

What did they accomplish with this \$25,000? The general agent for education was Dr. Sheldon Jackson who was a prominent secretary of the Presbyterian missions. In the formulation of schools in Alaska the churches played a definite role. Alaska was divided into regions and certain responsibilities were given to the churches. The Carmel Mission along with Bethel was operated by the Moravian Church; the interior of Alaska was appropriated to the Roman Catholic Church schools based at Holy Cross and Nulato; the Seward Peninsula at Cape Prince of Wales was operated by the Congregational Church; Point Hope by the Episcopal Church; Point Barrow by the Presbyterian Church. Along with educational emphasis came the conversion of the savages of Alaska. This campaign was not easy because of the competition between the Shaumons and the missionaries. We must congratulate the churches, because they have christianized the Alaskan Native.

This was the first campaign of introducing the institutions of America at the cost of cultural losses to Alaskan natives. The churches have fully pacified the innocent savages of Alaska.

What is wrong with native education? Dr. Charles K. Ray, Professor of Education at the University of Alaska, had this to say: "Let us now end this survey of Eskimo education between the two World Wars by analyzing the defects which made it so inferior to elementary and secondary school education in the U.S. and militated so strongly against the Eskimo's attainment of social and economic equality with Alaskans."

We can discern four serious weaknesses:

- A. Poorly qualified teachers
- B. Poor teaching methods and unsuitable textbooks
- C. Excessive load on the teachers and inadequate supervision
- D. Inadequate school facilities

YEARS OF FORMAL SCHOOLING COMPLETED, 1960¹

[In percent]

	White	Nonwhite
Less than 5 years.....	1.5	38.6
12 years or more.....	63.2	17.4
4 or more years of college.....	11.4	1.2

¹ Roger and Cooley, Alaska's Population and Economy, vol. II, pp. 174-187.

Although now the State of Alaska has the responsibility of educating the Alaskan native, the BIA is operating 67 day schools and two boarding institutions in Southeastern Alaska. What has the State done to accomplish the taking over of the BIA schools? We have the Johnson-O'Malley program which gives the authority to the State of Alaska for the transfer of the schools.

What measures have been taken for acculturation of the Alaska Natives? One measure is the COPAN program under the leadership of Prof. Saulsbury. The goals of the program are as follows:

1. To orientate the student to college life.
2. To afford the student a deeper appreciation of his original culture and to better understanding of his adopted one, by helping him to objectively compare them.
3. To improve the student's ability to express his thoughts and feelings to others, to encourage individuality and assist each student to develop a sense of economy and self-respect.
4. To improve the student's perception of himself and his abilities.
5. To help him to choose realistic goals.
6. To enable each student to recognize his work as an individual and as a contributing member of the larger society.

At the first, fourteen students volunteered to participate under this program. As examples of some of the social, economic and political problems of their native communities, one student writing of prison noted "Jail was certainly better than the conditions at the place that was supposed to be my home." Another student stated "The Caucasians were more intelligent and had many opportunities but then they were also more greedy and selfish." One student talks of his home town. "Everything seems to be suffocating in the embrace of a season that last too long." Another student stated "you have to choose whether you are going to be white or native."