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This Is Your University: 16.5 Million Dollar Construction Bond; Students and Where They Come From; Musk Ox Project; Institute of Marine Science – An Introduction; Lee Salisbury on Higher Education Problems for Natives; The University of Alaska Team on First College Competition

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FIRST EPISODE: 16.5 Million Dollar Construction Bond

ANNOUNCER: Paul Quist

Among the question to face Alaskan voters at the polls November 8th, is a \$16.9 million general obligation bond proposal to finance new facilities for the University of Alaska and its six community colleges.

The University of Alaska is a state university, charged by the legislature with providing higher education for everyone in the state. In the past 10 years, enrollment has grown rapidly. To meet the needs of soaring enrollment, the university has undergone an expansion program: new academic buildings and dormitories have been constructed. The community college program was established to offer higher education courses for Alaskans who could not leave their communities to attend school at the main campus. The proposed bond issue would continue this program of expansion.

The bond issue would provide \$8,500,000 for a library, humanities and fine arts complex, \$5,000,000 for community college facilities in Anchorage, Juneau and Ketchikan, \$2,500,000 in matching funds for a geophysical institute building and \$900,000 for paving roads, walks and parking areas on the main campus.

Construction on the library, humanities and fine arts complex was originally planned to begin in 1966, but was postponed when the state had to allocate almost all of its bonding capacity to rehabilitation programs after the Good Friday earthquake in 1964.

The present library was designed to house 80,000 books but has over 140,000 volumes and is adding 25,000 each year. The library is forced to eliminate seating and study areas to gain shelf

space. The proposed humanities and fine arts complex would provide classrooms, office space, and specialized facilities for programs in radio, journalism, speech therapy, music and drama.

The present geophysical institute building was designed to house a staff of 60 people but has a staff of over 210 and is unable to expand present programs or undertake any new ones.

The community college program is growing rapidly. All six colleges are now housed in rented quarters. The bond issue would provide funds to construct facilities for the three largest colleges in Anchorage, Juneau, and Ketchikan.

Nin hundred thousand dollars would be used for paving roads, walks and parking areas on the main campus. The streets on the main campus are now in poor condition and require constant and costly maintenance.

The university needs support if it is to keep pace with the growth of the state.

SECOND EPISODE: Students and Where They Come From

ANNOUNCER: Paul Quist

This fall, 1,879 students are enrolled. As a State land grant college, the University of Alaska's purpose is to provide higher education for the citizens of Alaska.

Nearly 79% (1,487) of the students come from within the state from 102 communities. Five hundred seventy six from Fairbanks, 201 from Anchorage, 177 from College, 44 from Juneau, 32 from Eielson, 29 from Fort Wainwright, 23 from each Kodiak and Palmer, and 20 from Sitka. There are also students from Metlakatla, Barrow, Tok Junction, Adak in the Aleutians, St. Paul and St. George in the Pribilof Islands, Shishmaref on the Seward Peninsula and Port Heiden on the Alaska Peninsula. Forty three of the lower states are represented in the student body. There are 61 students from California, 28 from Washington, 24 from New York, and 7 from D.C. and the U.S. canal zone in Panama. Thirteen foreign countries (Austria, Canada, China, Denmark, Germany, India, Japan, Nigeria, Pakistan, Peru, the Philippines, Sweden and Yugoslavia) are represented by 36 students. The freshman class, 672 strong (436 men, 236 women) is the biggest group on campus. There are 209 sophomores, 189 juniors, 146 seniors, 133 graduate students, 244 students without class standing, 192 transfer students and 92 post grad students.

THIRD EPISODE: Musk Ox Project

ANNOUNCER: Paul Quist

Two years ago small band of musk oxen were transferred to the University of Alaska from their home on Nunivak Island for a project aimed at their domestication. Muskoxen produce a fine underwool called qiviut, one of the finest fibers in the world.

Mr. Terry Hall, one of the Muskox Project staff is the guest on today's show.

Last week, the program has concluded the first phases of the breeding program, selecting for desired traits such as wool production, early maturity, size, and temperament. After bulls acquire a harem, they become protective and are not as docile as before. Now that the breeding program for this year is complete, the bulls have been separated from the cows. When the bulls were reintroduced to each other, they spent some time reestablishing their hierarchy by butting heads before setting down.

Until the calves are born next spring, it is not known how successful the breeding program has been this year. It is not even known if any of the females actually came into heat.

FOURTH EPISODE: Institute of Marine Science – An Introduction

ANNOUNCER: Paul Quist

In 1960, the State legislature authorized the University of Alaska to establish an Institute of Marine Science. Today the institute has a staff of over 45 people.

