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

Ъу

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 Figh 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. Pobert C. Waring, 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.

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 --

- 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 conditionalise.

several questions surrounding "How early do students plan their posthigh 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 expedicious. 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 AprilJune, 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.

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 --

- 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 evidence 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.

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 Y.)

- 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 outmigration 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 scphomore 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 1 economic development.

- 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 <u>net</u> 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.

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 2 poorly. He accounts for a disproportionally 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; Lathrop and Monroe High Schools, Sitka's Sheldon Jackson Junior Collegand 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. Their responses are summarized in Tables 1 and 2.

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

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 <u>Proceedings of the Alaskan Science</u> Conference (1967).

TABLE 1

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

	M	ales	Fe	males	Na	tives	Non-	Natives	T	otal
	No.	Percent	No.	Percent	No.	Percent	No.	Percent:	No.	Percent
College Plans: To Attend Colleg Not to Enter	e 111		121		37		195		232	(57)
College (See T Total)							177 409	$\frac{(43)}{(100)}$
College To Attend: 4-yr. College Jr. College Other	$ \begin{array}{r} 12 \\ 98 \\ \hline 1 \\ \hline 111 \end{array} $	(11) (88) (1) (100)	7 109 <u>5</u> 121	(6) (90) (4) (100)	33 0 37	(11) (89) (0) (100)	15 174 $\frac{6}{195}$	(8) (89) (3) (100)	19 207 <u>6</u> 232	(8) (89) (3) (100)
Subject of Interes Sci. & Tech. Art & Hum. Sec. Sci. Undecided	33 3 36 39 111	(30) (3) (32) (35) (100)	18 9 59 35 121	(15) (7) (49) (29) (100)	8 0 18 11 37	(22) (0) (4^) (30) (100)	43 12 77 63 195	(22) (6) (40) (32) (100)	51 12 95 74 232	(22) (5) (41) (32) (100)
Plan to Teach	20	(18)	46	(38)	8	(22)	58	(30)	66	(28)
Location of Colleg U. of A. Lower State Unknown Other	e: 44 47 18 2 1.1	(40) (42) (16) (2) (100)	52 56 12 <u>1</u> 121	(43) (46) (10) (1) (1°0)	13 12 10 2 37	(35) (30) (27) (5) (99)	83 91 20 1 195	(42) (47) (10) (1) (100)	96 103 30 3 232	(42) (44) (13) (1) (99)
Reasons for Enteri College Outside: Preference Better Ed. in Family Leaving Scholarship Other Total Ite Actual No	(Unl Field ms Des	imited cho							70 34 17 8 36 165 114	(61) (30) (15) (7) (32) (145) (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

Rank Order	Number	Percent	3.	Vocational Training		
managaning ang distribution (Processes) and the state of				The second secon	Number	Percent
 Work Full Time 	49	(27.7)				
Military Service	45	(25.4)		Field of Interest:		
3. Vocational Training	39	(22.0)		Secretarial	10	(26)
4. Marriage (for				Mechanical	8	(20)
females)*	20	(11.3)		0ther	21	(54)
Other or unknown	20	(11.3)			39	(100)
6. Youth Program	4	(2.3)				
	177	(100.0)		Loc. of Voc. School:		(00)
				Alaska	8	(20)
1. Work Full Time				Outside	23	(59)
				Unknown	8	(21)
Loc. of Employment:					39	(100)
Alaska	41	(84)				
Outside	4	(8)		Why Go Outside?		
Unknown	4	(8)		Better training	10	(42)
	49	(100)		Other	16	(58)
					26	(100)
What type of Job:						
Priv. clerical	27	(55)	4.	After Marriage Plans	s, Girls	
Priv. unskilled	4	(8)				
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	e <u>1</u>	(5)
	49	(100)			20	(100)
2. Military Service			5.	Other or Unknown	20	
Military Career:			6.	Youth Programs		
Yes	4	(9)				
No	35	(78)		Groups of Interest:		
Uncertain	6	(13)		Job Corp	1	(25)
	45	(100)		Vista	0	(0)
				Wk. Training	1	(25)
Plans After Service:				Unknown	2	(50)
College	18	(52)			4	(100)
Voc. School	4	(11)				, ,
Mork	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. 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.

