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# TESTIMONY

SUBMITTED TO

THE ALASKA NATIVES COMMISSION

TASK FORCE ON EDUCATION

AT

ANGOON, MT. EDGE CUMBE, & SITKA, ALASKA

APRIL 14, 15 & 16, 1993

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ALASKA NATIVES COMMISSION

JOINT FEDERAL-STATE COMMISSION  
ON

POLICIES & PROGRAMS AFFECTING ALASKA NATIVES  
4000 Old Seward Highway, Suite 100  
Anchorage, Alaska 99503

## TABLE OF CONTENTS

Title Page . . . . .	i
Table of Contents . . . . .	ii
Witness List . . . . .	iii
Exhibit List . . . . .	iv
Proceedings, Day 1, April 14, 1993, Angoon . . . . .	1
Proceedings, Day 2, April 15, 1993, Mt. Edgecumbe . . . . .	89
Proceedings, Day 3, April 16, 1993, Sitka . . . . .	104
Indexes . . . . .	
Alphabetical Index . . . . .	171
Subject Index . . . . .	189

# WITNESS LIST

## Day 1, April 14, 1993

Gabriel George . . . . .	5
Marlene Zuboff . . . . .	17
Unidentified Female Speaker . . . . .	18
Bernice Hansen . . . . .	30
Unidentified Female Speaker . . . . .	35
Unidentified Female Speaker . . . . .	44
Marlene Zuboff . . . . .	50
Jennie Jim . . . . .	58
Unidentified Female Speaker . . . . .	60
Matt Kookesh . . . . .	70
Marlene Zuboff . . . . .	80

## Day 2, April 15, 1993

Jesse Bussanich . . . . .	93
Willow Bowen . . . . .	93
Gwen Atti . . . . .	93
Jamey Cagle . . . . .	95
Monica Chase . . . . .	95
Chris Kashatok . . . . .	95
Calvin Kashedaroff . . . . .	98
Ricardo Merculief . . . . .	98
Rachel Jimmy . . . . .	98
Tracy Lundhal . . . . .	100
Andy Karmun . . . . .	101
Michele Skogen . . . . .	101
Carla Weiser . . . . .	102
Jason Rutman . . . . .	102
Leatha Merculief . . . . .	102
Connie Lincoln . . . . .	102
Thi Christipherson . . . . .	103

## Day 3, April 16, 1993

Brenda Campen . . . . .	109
Marilyn Knapp . . . . .	109
Larre Rocheleau . . . . .	110
Verna Hudson . . . . .	115
Ted Wright . . . . .	126
Ed Thomas . . . . .	129
Joe Hotch . . . . .	132
Isabelle Brady . . . . .	135
Victor Guthrie . . . . .	138
Dennis Demmert . . . . .	139
Trudy Skan . . . . .	158
George Obert . . . . .	161
Richard Dalton . . . . .	164
Eunice Johnson . . . . .	165
Mike Lopez . . . . .	167
Robert Peele . . . . .	167
Doloresa Cadiente . . . . .	168

## EXHIBIT LIST

### Day 1, April 14, 1993

- #1            Testimony of Gabriel George

### Day 2, April 15, 1993

- #1            1993 Cost Study by Jamey Cagle

### Day 3, April 16, 1993

- #1            Testimony of Verna Hudson
- #2            Testimony of Joe Hotch
- #3            Testimony of Dennis Demmert
- #4            Tlingit and Haida Indian Tribes of Alaska,  
Resolution 93-24
- #5            Tlingit and Haida Indian Tribes of Alaska,  
Resolution 93-51
- #6            Testimony of Judith A. Lindhoff

ALASKA NATIVES COMMISSION

EDUCATION TASK FORCE

HEARING

APRIL 14, 1993

ANGOON, ALASKA

APPEARANCES:

WALTER SOBOLEFF  
Alaska Natives Commission  
Education Task Force Chairman

SALLY KOOKESH  
Alaska Natives Commission  
Education Task Force Member

BEVERLY MASEK  
Alaska Natives Commission  
Education Task Force Member

SAM TOWARAK  
Alaska Natives Commission  
Education Task Force Member

# PROCEEDINGS

APRIL 14, 1993

CHAIRMAN SOBOLEFF: Good evening, ladies and gentlemen. We're glad to be here, members of the Alaska Commission founded by the state and U.S. Congress. We have a very important task to perform, not only in Angoon, but for the whole state of Alaska. We have been advised by the U.S. Congress to go out into the various fields of Alaska and find out what the problems are, and to hear from you how some of these problems can be solved. And the last words I remember a member of Congress telling us, to be sure and really do that. Because the U.S. Congress wants to know of the problems and things that can be done to improve any given situation such as in education, economics, governments, health, and social and cultural issues, five main areas.

