 50	2	100	1	2	100	Up to 50	15	50	1	8	26	Up to 50	2	67	Arctic Region
51-74	-	-	2	-	-	51-74	4	13	2	7	22	51-74	-	-	
75-99	-	-	3	-	-	75-99	4	13	3	5	16	75-99	-	-	
100-150	-	-	4	-	-	100-150	5	17	4	4	13	100-150	-	-	
151-200	-	-	5	-	-	151-200	1	3.5	5	4	13	151-200	1	33	
201-300	-	-	over 5	-	-	201-300	1	3.5	over 5	3	10	201-300	-	-	
over 300	-	-	undcl.	-	-	over 300	-	-	undcl.	-	-	over 300	-	-	
Subtotal	2	100		2	100		30	100		31	100		3	100	
Up to 50	5	56	1	1	11	Up to 50	15	47	1	9	28	Up to 50	1	33	Mackenzie Region
51-74	1	11	2	1	11	51-74	2	6	2	6	19	51-74	-	-	
75-99	-	-	3	-	-	75-99	3	9	3	3	9	75-99	-	-	
100-150	3	33	4	-	-	100-150	4	13	4	3	9	100-150	2	67	
151-200	-	-	5	2	22	151-200	2	6	5	4	13	151-200	-	-	
201-300	-	-	over 5	5	56	201-300	2	6	over 5	7	22	201-300	-	-	
over 300	-	-	undcl.	-	-	over 300	4	13	undcl.	-	-	over 300	-	-	
Sub-total	9	100		9	100		32	100		32	100		3	100	
Up to 50	7	64	1	3	27	Up to 50	30	43	1	17	27	Up to 50	3	50	Consolidated
51-74	1	9	2	1	9	51-74	6	10	2	13	20	51-74	-	-	
75-99	-	-	3	-	-	75-99	7	11	3	8	13	75-99	-	-	
100-150	3	27	4	-	-	100-150	9	15	4	7	11	100-150	2	33	
151-200	-	-	5	2	18	151-200	3	5	5	8	13	151-200	1	17	
201-300	-	-	Over 5	5	46	201-300	3	5	over 5	10	16	201-300	-	-	
over 300	-	-				over 300	4	6				over 300			
Total	11	100		11	100		62	100		63	100		6	100	

Source: Education Review, 1965-1966: Northwest Territories and Arctic-Quebec. (Ottawa: 1967).

Сводный отчет о выполнении работ по плану на 1950 г.

№ п/п	Наименование работ	Планируемое количество	Фактически выполнено	Процент выполнения	Примечание
1	1. Разработка проектной документации	100	95	95%	
2	2. Изготовление опытных образцов	50	48	96%	
3	3. Испытания опытных образцов	30	28	93%	
4	4. Подготовка технической документации	80	75	94%	
5	5. Проведение совещаний и консультаций	120	115	96%	
6	6. Прочие работы	100	98	98%	
7	7. Итого	450	439	97.5%	

Всего работ по плану на 1950 г. выполнено 439 из 450, что составляет 97,5% от плана.

Основными причинами невыполнения работ являются:

- 1. Задержка в получении материалов.
- 2. Неблагоприятные погодные условия.
- 3. Отсутствие квалифицированного персонала.

Для ликвидации задолженности необходимо:

- 1. Ускорить процесс поставки материалов.
- 2. Принять меры по улучшению погодных условий.
- 3. Провести обучение персонала.

Сводный отчет о выполнении работ по плану на 1950 г. подготовлен в соответствии с требованиями.

Инженер-проектировщик: [Подпись]

М.П. [Печать]

APPENDIX D-2

NUMBER AND SEX OF STUDENTS AND RACIAL CHARACTERISTICS FOR
ELEMENTARY AND SECONDARY PUBLIC SCHOOLS IN THE
NORTHWEST TERRITORIES AND ARCTIC QUEBEC, 1965-66

	Grade or Class	Students		Cum. Pcnt.	Av. No. of Students Per Classroom	
		No.	Pcnt.		Classroom	Student
Elementary	1	1,917	31			
	2	1,062	17	31		
	3	913	15	48		
	4	753	12	63		
	5	562	9	75		
	6	443	7	84		
	7	324	5	91		
	8	236	4	96		
Total Elementary		<u>6,210</u>	<u>100 (87)</u>	100	255	24
High School	9	185	33			
	10	173	31	33		
	11	122	21	64		
	12	83	15	85		
Total High School		<u>563</u>	<u>100 (8)</u>	100	66	8
Vocational/Technical		<u>407</u>	<u>(5)</u>			
Total School Units		<u>7,180</u>	<u>(100)</u>			

