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This Is Your University: 1967-8 Dr. Stone from Geographic Institute on Alaska Geographic Movement; Fisheries Technology Program; College Dairy Cow Herd Story; New Reading Methods and Tools for Village Children; Journalism - The *Polar Star* - Learning By Doing.

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Series: This is Your University series tapes

FIRST EPISODE: Dr. Stone from Geographic Institute on Alaska Geographic Movement

ANNOUNCER: Charles Northrop, substituting for Paul Quist

At the University of Alaska, a recent \$81,000 NSF grant will allow Dr. David Stone, a quiet Englishman turned Alaskan in the University of Alaska's geophysical institute to research his theory that over millions of years Alaska has been moving away from Siberia.

Scientists are able to plot what they feel to be the rough movement of continents through eons of time. One theory fits Africa, South America, Europe and Asia together into one supercontinent, called Pangaea, about 600 million years ago. Pangaea broke apart 450 million years ago into two smaller continents called Laurasia and Gondwanaland. These two later split into the continents they are today, according to the theory.

Dr. Stone's theory, that Alaska was once adjacent to southeastern Siberia, if shown probable through the geophysicist's paleomagnetic research in the next two to three years, will add to the scientific knowledge of continental movements. Previous theories of continental drift show Alaska and Siberia far apart in the early supercontinents. But Dr. Stone says that much geologic evidence suggests that Alaska and Siberia were once joined. A twisting movement away from Siberia would explain some peculiar geologic phenomena found in Alaska such as why the parallel Brooks and Alaska mountain ranges tend to curve and why the Brooks Range ends so abruptly in the Arctic and the tundra suddenly begins. A sliding, turning movement along the Brooks Megashear, a huge fault in the earth's surface through northern Alaska and the Bearing Sea would have broken a chunk of flat tundra away from Siberia, which is also tundra, and added it to the main Alaska landmass sliding along the megashear. The twisting motion as Alaska drifted away would have created the string of Aleutian Islands.

Dr. Stone will spend the next two to three years traveling across Alaska for the gathering rock samples from the Aleutian Islands through the Brooks Range and plotting the land mass movement. Through laboratory analysis of weak magnetic fields still held in the mineral rock, Stone will be able to detect movement of the Alaska landmass.

SECOND EPISODE: Fisheries Technology Program

ANNOUNCER: Paul Quist

In the commercial fishing areas of New England, the Pacific Northwest and Southeastern Alaska families have lived for generations on the edge of the sea, relying on the sea for their livelihood and passing on traditional skills, knowledge and wisdom on how to cope with unpredictable fish runs and stormy seas.

Today, an American technical revolution is interrupting this transfer of skills and knowledge in historic fishing families. This results in a loss of trained skills and an influx of new, untrained people into an industry which is growing more complicated. This loss of skill is threatening the stability of commercial fishing as an industry. New training programs introduced by the University of Alaska are helping to soften the effects of this transition period.

Jack Doyle, a fisheries extension industries instructor for the University of Alaska, points out that young men from long time fishing families are being drained away from modern industry and commerce. Another kind of fisherman is appearing, however, a part time fisherman who fishes only during the big runs, hoping for fast financial gain, is largely untrained and without real knowledge of fish, the sea, boats and fishing gear.

Since 1963 the university's fisheries extension program operating as part of the department of statewide services has been conducting short courses in practical fishing technology in large and small communities along the Alaskan coast. Fishermen of any level of experience stand to benefit from the course. With new, technical advances in marine research, fishermen using traditional methods learn new, more economical processes. Response to the short courses has been impressive. Fifty to sixty fishermen show up for class in villages that have only 200-300 residents. There are two 4-hour class sessions per day with two groups in shifts. The program is so popular that villages and communities often request a second fishery technologies course be taught for those who missed the first class. The enrollment is usually doubled the second time because men who took the first class come back to sit through the second course. The schedule is demanding for the instructor, but Doyle, a commercial fisherman himself, enjoys his work.

This fall, the Board of Regents approved a three-year course that will lead to an associate's degree. Principle training centers will operate from community college facilities. Ketchikan and Kodiak are expected to be the first sites for the program.

THIRD EPISODE: College Dairy Cow Herd Story

ANNOUNCER: Paul Quist

The University of Alaska's agricultural experiment station has been notified by the Holstein-Friesian Dairy Association of America that the top three milk producing cows in Alaska are at the U of A's farm. The champion, named Alaska Double Best Pride 58886562 belongs to an experimental dairy herd of 30 animals. Double Best produced over 16,400 pounds (over 8,000 quarts) of milk last year. Dr. Horace Drury, director of the station, points out that this is almost double the national dairy average. Experiments on the college dairy herds as well as a wide ranging experimental program in general agriculture are the prime functions of the two farms maintained by the university. The experiment stations were established in 1907.

A recent study carried out by the experimental farm found that cows that stay outside throughout the long interior Alaska winter are generally found to be fatter, healthier and happier than cows that sit out the winter in warm bars but produced 10% less milk than the barn cows.