Similarly, county by county comparative analysis might be conducted borough by borough for this region. Followup studies to the present survey would provide an immediate tie-in with national research efforts. 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.

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

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

[&]quot;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).

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).

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.
- 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 fore-casting 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

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

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

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

	Group years)	Social <u>Total</u>			round (ales		and per	•	especti tive	vely) <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	
Tot	als	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 same ployed 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.				in .	Age G	roups (i	n years)		
Class	То	tal	Up	to 15	-	16		17		
. Private Industry	381	37.9	6	35.3	2	66.7	112	40.7		
Priv. Serv. & Trade	63	6.3	3	17.6	1	33.3	20	7.3		
Military	149	14.8	1	5.9	0	0.0	41	14.9		
Gov.: Federal (ex. 3)	124	12.4	0	0.0	0	0.0	33	12.0		
Gov.: State (ex. 7)	68	6.8	2	11.8	0	0.0	20	7.3		
Gov.: Local (ex. 7)	26	2.6	0	0.0	0	0.0	11	4.0		
Gov.: Teachers	31	3.1	0	0.0	0	0.0	13	4.7		
Unemployed	28	2.8	1	5.9	0	0.0	6	2.2		
Unclear	121	12.1	1	5.9	0	0.0	19	6.9		
0 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		

Ind	us Occup. Class	was the same and same	18	property stay to be displayed	19		20	*************************************	21	22 and Over		
1 2 3 4 5	Private Industry Priv. Serv. & Trade Military Gov.: Fed. (ex. 3) Gov.: State (ex. 7)	210 34 94 70 39	38.2 6.2 17.1 12.7 7.1	36 3 12 18 7	34.0 2.8 11.3 17.0 6.6	9 0 1 3 0	24.3 0.0 2.7 8.1 0.0	3 0 0 0 0	33.3 0.0 0.0 0.0 0.0	3 2 0 0 0	42.9 28.6 0.0 0.0	
6 7 8 9 30	Gov.: Local (ex. 7) Gov.: Teachers Unemployed Unclear No Answer Totals	12 16 8 64 3 550	2.2 2.9 1.5 11.6 0.5	2 2 2 22 2 2 106	1.9 1.9 20.8 10.8	1 0 7 12 4 37	2.7 0.0 18.9 32.4 10.8	0 0 3 2 1	0.0 0.0 33.3 22.2 11.1	0 0 1 0 7	0.0 0.0 14.3 14.3 0.0	

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

				umber aı					
inc	lus Occup. Class		ercent of		ients nales		Number an		nt 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
5	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
3	Unemployed	15	3.2	13	2.4	18	11.3	10	1.2
)	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/Co	ode		ex of Re	esponden <u>Fe</u>	ts males		umber ar tive		nt <u>Native</u>
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	1 9	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		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