And should you have any questions or problems or suggestions of improving in these areas, we want to hear you. We are -- we will be your representatives in making (indiscernible) report and recommendations.

And members of this group on education is Sally Kookesh over there; and Deputy Director, William Hanable here; and Beverly Masek; and Sam Towarak; and myself.

I hear that some of my village people are excited to hear that people from Washington, D.C. are coming. And lo and behold, Walter Soboleff of Kilisna (ph.) came here (laughter). (Indiscernible) I'm glad to be back in my home village. It's good to be here.

So we want to hear any and all of you to speak. Please don't

be bashful. We're here to hear you, not tell you. We want to hear. And (indiscernible) has a big report to make, we wanted to give her report. (Indiscernible).

May we have the first one, please; give your name. Not how old you are, but what your interest is and your recommendations, and we will be all ears to hear (indiscernible).

MS. MASEK: I just want to introduce myself. I know Walter Soboleff introduced me. But I'm Beverly Masek and I'm originally from Anvik which is on the Yukon River. And the reason I'm on this Commission too is I'm really concerned about the welfare and the future for the people, the Native people in Alaska. And I've raced in the Iditarod for four years in a row. It's a big challenge and, you know, it's a lot of hard work.

And I think this is what this Commission needs too is a big challenge, because we have a big task to do and start hearing your input and everything that you have to say, it's really important. So we sure appreciate your hospitality in inviting us here to Angoon, and especially to Sally for housing and putting up with us. Look forward to your comments.

MR. TOWARAK: Yeah, I am Sam Towarak. (Indiscernible) in the northwest part of Alaska near Nome. And I sure am pleased to be in Angoon. This is the first time I've been to a real Southeast Indian village. I have been to Juneau on numerous occasions, I'll spend next week in there. I've been to Sitka and Ketchikan, but I've never really been to Southeastern till I've come to Angoon.

And I really appreciated getting a crash course in the

Southeastern area style of life, some of those things that are unique and some of the things that are like other parts of Alaska. We would encourage you to let us know what some of the policies and programs that may affect you, we'd like to know about them. We have been diligently writing and putting them down and listening to the different people.

I work as an educator, and I'm a assistant superintendent at the Bering Strait School District. Our headquarters is in Unalakleet, just like the (indiscernible). We have the same type of REA (ph.) structure. And we do appreciate the visit to the school, visits to the various part of the community and study of the infrastructures of different things that involve Angoon. And we certainly have enjoyed our visit, and I would like to echo Beverly's comments in thanking Sally and Albert Kookesh for being such gracious hosts.

I also want to mention that Sally has served on the Education Task Force and she'll be recognized as -- in that field. Our task force has been set up mainly to go and look at specific areas where we think we can affect programs and policies, and she has been actively involved with us in the education portion, and we really appreciated her participation.

I'd like to tell you a story about when she was up in Anchorage with us. It just so happened, the day or the day after, the same day that we were meeting, the volcano came up, so that was kind of a surprising experience for both her and Walter, because they were delayed there the longest.



But we certainly appreciated her input and we have a fine person that believes in Native education, and will certainly be recognized, if anyone in the state, for (indiscernible) education. But I'm here to listen.

UNIDENTIFIED MALE SPEAKER: (Indiscernible).

MS. MASEK: Okay.

MS. GEORGE: My name's Gabriel George. And I'm (indiscernible) from Angoon. I come out (indiscernible), my father was (indiscernible).

I think the timing of your hearing fits perfect in my mind. For the past six years, I've been chairman of the Kootznoowoo Shareholder Homesite Plan. And I've been working along with the (indiscernible) committee in trying to facilitate this plan for -- to provide lands for Alaska Natives under the land claims bill, under ANCSA, and the (indiscernible), you know, subsequent amendment.