	Race	Students		Male	Female	Propor. Male
		No.	Pcnt.			
Elementary, Secondary, & Vocational	Eskimo	3,015	42	1,520	1,496	50.7
	Indian	1,291	18	595	686	46.4
	Other	2,884	40	1,482	1,402	51.3
Total		7,180	100	3,606	3,574	50.2

Source: Education Review, Northwest Territories and Arctic Quebec, 1965-66.

STATE OF TEXAS, COUNTY OF DALLAS, PROBATE COURT, IN AND FOR SAID COUNTY.

NAME	RESIDENCE	DATE	TIME	PLACE	BY	BY
ABRAHAMSON, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS

NAME	RESIDENCE	DATE	TIME	PLACE	BY	BY
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS

NAME	RESIDENCE	DATE	TIME	PLACE	BY	BY
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS
ADAMS, J. W.	HOUSTON	1908	10	10:00 AM	W. H. HARRIS	W. H. HARRIS

WITNESSETH that the above named persons are the persons named in the foregoing petition, and that they are qualified to act as executors of the estate of the deceased.

Subscribed and sworn to before me this 10th day of October, 1908, at the City of Dallas, Texas.

Notary Public in and for the State of Texas.

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ARTICLE I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors in that State.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature of the State for which they are elected, nine Years shall be the Term of their Office, and there shall be one Senator from each State at all Times.

Section 4. The Times, Places and Manner of holding the Elections of Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any Time alter such Regulations with respect to one or more States.

Section 5. The Congress shall assemble at least once in every Year, and such Meeting shall be held in the City of Washington, District of Columbia, and on such Day of the Month of August as they shall by Law provide; and the Congress may determine the Rules of its Proceedings.

Section 6. The Congress shall assemble at least once in every Year, and such Meeting shall be held in the City of Washington, District of Columbia, and on such Day of the Month of August as they shall by Law provide; and the Congress may determine the Rules of its Proceedings.

Section 7. All bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as to the Form of such Bills. No bill shall be passed without the Assent of a Majority of both Houses.

Section 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to regulate Commerce with foreign Nations, among the several States, and with the Indian Tribes; to borrow Money on the Credit of the United States; to fix the Standard of Weights and Measures; to coin Money, to regulate the Value thereof, and to make such other Laws as may be necessary and proper to execute the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States.

Section 9. The Migration and Importation of Persons shall not be prohibited by the Congress prior to the Year 1808, but the Tax or Duty thereon shall not exceed Ten Dollars per Head.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin legal Tender for Payment; or give the Grant of Bankruptcies.

Section 11. The President shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint and dismiss Ambassadors, Ministers, Consuls, Judges, and all other Officers of the United States, whose Appointments are in his Power; except such as may be otherwise provided for by Law.

Section 12. The President shall have the Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

Section 13. The President shall have the Power to fill up all Vacancies that may happen during the recess of the Senate, by granting Commissions that shall expire at the End of their next Session.

Section 14. The President shall have the Power to receive Ambassadors and other public Ministers.

Section 15. The President shall have the Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

Section 16. The President shall have the Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate evidence, such as receipts and invoices.

3. The second part of the document outlines the various methods used to calculate the total amount due.

4. These methods include direct payments, bank transfers, and credit card transactions.

5. It is important to note that the total amount due may vary depending on the specific circumstances.

6. The final part of the document provides a summary of the key points discussed.

7. In conclusion, it is crucial to maintain accurate records and ensure that all payments are properly documented.

8. This will help to avoid any disputes and ensure that the total amount due is correctly calculated.

9. The document also highlights the importance of keeping records for a sufficient period of time.

10. This is necessary to provide evidence in the event of any future disputes or audits.

11. Finally, it is recommended that you consult with a professional advisor if you have any questions.

12. This will ensure that you are fully informed of your rights and obligations.

13. The document is intended to provide a general overview of the issues discussed.

14. It is not intended to constitute any form of legal advice.

15. For more information, please contact the relevant authorities or your professional advisor.

16. The document is subject to change without notice.

17. It is recommended that you review the document regularly to ensure that it remains up-to-date.

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