	041		Number and Percent of Parents by Occupation or Job Skill Code									
Industries Employing Parents		Unclear (incl. code 30)		Proprietor Self-Employ.			Ski	11ed		nskilled ubsistance		
No Answer Private Industry Priv. Serv. & Trade Military	13 6 1	13.4 6.2 1.0	0 91 18	0.0 66.4 13.1	0 140 7	0.0 36.6 1.8 26.1	48 2	45.6 1.9	(0.0 3 23.5 0 0.0 0 0.0		
Gov.: Fed. (ex. 3) Gov.: State (ex. 7)	0	0.0	0 2	0.0	81 29	21.1	10	9.7	(0.0		
Gov.: Local (ex. 7) Gov.: Teachers Unemployed Unclear	1 0 20 45	1.0 0.0 20.6 46.4	0 0 0 25	0.0 0.0 0.0 18.2	5 4 1 16	1.3 1.0 0.3 4.2	0	0.0	(8.8 0 0.0 5 17.6 4 41.2		
Totals	97	100.0	137	100.0	383	100.0	103	100.0	34	4 100.0		
Industries Employing Parents		Profess. Medical Etc. 5		Managerial 6			Clerical δ		Ret:	irod 9		
No Answer Private Industry Priv. Serv. & Trade Military Gov.: Fed. (ex. 3) Gov.: State (ex. 7)	0 7 30 3 1	0.0 9.5 40.5 4.1 1.4 13.5	0 48 4 15 26 15	0.0 39.0 3.3 12.2 21.1	0 18 0 0 1	0.0 94.7 0.0 0.0 5.3 0.0	0 14 1 2 5 2	0.0 51.9 3.7 7.4 18.5 7.4	0 1 0 2 0 0	0.0 14.3 0.0 28.6 0.0 0.0		
Gov.: Local (ex. 7) Gov.: Teachers Unemployed Unclear Totals	4 17 0 2 74	5.4 23.0 0.0 2.7	4 9 0 2 123	3.3 7.3 0.0 1.6	0 0 0 0 0	0.0 0.0 0.0 0.0	2 1 0 0 27	7.4 3.7 0.0 0.0	0 0 1 3	0.0 0.0 14.3 42.9		
	No Answer Private Industry Priv. Serv. & Trade Military Gov.: Fed. (ex. 3) Gov.: State (ex. 7) Gov.: Local (ex. 7) Gov.: Teachers Unemployed Unclear Totals No Answer Private Industry Priv. Serv. & Trade Military Gov.: Fed. (ex. 3) Gov.: State (ex. 7) Gov.: Local (ex. 7) Gov.: Local (ex. 7) Gov.: Local (ex. 7)	No Answer 13 Private Industry 6 Priv. Serv. & Trade 1 Military 11 Gov.: Fed. (ex. 3) 0 Gov.: Local (ex. 7) 1 Gov.: Teachers 0 Unemployed 20 Unclear 45 Totals 97 Provide Industry 7 Priv. Serv. & Trade 8 Military 3 Gov.: Fed. (ex. 3) 1 Gov.: State (ex. 7) 1 Output Industry 7 Outpu	No Answer 13 13.4	Other or Unclear (incl. code Propositions and Self	Occupation Other or Unclear (incl. code of the code of	Occupation or Other or Unclear (incl. code of the control of the	Occupation or Job Skil Other or Unclear (Incl. code of Unclear) Other or Unclear (Incl. code of Unclear of Unclear (Incl. code of Unclear of Unclear of Unclear (Incl. code of Unclear of	Occupation or Job Skill Cod Other or Unclear (incl. code Proprietor Skilled Sem Self-Employ. Supervisory Ski O	Occupation or Job Skill Code Other or Unclear (Incl. code 30) Self-Employ. Skilled Supervisory Skilled Semi-Skilled O	Occupation or Job Skill Code Other or Unclear (incl. code 30) Self-Employ. Supervisory Skilled State (incl. code 1		

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)
- 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.

				H	ligh Sch	ool Ge	ographi	c Regio	n							
Plan or		: All		A 7		177	1 1	7		7.7	1			r-Principa	ally	
Choice	Kespo	ndents	_ 3	Anchor	age	Fair	banks	Jur	ieau	_ <u>K</u>	odiak		Rural	<u>L</u>		
College	620	61.8	3	226	72.7	201	58.4	44	71.0) 2.	L 72	٠ 4;	128	49.6		
Voc Sch	101	10.3	L	15	4.8	23	6.7	4	6.5	5 :	3 10	.3	56	21.7		
Youth Pr	5	0.5	5	1	0.3	2	0.6	1	1.6	5 (0 0	.0	1	0.4		
Wife	65	6.5	5	17	5.5	34	9.9	2	3.2	2 (0 0	.0	12	4.7		
Service	62	6.2	2	20	6.4	16	4.7	1	1.6	5 :	3 10	.3	22	8.5		
Work	86	8.6	5	23	7.4	37	10.8	8	12.9) :	1 3	. 4	17	6.6		
Unknown	54	5.4	, 1	9	2.9	25	7.3	2	3.2	2	1 3	. 4	17	6.6		
Other	11	1.1	L	0	0.0	6	1.7	_0	0.0) _(.0	5	1.9		
Totals	1,004	100.0)	311 1	.00.0	344	100.0	62	100.0) 29	100	.0	258	100.0		26
Plan or			So	cial B	ackgrou	nd					Age	Group	of St	udents		
Choice	<u>Ma</u>	<u>les</u>		males	_	tive	Non-	Native		<u>-16</u>		7-18		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	2 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	20.1	51	6.2	9		7	6.3
Service	60	12.9	1	0.2	10	6.3	50	6.0	4	20.0	35	4.2	19		4	25.0
Work	30	6.5	56	10.4	. 8	5.0	75	9.1	0	0.0	71	8.6	15		0	0.0