And the homesite, you know, committee, was charged, Your Honor, to facilitate the program. I think that is great, and a real simple task. (Indiscernible), right, provide land for the shareholders. What we did when we looked at our original shareholder (indiscernible) and there were 628 original shareholders in Angoon, or in Kootznoowoo, and we set forth and set out an ad in the paper and (indiscernible) for doing a subdivision in the Angoon area. We worked on the program for a couple years and came up with a system that we thought was fair. And I think it is -- was fair, or is fair.

We head a deadline to meet, which was December 18th, 1971 -- or 1991, sorry, 20 years after. And that was the deadline that was in ANILCA. And we have deeds up in Anchorage in escrow with all the original shareholders' names on them, and each one of those shareholders has (indiscernible) a parcel on this map.

And what I'd like to present to you today is some of the problems that we've encountered at the Homesite Committee in dealing with trying to get this subdivision approved or (indiscernible) and (indiscernible) into the actual shareholders' hands.

(Indiscernible) there wasn't very many homesites done in Southeast, and I don't know how many were done in Alaska. But we met with different corporations that had developed them and went through their homesite planning process and have given out land. Some of those were small corporations and therefore (indiscernible) richer corporations, that they had -- were fewer people to distribute their wealth to.

And (indiscernible). The Homesite Committee was formed to investigate how best to administrate a homesite program. As I said, we placed an ad in the paper and we hired an engineering firm. Now, the reason why we hired this engineering firm, R & M Engineering, was that they basically have a local hire program when they actually started surveying the land. And that was, you know, the (indiscernible) in here and firms that we talked to.

We presented them with the land area that we're talking about, the number of shareholders that we have, and came up with 940-odd

lots (indiscernible) from so that the shareholders had a preference, if they had a preference for a lot, we'd be able to get it. And that was on random numbers on the application sheet or preference sheet, and that's how we dealt with it, and so I believe it was fair.

(Indiscernible) good results. Out of applications, 53 percent submitted an application to the corporation received their first preference. Some 70 -- I think it was like 73 percent or thereabouts received either first, second, or third preference, of those people submitting applications. And (indiscernible) preferences.

The problems that we ran into -- well, first of all, after we did some scoping, we went to the BIA, went to BIA roads, went to PHS, went to Tlingit and Haida, and ADEC, Alaska Department of Environmental Conservation, and all the agencies that we thought that we'd have to meet with in order to facilitate this plan. And every place we went -- I mean, we went to BIA Roads and said, "We have a plan here that, you know, that we want to administer in the Angoon area for (indiscernible) shareholders and provide a subdivision," they said, "Well, we can put in your roads for you if you have a house." You know, that sounds great.

And we go to the next one, the PHS, and they said, "Well, we can, you know, work with (indiscernible) have your roads in." Yeah, that sounds good too. Then we go to ADEC, and they say, "Well, we really can't have anybody build on a plot of land until they come up with a proper water and sewage disposal system. And

when you do that, you know, and you can't put in -- you can't start building a house till you have proper water and sewage. And of course, we have to get ADEC's approval before we have the (indiscernible) approved by the state.

So every place we turn, somebody had a service to offer. You know, someone had (indiscernible) talked to and said, you know, we can do this for you. But they always had a condition that reverted back to the Catch-22. You couldn't do this, you couldn't do that until you did this, and then that agency says you can't do that unless you get this done. So obvious -- it became real obvious that we couldn't do anything unless everything was instantaneously done. We couldn't get roads in unless we had water -- or we couldn't get roads unless we have houses, we couldn't have houses because we didn't have water and sewer, you know, and all.

So someplace along the line, someone's going to have to send a message to BIA Roads, BIA, PHS, the Alaska Department of Environmental Conservation and say that, you know, let's sit down and talk about a new homesite program that is provided for in -- not ANCSA, but ANILCA, which is an amendment of ANCSA, and the amendment that extended the homesite program. And I think that's -- would be my recommendation, as far as being Chair of the Homesite Committee, and that a message needs to be sent, a clear message, to inform the BIA, Bureau of Indian Affairs, that many Alaska Native corporations (indiscernible) shareholders homesite program (indiscernible) ANILCA, and that they will need funding for planning and for roads.

And not all homesites need roads, but (indiscernible) as you all know, being from Alaska, there is a housing shortage in Alaska. And there's been a housing shortage in Angoon for many years. And this is the first time that I think that we've had a (indiscernible) to own land and to build our own house in Alaska. And of course, that's part of (indiscernible) ANCSA built, I mean, (indiscernible) land. And (indiscernible) when I ran on -- when I ran for the corporation.