A project called "Finding the Value of Alaska Forage Materials" is underway at the Matanuska farm near Palmer. Animal food crops such as grass, oats, peas are grown in a natural condition. After experimental cuttings at different times throughout the summer, the crops are fed to controlled groups of animals to determine how food value is retained when crops are harvested in early, middle or late summer. The effect of constant summer sunshine on nutritional value is also being examined.

Moisture in crops is so high through the northern summer that in order for nutrition to be retained for feeding livestock, the grains have to be artificially dried through an expensive process. Agricultural researches at the university farms are feeding small amounts of fermented barley to controlled groups of animals to determine if the drying process may be skipped and portion of the grain allowed to ferment. If livestock may be fed a percentage of fermented grain without hurting production, it will save farmers money.

Another study is being conducted by the station with beef from dairy cattle on sale at Alaskan super markets. The study may determine if one type cow, well adapted to the rigorous climate, could serve the dual needs of Alaskan consumers. With the price of transportation dropping, Alaskan farmers are facing stiff competition from products being imported from outside the state. Researchers at the experimental farms hope to find answers to this problem with better, more efficient operating techniques for local farmers.

FOURTH EPISODE: New Reading Methods and Tools for Village Children

ANNOUNCER: Paul Quist

Themes in traditional primary school readers of the “Dick and Jane” type such as fire engines and cows are out of place in rural Alaska village schools. At the University of Alaska, an experimental new series of teaching aids designed for village children in outlying villages is under development in the Alaska Rural School Project.

Many young people today grow up in a fast paced, complicated world. But what about Eskimo and Indian children growing up in tiny villages in Alaska’s wilderness with their parents still hunting and fishing for food in a way of life that has remained unchanged for thousands of years? They must try and adapt successfully in one generation to a complex, technical society. Education in the ways and means of modern technical man seems to be the only way to successful bridge this gap. In hundreds of village schools, elementary school teachers of the Bureau of Indian Affairs in the state of Alaska are trying to prepare their Indian and Eskimo students for the long bridge across the culture gap. However, there is a lack of educational aids that are appropriate for these rural children. The aids are appropriate for city children.

The university’s Rural School Project, which was backed by a grant in 1966 from the Ford Foundation, is developing a new series of aids for rural teachers in the state. Instead of discussing Dick and Jane’s activities in metropolitan cities, new primer readers under development emphasize Alaskan children engaged in familiar village activities.

Mrs. Winifred Lande, director of the Rural School Project, points out that Native children in rural schools of the state enter school with vocabulary, language problems, cultural background and skills different than children in the lower 48. Unfamiliar topics like school buses, zoos and city traffic cause the children unnecessary difficulty when learning to read. In addition to the Alaska readers being developed, Mrs. Lande and her staff are also developing other aids such as records children can listen to while learning English. Children are first taught an awareness of their immediate surroundings and then an awareness of the world beyond their villages.

The Rural School Project is also addressing the problem of lack of quality teachers adequately trained in the special needs of rural village children. Each summer the project conduct an 8-week summer institutes for training new teachers from the lower 48 who are headed for assignments in remote village schools with instruction in language training, anthropology, health and community services.

FIFTH EPISODE: Journalism - The *Polar Star* - Learning by Doing

ANNOUNCER: Charles Northrop

Students write, edit and lay out their own newspaper, The *Polar Star*, as a working laboratory in Journalism. Tom Steers, the editor of the *Polar Star*, is busy now that The *Polar Star* switched from a once a week to a twice a week publication. Each publication is filled with news and feature accounts of what is happening around the campus. This year, The *Polar Star* carries Associated Press briefs taken from AP teletype machines in the newspaper office. Social comment columns and cartoon strips have also been added. Though The *Polar Star* and the journalism department are technically separate, students in journalism classes are assigned beat stories to cover which are graded and then edited and published in The *Polar Star*. Beginning and advanced photography students are assigned free-lance picture assignments basketball games, dances and other campus events and are paid for their efforts.

Circulation of the newspaper isn't confined to campus. Since last year, copies of The *Polar Star* have been in newsstands in downtown Fairbanks. The off campus circulation is an outgrowth of early experimental programs that once have the paper circulating in Anchorage, Juneau, Kodiak and Nome. Though the number of copies distributed elsewhere than on campus is small, this circulation gives the student staff experience at handling outside newspaper circulation, as well as giving advertisers a little more for their money. The newspaper has developed a small, dedicated readership around Fairbanks.

The students' job doesn't end with typed stories and layout pages. Two years ago the associated students of the University of Alaska, the student government body that own the *Polar Star* authorized the purchase of special typesetting equipment. This would enable *Polar Star* staff to prepare camera ready pages for offset printing. Where once the student's job ended and the printer's began, now *Polar Star* typesetters work in part-time jobs that provide income for students working their way through school, but also enables the newspaper to cut printing costs by 50%. In this manner, the *Polar Star* is able to pay for itself, and even make a little profit which goes toward purchasing new equipment.