Unknown

Totals

Other

27

464 100.0

5.8

0.9

27

5

537 100.0

5.0

0.9

16

160 100.0

10.0

2.5

36

827 100.0

4.4

0.7

36

0.0

15.0

20 100.0

4.4

0.5

825 100.0

16

143 100.0

11.2

2.8

12.5

16 100.0

0.0

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 magniture 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)

Geographic Region of High School Graduates Other All Reported Choice Respondents Principally or Loc. of College Rural Total. Anchorage Fairbanks Juneau Kodiak 9.8 2 1 Unknown 63 13 5.5 32 15.4 4.5 4.8 15 11.1 States+ 346 53.7 152 64.4 90 43.3 32 72.7 15 71.4 57 42.2 U of A 27.8 12.3 15.9 23.8 38.5 179 29 86 41.3 52 2 A Methodist 25 3.9 23 9.7 0 0.0 0 0.0 0 0.0 1.5 4.2 Com College 27 18 7.6 0 0.0 3 6.8 0 0.0 6 4.4 Sh-Jackson 0 0 3 0.6 0.4 0.0 0.0 0.0 2.2 644 100.0 236 100.0 208 100.0 44 100.0 21 100.0 135 100.0 Totals Loc of College Social Background Age Group of Students Choice Males Females Native -1617-18 Non-Native 19 - 2021+ Unknown 37 11.8 26 7.9 4 6.5 60 10.3 0.0 57 9.8 4 7.8 40.0 States 158 50.3 189 57.3 55.5 26 41.9 323 75.0 316 54.5 23 1 45.1 20.0 U of A 99 31.5 03 24.2 26 41.9 150 25.8 1 12.5 161 27.8 16 31.4 20.0 A Methodist 7 2.2 17 5.2 1 1.6 23 4.0 1 12.5 22 3.8 2 3.9 0.0 Com College 11 3.5 16 4.8 8.1 22 3.8 0.0 21 3.6 9.8 20.0 Sh-Jackson 2 0.6 0 0.6 0.0 4 0.7 0 0.0 1 2.0 0.5 0.0 Totals 314 100.0 330 100.0 62 100.0 582 100.0 8 100.0 100.0 580 51 100.0 100.0

^{*} 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.
- 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	A Wagnamana and a same a			AND THE STREET, STREET	The second second second second	The second secon		and approximate and approximate address					cipally	7
Interest/Code	2	Tota	1	Anch	orage	Fair	banks	Jun	eau	Kod	iak	Rura	1	
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	
TI 1	_	(7	10 5	0.7	0.1	22	11 0	,	0.3	2	0.7	10	10 1	32
Educate	6	67 25	10.5	21	9.1	23	11.2	4	9.1	2	9.1	18	13.1	(,,
Art	/	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	1.5	1	2.3	0	0.0	1	0.7	
Phy Educ	15	19	3.0	5	2.2	7	3.4	1	2.3	73	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)

Interest/Code	е	Male	<u>s</u>	Fema	les	Nat	ive	Non-	Native		16	17	-18	1	9-20		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	ප	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	3	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		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)

		Res	sponses
Reason	Code No.	No.	Percent
Leaving	1	47	12.9
No Study	2	111	30.4
Scholarship	3	23	6.3
Prefer	4	209	57.3
arents	5	7	1.9
ther	6	132	36.2
Total No.	of Reasons Cited	529	144.9
Actual N	o. 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	Vocational	T	otal
Interest Field	Int Code	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

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	Total	Anchorage	High S	Juneau	n 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

				Social	Charac	teris	tics					Age G	roups (in ye	ars)		***************************************
Tead	her/Code	Male	S	Fema	les	Nat	ive	Non-	<u>Native</u>		-16	17	<u>-18</u>	1	9-20		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	7.4.4	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

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

TABLE 14

Planning to Stay	Code			Total
Yes	1		35	32.7
No	2		5 9	55.1
Unknown	3		13	12.1
Totals		1	.07	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 STATEVIDE SURVEY, 1968

			Responses
Reason	Code	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
Actua1		64	100.0
Survey: Author's o	computations:	question B-3,	Appendix A.