The second thing is again (indiscernible) will also need money for planning. And (indiscernible) corporations (indiscernible) homesite program. We have -- Kootznoowoo homesite program has (indiscernible) for water and sewer, but will do so in the near future.

CHAIRMAN SOBOLEFF: Can I ask you a question right --

MS. GEORGE: Sure.

CHAIRMAN SOBOLEFF: -- because it'll bug me later. Is it necessary for water and sewer, is that within the municipality?

MS. GEORGE: Yeah, all the land -- all our corporation lands are within the city limits of Angoon. Angoon has --

CHAIRMAN SOBOLEFF: Okay.

MS. GEORGE: -- almost all the land.

CHAIRMAN SOBOLEFF: Okay.

MS. GEORGE: From here to (indiscernible).

CHAIRMAN SOBOLEFF: Okay.

MS. GEORGE: And of course, we have -- (indiscernible) Angoon (indiscernible) have less land in Angoon area than the other

village corporations. And we did that for a specific reason, so that we have a lot less land than other village corporations around Angoon.

We need to have, you know, (indiscernible) we met with -- yesterday we met with the Angoon Planning and Zoning Commission, and we're trying to work with them to address the water and sewer issues and other ordinance and zoning issues. And met with also ADEC representative (indiscernible) Sitka. And he came over with handouts, handouts that I had already given to Planning and Zoning, and explained to them what Alaska Department of Environmental Conservation's concerns were, which is our concerns also. You know, that we have a healthy environment in Angoon today, tomorrow, and in the future, and have good sewage disposal systems.

But (indiscernible) came with our -- the handout that -- to the Commission and to the Kootznوو and has not been in the past, it became very obvious that the Alaska Department of Environmental Conservation guidelines were meant for non-Native (indiscernible) Juneau and Ketchikan, and other areas. The subdivisions that they were talking about are -- were subdivisions that were small enough for someone to finance and, of course, the subdivider hadn't complied with state regulations and passed the cost off to the shareholders.

And what I'm saying is, it was obvious that they had not dealt with any ANCSA corporations and in their homesite program. And their guidelines and regulations -- subsequently, they do not address ANCSA corporations and the situation we're in.

So (indiscernible) to Alaska Department of Environmental Conservation, and some other guidelines have to be developed in order for our subdivision to be approved by the state in an orderly fashion, and the money, you know, being sought after for proper water and sewage in those areas.

I have -- and I don't want to take all evening. But I have a package here of the information that I presented to Planning and Zoning (indiscernible) Department of Environmental Conservation guidelines which haven't been approved yet. They -- the state hasn't approved their guidelines that we're trying to go by. And we're trying to go by them, because they're the best guidelines around, even though they haven't approved them. So I think we're one step or two steps ahead of the state in terms of trying to address the health -- or the sewage and water issues.

And they have. They've gotten a new water line in Angoon. We're in desperate need of a new sewage treatment plant. I think it's outrageous how our plant is being handled right now. We have a primary and secondary treatment plant and secondary treatment has worked infrequently, if at all. I'm not sure if it even has worked at all. And if you're wondering what primary, secondary, and tertiary treatment is, it's also in the information packet.

What we're dealing with here in Angoon is 628 lots covering 663 acres. Our lots range from (indiscernible) lots which are lots up close to town. They're smaller lots. But they were selected primarily because of the (indiscernible) of the lots.

MS. MASEK: What is the black line?

MS. GEORGE: The black line is roads (indiscernible) roads. The red lines are proposed right-of-ways. Our --

MS. MASEK: What is existing now?

MS. GEORGE: This is our existing road now.

MS. MASEK: No, I mean the lot, the....

MS. GEORGE: Oh. Right there.

CHAIRMAN SOBOLEFF: (Indiscernible) is that (indiscernible)?

MS. GEORGE: Yeah. No, no, right in here, the City of Angoon.

CHAIRMAN SOBOLEFF: Okay.

MS. MASEK: And this is all (indiscernible)?

MS. GEORGE: Yeah, (indiscernible).

MS. MASEK: (Indiscernible).

MS. GEORGE: (Indiscernible). You're here now. Kookeshes, or where you're staying is here.