Dr. John Goering, an associate professor of marine science at the University of Alaska, is today's guest.

Dr. Goering explains that the institute studies oceanography at the primary level: currents, temperatures and how microscopic plants, algae, create organic compounds such as proteins, fats, and sugars through photosynthesis. Studying these topics will benefit the fishing industry, even though these are not direct studies of the fish themselves, because the fish are the end result of a long chain that begins with these basic events. The fish are directly dependent on what happens at the primary level. The algae, by photosynthesis, manufacture sugar from carbon dioxide and water in the presence of chlorophyll, using light energy and releasing oxygen. The algae provide food for zooplankton, such as very small shrimp, which, in turn, are the food source for small strainer-feeding fish such as herring or young salmon. Larger fish, like mature salmon, feed on the herring. And larger creatures, like sharks or seals, eat the salmon. This is not a very efficient process: from 80%-90% of the total food value is lost at each level. That means it takes from 10-20 pounds of herring or 100 pounds of zooplankton or 1,000 pounds of algae to make one pound of salmon.

Current studies are important to see how currents effect this cycle. An area of upwelling was discovered in the Bering Sea near the Aleutians, where cold, nutrient-rich bottom waters rise to the surface of the sea. This water acts as a fertilizer. If conditions are correct, algae start growing right away. Most of the known upwelling areas in the world are important fishing regions. By studying the currents, scientists hope to track the movement of the algae-rich waters.

FIFTH EPISODE: Lee Salisbury on Higher Education Problems for Natives

ANNOUNCER: Paul Quist

In 1960, nearly 60% of all Native students in Alaska dropped out of school before completing the 8th grade and of those remaining nearly 50% dropped out before completing high school. Of high school graduates who entered college, nearly 50% dropped out before the end of their freshman year. And only about 2% were expected to graduate at the end of four years. What can be done to help these students?

Lee Salisbury, head of the speech, drama and radio department at the university and coordinator for COPAN, College Orientation Program for Alaskan Natives, is the guest on today's show.

COPAN is sponsored by the University of Alaska and the Bureau of Indian Affairs under a grant from the U.S. Office of Education to help prepare Native students for college.

The problem seems to be in attitude and in upbringing.

Many Native students come to the university with a defeatist or fatalistic attitude. They expect it to be too tough for them. So, when the going gets rough, they get discouraged and quit.

Many students also have trouble expressing themselves in English. They are afraid to express an opinion because they are afraid they will say it incorrectly and many come from cultures in which to express an opinion is not an accepted social norm. So, they say nothing.

COPAN is designed to help the students gain self-confidence and help them express themselves. COPAN student come to the university for a six-week summer program. They stay with Fairbanks families to participate and acclimate to home life "in our society." The students attend discussion groups and classes that will help them adapt to college life, such as language, communication, cultural anthropology, and contemporary social problems. Learning of the problems confronting other social groups, Native students are able to compare with the problems facing their own people. The discussion groups cover class material as well as topics the students themselves generate. Sometimes Native leaders come in and talk with the students.

Though it is too early to say for sure and though the sample size is very small, Mr. Salisbury believes COPAN is helping the students. The students seem to show a more positive attitude and be more confident and self-assured by the end of the program.

SIXTH EPISODE: The University of Alaska Team on First College Competition

ANNOUNCER: Paul Quist

The University's varsity basketball team, the Nanooks, has mostly played local military and city teams in the Fairbanks area. This year, the Nanooks are playing a 21 game all college season. Most of the games will be played in Fairbanks, but there will be two stateside tours and games in Anchorage, Juneau and Sitka.

The Nanook coach, Fred Crowell, is today's guest.

This year the Nanooks will be playing 11 home games. Two games in Sitka and Juneau are also considered home games. This year's team is a 21 man squad. Ten of these men are from Alaska, including Mike Tauriainen from Kenai, Mel Brown from Unalakeet. Freshman Alvin Stevens is doing an outstanding job this year, as well.

Training begins the first day of school and consists of soccer, rugby, water polo, weightlifting and individual work. The team enjoys the training and they were able to get into top condition before the season started. Since October 15, practice playing basketball has begun and the team is getting ready for the season. The season opens up December 2nd and 3rd against the Alaskan Methodist University in Anchorage. Head coach Jim Brown, of the AMU team thinks that he has the best team yet in the history of the school this year. Two weeks later, the team will travel to Juneau and Sitka and play Eastern Washington State College. This year there will be two short trips outside. The team member will miss less class, it will be less expensive and the coach thinks the team will play better basketball.