TABLE 16 APPARENT INTERESTS OF VOCATIONAL TRAINING-BOUND STUDENTS IN WORKING PART-TIME, ALASKA STATEWIDE SURVEY, 1968

e Joh/Code		otal Percent
		16.8
_		35.6
_		20.8
•		6.9
·	·	19.8
-	*******	100.0
	2 3 4 5	1 17 2 36 3 21 4 7

TABLE 17 SUMMARY OF PROGRAM INTEREST OF YOUTH PROGRAM VOLUNTEERS, ALASKA STATEWIDE SURVEY, 1968

Expected Youth Program Assignment/Code		<u> 110.</u>	Total Percent
Job Corp	1	1	10.0
Work Training	2	5	50.0
Vista	3	3	30.0
Unknown	4	_1_	10.0
Totals		10	100.0
	ar englanding a state of transfers of trades, and the state of the sta	ka e gaganilar relikat delikatika rajaga dikengga ka termenter dikensetar katika kara rajaa, yan	-

TABLE 18

SURVEY OF SUBSEQUENT PLANS OF INITIAL YOUTH PROGRAM VOLUNTEERS,

ALASKA STATEWIDE SURVEY, 1968

		To	otal
Subsequent Plan/	Code	No.	Percent
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	0	0.0
Totals		7	100.0
		parmen i paring a i mangapada um ir harragania i dir i filifildin disengalendesinal ga, hiri magapi i dhinani. Indishti ngapagapi i dahari i ay inti i apipliminghinag	

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

TABLE 19

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

		Total			
Subsequent Plan/Co	đe	No.	Percent		
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	2	2.9		
Totals		6 8	100.0		

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

TABLE 20

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

		7	Total		
Subsequent Plan/	Code	No.	Percent		
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	_12	17.9		
Tota1s		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

		Tota1	
Geographic Location of Work	No.	Percent	
Unknown	41	31.0	
Anchorage	26	19.7	
Juneau	7	5,3	
Fairbanks	33	25.0	
Ketchikan	0	0.0	
Other	25	18.9	
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

	Res	Responses	
Reason for Out-Migra	tion/Code	No.	Percent
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	_17	53.1
Total		45	140.6
Actual No.	of Respondents	32	100.0
Survey: Author's computations: question F-2, Appendix A.			ndix A.

TABLE 23
SUMMARY OF EXPRESSED UNCERTAINTY

ABOUT POST-HIGH SCHOOL PLAMS, ALASKA STATEWIDE SURVEY, 1968

Reason for Lack	of Definite Plans/Code	Res <u>No.</u>	ponses Percent
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	_18	26.5
Totals		109	160.3
Actual	and an analysis of the other shape and a second	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 prominant "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 crossclassification 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 advisibility 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	TOM	WRITE	HERE
FOR	KEY	PUNCL	ONLY

.QUESTIONNAIRE

ISEGR 5-68 (4th)

ABOUT YOU

•		and the state of t
Seq 1-3		Name Permanent Postal Address
6-7		Age in Years
8		Sex:
J	, 1	MALE MALE
	1	Control distribution (Control of Control of
0	2	FEMALE
9		Are you a Native? (1/4 or more Indian, Eskimo or Aleut)
	1	YES
	2	NO
10-11		What is the occupation of the head of your house hold?
		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	EFTERING A YOUTH PROGRAM, INCLUDING JOB CORPS, WORK TRAIHING 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)
	<u>5</u>	ENTERING THE MILITARY SERVICE. (If you checked thi answer, go directly to Part E on Page 9.)
	<u>6</u>	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.