MS. MASEK: Yeah.

MS. GEORGE: Oh, I'm sorry, here. Across the road from them are acre-and-a-half lots. Our beachfront property are three-quarters of an acre, which are numbered lots. The lots right behind the beachfronts are A lots, and they're one acre in size. The lots behind the A lots are B lots and they're acre-and-a-half in size.

MS. MASEK: Why isn't -- there is no mark -- red mark (indiscernible).

MS. GEORGE: That's because I just got through doing this and I hadn't completed it.

MS. MASEK: Oh, okay.



MS. GEORGE: But yeah, these are -- I need to put in the red lines here for proposed right-of-ways. What I'm working on now is getting R & M Engineering to delete the old right-of-ways that had lots in them, (indiscernible) no lots and (indiscernible) areas that we did need.

The homesite program as it stands today could take care of itself without adding onto our sewage system that does not work. And we really do need a -- our sewage system to start working. I think it's outrageous that it doesn't work. We need money, you know, for it to work. We need, I think, when this starts becoming developed, because this plan is not a plan for today, it's a plan for tomorrow and the future, for our kids and their kids. Because right now we have a -- if we (indiscernible), that would solve our problem for the moment, and leave nothing for the future.

So I think this is a long-range plan. I don't expect water and sewer and money to come in tomorrow. But I do expect that the agencies that are responsible for water and sewer and the services that they provide, you know, be aware that other corporations other than Angoon are going to be working on their homesite program. And they're not. I know they're not, because I've talked to them.

I would be happy to send you a, you know, revised map when it's here, but this is what I've been working with with Planning and Zoning. And I've asked them to look at right-of-ways and how best to address them for their needs and their concerns in the future. And that's what we're trying to work on.

If there's any questions, I'll be happy to try to answer. But

I do know that there are other corporations that are going to be working on their homesite program, and there's need for planning, there's need for inter-government coordination or somebody to say there's a program provided for under ANILCA; somebody needs to start preparing to address those needs.

UNIDENTIFIED MALE SPEAKER: Are you aware of (indiscernible)?

MS. GEORGE: No, I'm not. All (indiscernible) I've been the Chairman of the Homesite Committee for quite a while, and my intent was to get land for the Natives and shareholders. The more I talk, the more I (indiscernible). Now I know about sewer systems.

UNIDENTIFIED MALE SPEAKER: Yeah. Yeah.

MS. GEORGE: Primary, secondary, tertiary, on-site.

CHAIRMAN SOBOLEFF: You've taken testimony from the Sanitation Task Force?

UNIDENTIFIED MALE SPEAKER: (Indiscernible).

CHAIRMAN SOBOLEFF: Or (indiscernible).

UNIDENTIFIED MALE SPEAKER: Yeah, the Health Task Force (indiscernible).

MS. MASEK: Yeah, in Emmonak.

MS. GEORGE: Right. (Indiscernible) here's some information that I've presented to Planning and Zoning. Here's a map with our homesites on there. It's not -- like I said, the red isn't complete, there's that one spot that you recognize right off, needs to be finished up, and that's what we're working on as of today and tomorrow.

MS. MASEK: Basically, you're just asking to get some -- these

programs that they had or that they say they had established to help (indiscernible) program (indiscernible).

CHAIRMAN SOBOLEFF: Alleviate some of the -- with funds, alleviate some of the (indiscernible) Commission (indiscernible)?

MS. GEORGE: Well, yeah. I mean, the agency that said that, you know, we can put in roads if there's a house; and then somebody else said you can't put in a house unless there's roads and water and sewer need to get together, you know, and find out how we can plan for houses, how we can plan for roads, how we can plan for water, without running into roadblocks. Because those -- I mean, when I sit down with somebody and say, "Would you help me on roads?" They say, "Sure. (Indiscernible) house (indiscernible)."

CHAIRMAN SOBOLEFF: Yeah.

MS. GEORGE: "Can you help me on the water?" You know, only if there's a road and there's a house (indiscernible). "Can I build a house?" No, because you don't have sewer in there.

CHAIRMAN SOBOLEFF: Right.

MS. GEORGE: So some of that has to be ironed out.

MS. MASEK: (Indiscernible) this type of....

MS. GEORGE: They are. I mean, they're --

MS. MASEK: They're going to run into the same problems --

MS. GEORGE: Right. Right.