OR KEYPUNCH ONLY			PART A		• •		
Card Column		You will	be attending college	2	•		
15		1. WHAT	TYPE OF COLLEGE DO	YOU PLAN	TO ENTER?		
	1	www.manhanthyrics.mpourable.co.co.co.co.co.co.co.co.co.co.co.co.co.	_COLLEGE OR UNIVERSI	ľΥ			
	2		_JUNIOR COLLEGE				
	3		OTHER. Please indi	cate her	е		
16-17		2. IN WHAT ONE FIELD ARE YOU MOST INTERESTED?					
	1	-	BIOLOGY	12	POLITICAL SCIENCE		
	2		PHYSICAL SCIENCE		& GOVERNMENT		
	<u>3</u>		ENGINEERING	13	ENGLISH - JOURNAL- ISM		
	4		_BUSINESS-ECONOMICS	14	HOME ECONOMICS		
	<u>5</u>		HISTORY	<u>15</u> _	PHYSICAL EDUCATION		
	<u>6</u>	Marketin and the second se	EDUCATION	<u>16</u> _	ANTHROPOLOCY		
	7		ART	<u>17</u> _	GEOLOGY		
	8		MUSIC	18 _	OTHER, PLEASE SPECIFY -		
	9		MEDICINE OR NURSING		OLEOILI -		
	<u>10</u>		_PSYCHOLOGY-SOCIOLOG	Y			
	11	·	FOREIGN LANGUAGES				
18		3. DO Y	OU PLAN TO BECOME A	TEACHER?			
	1		NO	YES			
		IF YES,	AT WHAT SCHOOL LEVEL	DO YOU	EXPECT TO TEACH?		
	2	and the second s	ELEMENTARY SCHOOL				
	3	And the second s	JUNIOR HIGH SCHOOL				
	4		COLLEGE OR UNIVERSIT	ΥY			
·	<u>5</u>		JUNIOR COLLEGE				
	<u>6</u>		SENIOR HIGH SCHOOL				
	7		DO NOT KNOW				

Card	Column
	19

19		4. DO YOU PLAN TO REMAIN IN ALASKA FOR YOUR COLLEGE EDUCATI
	1	DO NOT KNOW
	2	NOYES
		IF YES, WHICH SCHOOL DO YOU PLAN TO ENTER?
	3	UNIVERSITY OF ALASKA AT COLLEGE, ALASKA
	4	ALASKA METHODIST UNIVERSITY AT ANCHORAGE
	<u>5</u>	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
	<u>16</u>	PARENTS HAVE DECIDED WHERE I WILL ATTEND COLLEGE
	<u>32</u>	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.
		1	AUTOMOBILE MECHANICS 6 MINING TECHNICIAN
		2	AIRCRAFT MAINTENANCE 7 SECRETARIAL TRAINING
		3	ELECTRONICS TECHNICIAN 8 BEAUTICIAN TRAINING
		4	INDUSTRIAL ARTS 9OTHER, 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

PART B (Continued)

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 TECHNICATRAINING?
	1 NO YES
	2 DO NOT KNOW
	IF YES, IS THE PART-TIME JOB IN YOUR AREA OF TECHNICAL INTEREST AND TRAINING?
	3 YES
	<u>4</u> <u>NO</u>
	5CANNOT TELL YET

STOP

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

Card Column

	IF YOU WILL BE ENTERING THE YOUTH CORPS PROGRAM,
29	1. WHAT TYPE OF ASSIGNMENT WILL YOU APPLY FOR IN THE YOUTH PROGRAM?
	<pre>JOB CORPS (For example, conservation camp, training center.)</pre>
	2 WORK TRAINING PROGRAM (such as Neighborhood Youth Corps)
	3 VISTA
	4UNDECIDED
30	2. IS THE YOUTH PROGRAM ASSIGNMENT IN YOUR PARTICULAR AREA OF INTEREST?
	1 YES
	<u>2</u> NO
	3 UNCERTAIN
31	3. DO YOU PLAN TO REMAIN IN ALASKA WHILE IN THE YOUTH PROGRAM? YES
	<u>2</u> NO
	3 DO NOT KNOW
	IF YES, IN WHAT LOCATION DO YOU EXPECT TO BE ASSIGNED?
	IF MO, STATE THE LOCATION OUTSIDE OF ALASKA WHERE YOU WOULD PARTICIPATE IN THIS YOUTH PROGRAM.
32	4. WHAT DO YOU PLAN TO DO WHEN YOUR ASSIGNMENT WITH THE YOUTH PROGRAM HAS ENDED?
	1 ATTEND COLLEGE
	2 ATTEND VOCATIONAL SCHOOL
	3 ENTER THE MILITARY SERVICE
	4 WORK FULL TIME
	5 UNDECIDED

PART D

You plan to be married

Card Colu	1111 t

34	1. YOU EXPECT TO DO WHICH OF THE FOLLOWING?
	BECOME A FULL-TIME HOUSEWIFE. (If you checked this answer, proceed directly to Question 2 on this page.
	ATTEND COLLEGE PART TIME. (If you checked this answer, proceed directly to Part A on Page 2.)
	WORK FULL TIME. (If you checked this answer, proceed directly to Part F on Page 10.)
	ATTEND COLLEGE FULL TIME. (If you checked this answer, proceed directly to Part A on Page 2.)
	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
	<u>2</u> NO
	3DO 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	You will be entering the military service
37	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?
	ATTEND COLLEGE. (If you checked this answer, proceed directly to Part A on Page 2.)
	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 COOPTRATION.

Card Column		You will be working full time
39		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?
	<u>3</u>	ANCHORAGE
	4	JUNEAU
	<u>5</u>	FAIRBANKS
	<u>6</u>	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
	<u>16</u>	WANT TO LIVE IN A WARMER CLIMATE
	32	OTHER, Please specify here
42=43 1-30		2. PLEASE STATE THE OCCUPATION OR JOB CLASSIFICATION YOU EXPECT TO HOLD.

STOP

1

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

DO	NOT	WRITE	HERE
FOF	KEY	тримсн	ONLY

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.
<u>16</u>	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.

Time is 68 for 1968

MULTIPLE-CARD LAYOUT FORM

Company High School Survey	MULTIPLE-CARD LAYOUT FORM
Application for 5th rev.	by Robert C. Haring Dote May 24, 1968 Job No. Educ. Grant Sheet No. 1 of 2
Field	- 12 - 12 - 13 - 14 - 14 - 15 - 15 - 15 - 15 - 15 - 15
X Y F T A	B C D E F G G F Name P.O. Box or # Place Ak.
	3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Sub.Field x-1 x-2 x x x x x x x x x x x x x x x x x x	Print Col. 47-80 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Field X x-1 varies 1-999 serial students x-2 is the HighScool Code designa	
9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Field F: Basic plan 1-8 Field T: 68 for year of study	Field A: (See questionnaire) except A-4 codes 7,8,9 as follows 7 Non-Ak: Public 8 Non-Ak: Private
999999999999999999999999999999999999999	9 Non-Ak : Denominational 3 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Field B: OK, except B-2 codes 4. Yes University of Alaska Ak. Method S. J. Or Other 99999999999999999999999999999999999	,5,6,7,8,9. No Public 9 Denominational Private 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Field C: OK, except C-3 Codes 4,5 99999999999999999999999999999999999	Yes Anchorage 5,6,7,8,9. Anchorage 7 West Miss. 8 East 8 South 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9

MULTIPLE-CARD LAYOUT FORM

npany _	High S	School Su	rvey						LL-C/		-M10								• • :						
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LISTING OF OCCUPATIONAL CODES FOR HIGH SCHOOL SURVEY, ALASKA STATEWIDE SURVEY, SPRING 1968

CARD	COLUMN 10 A	MD	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	e 4.	Unskilled and subsistence
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

Cod No.	e	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	37	P. Arndt, Richard
03	West High Sch., 1700 Hillcrest Dr.	1,714	15	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.
80	Palmer High School, Box AB	315	2,000	P. Page, Vondolee S.
09	Victory High Sch., Box 61, Palmer	30	ti	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, S
14	Cordova High School, Cordova	131	1,200	S. Anderson, C. L.
15	Craig High School	27	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	7 6	P. Eaton, J. L.
19	Valdez Jr-Sr High Sch., Valdez	99	695	S. Peterson, Samuel M.