MS. MASEK: -- that you are.

CHAIRMAN SOBOLEFF: The note I wrote on (indiscernible) we need to fit this into the (indiscernible) to provide for Alaskans

to settle in Alaska.

MS. GEORGE: Mm-hm (affirmative).

CHAIRMAN SOBOLEFF: I mean, we've provided for pioneers, we've provided land for different people. We opened it up for the state land lottery. Why can't we do it for Alaska Natives and do it so that they occupy (indiscernible) land (indiscernible) from a land lottery that are limited in scope, and that floors me. I mean, why can't we provide for our people that live in Alaska, (indiscernible) from a guy that comes off of a -- from outside and stays here 30 days, and then gets the land in the middle (indiscernible). I think we should look at it.

MS. GEORGE: But I do have (indiscernible) recommendations written down, and it's in the packet.

CHAIRMAN SOBOLEFF: Okay, thank you.

MS. GEORGE: If you have any questions....

CHAIRMAN SOBOLEFF: (Indiscernible) come under governance. Is there any other issue under governance?

MS. GEORGE: Well, that -- you're (indiscernible).

CHAIRMAN SOBOLEFF: Sure.

MS. GEORGE: I thought I (indiscernible).

CHAIRMAN SOBOLEFF: Are you through with -- are we through with governance? This one lady wants to talk about governance (indiscernible).

MS. ZUBOFF: Okay, I'll speak a little bit on governance and then (indiscernible).

CHAIRMAN SOBOLEFF: Give your name, please.

MS. ZUBOFF: (Indiscernible). Marlene Zuboff. I'm the executive director for Angoon (indiscernible), our tribal government in Angoon for the Tlingit people. We have applied for a 93-638 contract and grant, of which, under the governance program, I'm speaking in regards to federal grants for management. I believe it would be for the betterment and the success of the tribe to be able to have (indiscernible) tribes (indiscernible) management grants be taken out of a competitive status, to allow tribes to successfully improve in their areas of their programs and program management. The (indiscernible) management grant is used for any financial difficulties that would -- that a tribe has, and this grant could be acceptable to all tribes, thereby ensuring self-determination.

I would greatly appreciate both federal and state assisting us on this, and also putting more money and dollars into training programs. If you're not in the office of self-governance then you're contracting directly from the Bureau of Indian Affairs, you have program dollars but no admin dollars that you do in the office of self-governance.

The smaller contractors need assistance in ensuring that they meet self-determination. That can be only possible if we assist the small tribes and make it possible for them to audit their records or improve on financial management areas. It cannot be greatly over-stressed, we need the assistance of everyone involved.

The small contractors assist with a lot of issues that pertain to our community, so, like I said, it cannot be overly stressed the

importance of this grant. We need more grant (indiscernible) to ensure successful program management.

CHAIRMAN SOBOLEFF: Is Angoon one of the (indiscernible)?

MS. ZUBOFF: (Indiscernible).

CHAIRMAN SOBOLEFF: Okay. Okay. And you said 93 (indiscernible) that all-encompassing?

MS. ZUBOFF: 93-638.

CHAIRMAN SOBOLEFF: Oh, 638, yeah. That's (indiscernible) contracting (indiscernible) tribal governance, the 638?

MS. ZUBOFF: Yes. Yes.

CHAIRMAN SOBOLEFF: Okay, did you (indiscernible). Anything further on governance? Governance.... Okay, let's go into the education section. Anybody on education?

UNIDENTIFIED FEMALE SPEAKER: Me. (Indiscernible) three children, high school (indiscernible). One is elementary. I know my daughter is (indiscernible). There are certain programs that I want in our school system (indiscernible). Number one is computers, computer education, (indiscernible). And how to do (indiscernible). (Indiscernible). They have an enrollment of 300 students, Alaska Natives, Alaskan children.

And in that (indiscernible), there were 150 Macintoshes for the students. One computer for every three students. In our high school, we have no Macintosh computers, we have Apple, we have computers (indiscernible). We don't have a program. We don't have a computer teacher. (Indiscernible) own education, because she had a education on how to use the computers that we have here in

Angoon, (indiscernible).

Other things that I think that should be in the high school curriculum is (indiscernible). That would give the kids the prerequisites if they were going to go on to (indiscernible). If they want to get into the PA program in Sitka or in (indiscernible) Washington. (Indiscernible) that they can (indiscernible) high school.

And I know now that there is no reading program for the high school for the children that have low reading skills and the children that have good reading skills, there's no reading program provided. And I know that when they get to college, (indiscernible) class they take (indiscernible). They're required to read a chapter, maybe two and three chapters a night.

I know we have a writing program, and the writing program that we have now is -- has a (indiscernible) children writing and development. And (indiscernible) same kind of idea at the high school (indiscernible).

And another area that I (indiscernible) environment. (Indiscernible) high school teachers. (Indiscernible) children learn about the issues that (indiscernible) that now are roadblocks in our (indiscernible) development.

(Indiscernible). The roadblock I see is, how do we get these programs in the school? How do we get the computer program (indiscernible). (Indiscernible).

Another problem I see is our high dropout rate, Native children dropping out. No (indiscernible). No (indiscernible).

And so I think what we're seeing now in the past five or ten years is a high rate of dropout.

I know now we have too many teachers in our district (indiscernible). (Indiscernible) education.

And another problem I see (indiscernible). Right now, this whole village is dumping raw sewage right (indiscernible), because the sewer treatment plant (indiscernible). We have the same sewer treatment plant as (indiscernible). I don't know how (indiscernible) sewer treatment plant is, but (indiscernible). And now the (indiscernible). (Indiscernible) the City of Angoon is responsible for our sewage system, and the people (indiscernible).

MS. MASEK: (Indiscernible) maintenance (indiscernible) responsible or (indiscernible).

UNIDENTIFIED FEMALE SPEAKER: Lack of responsibility.

MS. MASEK: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: Lack of responsibility (indiscernible). And lack of funds from the people not paying for their water and sewer.

CHAIRMAN SOBOLEFF: (Indiscernible) probably poor planning (indiscernible) --

UNIDENTIFIED FEMALE SPEAKER: Poor planning.

CHAIRMAN SOBOLEFF: -- design (indiscernible).

MS. MASEK: Is there any follow-up on that system after it was installed?

UNIDENTIFIED FEMALE SPEAKER: The (indiscernible) two or three weeks ago, just talking about the sewer system, right in the



(indiscernible), right through (indiscernible). (Indiscernible) raw sewage on the roads that our kids walk on.

MS. MASEK: Did you read about the (indiscernible) happened (indiscernible)?

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible). (Indiscernible) coming direct at us. It's supposed to go to the (indiscernible), decontaminate, come to the village. What it's doing is coming from the water, you have good drinking water and (indiscernible). And there's no (indiscernible) contamination (indiscernible).

MS. MASEK: Did you ever address this to the state, the DEC?

UNIDENTIFIED FEMALE SPEAKER: Yes, DEC came in and (indiscernible) they had to pick up the waste (indiscernible) --

MS. MASEK: Did you -- do you have anything in records or anything written prior to all the problems when it first broke down, when you first started (indiscernible) sewer system and water system?

UNIDENTIFIED FEMALE SPEAKER: It's just a health hazard, it's all we're saying. It's a health hazard to Angoon, it's a health hazard to our people.

MS. MASEK: Well, if the DEC put a complaint against the City of Angoon, do you have anything written down as to your complaining about it prior to all this happening?

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible), as a person living in Angoon, these are our problems. We have no funds. We have no funds (indiscernible) our sewer system (indiscernible)

treated and then dumped. We don't have the funding, additional funding to get (indiscernible) system. We want our land (indiscernible) village (indiscernible) providing, (indiscernible).

CHAIRMAN SOBOLEFF: I know DEC's providing some funding on water and sewer, and just from the sound of it, it sounds like Angoon, it should be very high, be curious to see how they fall within the state's priorities. I do know that they're putting in a lot of money towards sewers. A lot of our villages (indiscernible) are now getting water and sewer systems.

UNIDENTIFIED FEMALE SPEAKER: They just passed (indiscernible) water and sewer system, the city here (indiscernible).

CHAIRMAN SOBOLEFF: John Sandor (ph.) has been doing quite a bit to try to get the villages back up to snuff, and I'd be curious to see how Angoon falls within that.

UNIDENTIFIED FEMALE SPEAKER: We have -- we don't have (indiscernible). (Indiscernible) for our people.

CHAIRMAN SOBOLEFF: Basic need, really.