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Co No	ode O.	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	B 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	S Covenant High Sche, Box 99, Unalakleet	55	700	P. White, Alfred S.
27	Dillingham High School, Box 202	121	1,200	S. Tinjum, Ray
28	Rodiak High School, Box 886	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
3.	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	ı		
3.	A.E. Lathrop High Sch., 901 Airport	1,798	16,464	P. Cultice, Wendel W.
30	Ben Eielson, APO Seattle	308		P. Beling, Raymond P.
3	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
4(Ft. Greely High Sch., APO Seattle	62		P. Shears, Um. J.
41	l Ft. Yukon High Sch., Ft. Yukon	5 8	600	S. King, Charles R.
4:	2 McGrath High Sch., Box 93	21	250	P, Chase, Terry A.
4:	Nenana High School, Box 127	63	450	S. Sophusson, Marvin E.
4	Tanana High School, Tanana	19	400	P. Breimo, Don E.
4	5 Tok High School, Tok 57	37	400	Area S. LaMare, Max J.
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Code No.	Mo. 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. Edgecumb	oe 669	1,800	S. Crites, Kenneth Y.
54 Sitka High School, Box 179, Sitka	366	3,500	P. Broschat, James W.
D. Rest of Southeastern Alaska	a		
56 Haines High School, Box 251	7 8	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 200	196	1,800	Vice ". Pansen, 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, Orego	on		S. Sorenson, may
66-67 Other out-of-state schools			
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RECAPITULATION

Geographic Designation High School Codes

1. Urban - Mon-Urban

A. Urban Areas

Anchorage
 Fairbanks

01,02,03 35,37

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 3. Juneau
 48

 4. Ketchikan
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 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
 b. Southwestern and Western
 c. Northern and Interior
 d. Southeastern
 e. Out of State
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 22-32
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FREQUENCY DISTRIBUTION OF ENROLLMENT SIZE OF HIGH SCHOOLS, ELEMENTARY SCHOOLS,

AND COMMUNITY POPULATION IN RURAL ALASKA REGIONS, 1966-1967

Elementary Schools (grades 1-8)									Community Population					
Students (No. of)	* *		Students (No. of)	•		•		quency Pent.	Persons (No. of)	Frequency No. Pent.				
up to 50	3	11	up to 50	7	8	1	1	1	500	5 8	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	S	11			
100-150	4	15	100-15 0	22	27	4	17	21	2,000-2,999	4	5			
151-200	3	11	151200	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.	<u>28</u>	34			1-19:- Ot			
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).

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TABLE 24

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

		High	Schools Class-				E]	Lementa	ry Schools Class-			Post Hig	h-Te	ch/Voc		
Students	Free	quency	rooms	Fre	guency	Students	Fred	quency	rooms	Fre	quency	Students	Fre	nuency		
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51-74			2	-		51-74	4	13	2	7	22	51-74		_	on	
75- 99	_	_	3	-	~-	75-99	4	13	3	5	16	75- 99		-	Region	
100-150	_	_	4	_		100-150	5	17	4	4	13	100-150	_		e E	
151-200		_	5	***	*	151-200	1	3.5	5	4	13	151- 200	1	33		
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Total	11	100		11	100		62	100		63	100		6	100	ပိ	

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

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NOTE OF

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

	0	GL 1		C		of Students
	Grade or Class	Stud No.	Pcnt.	Cum. Pent.	Classroom	lassroom Student
	1	1,917	31.			
	2	1,062	17	31		
	3	913	15	48		
Llementary	4	753	12	63		
	5	562	9	75		
	6	443	7	۶۷,		
	7	324	5	91		
	8	236	4	96		
Total Elementary		6,210	100 (87)	100	255	24
	9	185	33			
	10	173	31	33		
ligh School	11	122	21	64		
	12	83	15	85		
Total High Schoo	1	563	100 (8)	100	66	8
Vocational/Techn Total School Uni		407 7,180	(5) (100)			
	Race	No.	dents <u>Pent.</u>	Male	Female	Propor. Male
Elementary,	Eskimo	3,015	42	1.520	1,426	50.7
Secondary, & Vocational	Indian Other	1,291 2,884	18 _ 4 0	595 1,482	686 1,402	46.4 <u>51.3</u>
Total		7,180	100	3,606	3,574	50.2

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

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