UNIDENTIFIED FEMALE SPEAKER: Basic need (indiscernible).

MS. MASEK: Did you apply for a permit or (indiscernible)?

UNIDENTIFIED FEMALE SPEAKER: The City of Angoon (indiscernible) to apply for the permit (indiscernible).

MS. MASEK: Did they apply yet?

UNIDENTIFIED FEMALE SPEAKER: They can't, they're (indiscernible). Non (indiscernible).

MS. MASEK: Well, that's why I asked, do you have anything on record complaining to them before all of this happened. You know,

you can blame --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

MS. MASEK: -- it on them, that they didn't respond to your complaints in the first (indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible). (Indiscernible) that they have to (indiscernible). (Indiscernible) that they can provide (indiscernible).

CHAIRMAN SOBOLEFF: Any other comment on this issue?

UNIDENTIFIED FEMALE SPEAKER: I look around me, I don't see anyone from the city (indiscernible) have a planning and zoning (indiscernible) Commission (indiscernible) management program (indiscernible). And I'm also working on the (indiscernible) grant committee for the city. And we have this problem (indiscernible) here (indiscernible) and (indiscernible).

And we have this problem because we are very poor people. There's no jobs, no (indiscernible). There's no way any of our people in Angoon to earn money, to help ourselves.

The Planning and Zoning is working closely with (indiscernible) corporation, and (indiscernible) addressing the issues that she's been talking about, the health issues. And we also have (indiscernible) plan 2000, the year 2000. We're working on the plan; hopefully in the future, we will be attacking this problem (indiscernible).

It's kind of sad, here we have the richest state in the union, Alaska, all the valuable resources here and taken out of Alaska. I remember when we went before the Senate and (indiscernible)

Affairs Committee, when our elderly people asked for that two-percent royalty in their Native tongue, in the Tlingit language. So some of these issues would be solved by having money come back into Alaska from everything that's taken away.

(Indiscernible) being taken out of Alaska. The land was theirs. We went to Congress. We lost it. We've got some of the land back and now (indiscernible) Native people. And we're going to live on that land (indiscernible) come back to us. We appreciate this, it's a lesson for our people. A n d I congratulate you for coming out here. I'd like to see more Native people in government.

(Indiscernible) favorite thing. First we sat down and worked on the road system (indiscernible), they -- BIA came in, provided the money, and we got the roads. Then we went to Juneau, all of the council, City Council member of Angoon, (indiscernible) and went to Juneau. We went to the legislator, we went to the commissioner, and we were lucky. We weren't even on the program to get water for Angoon. But we said it in such a way that they provided water for us.

And that to me is quite an improvement in what (indiscernible). Sometimes we put a big sign up on here, two weeks without water. Six hundred people living here, two weeks without water. (Indiscernible) and that (indiscernible).

(Indiscernible) happen, it involves education, it involves the health. So we were working on this plan and also through Planning and Zoning, we're working on the homesites. We've been trying to

work so these things in the future won't be happening to our children. We appreciate the elderly who went (indiscernible). I know how hard they worked. And we are working the best way we can.

And I know that enough young people out there with degrees that could be teaching in our schools, that we can (indiscernible). Some people are in there just to earn the money. They don't care to teach the Indian child.

Talking about my grandchildren (indiscernible) tell the teacher (indiscernible) that's my grandchild. (Indiscernible).

I was told the federal government was coming out here. I've been attending meetings every week, every day. I've been (indiscernible) attending (indiscernible). I'm exhausted. But I'm there to (indiscernible) my children and grandchildren will be better off than what we are facing today.

(Indiscernible) the city does not have funds to even lobby (indiscernible) three, four people (indiscernible) money for (indiscernible). My daughter Bernice (ph.), my granddaughter Dawn, Charlie Joseph (ph.), and George Givens (ph.). And I took (indiscernible) in Juneau and we got stuck there (indiscernible). That's how bad it is when a little village tries to take care of (indiscernible) without money.

Reason why we don't have money; every time we get any grants (indiscernible). You know, (indiscernible) 10 years ago (indiscernible). So we do know too much about the tax people. And when they are speaking of money, (indiscernible) they use it for things that are badly needed for the community of Angoon. And

there we owed taxes, back taxes. So we don't have no funds in our city government.

And when I heard the federal people are coming out here, I thanked God, here we'll get -- meet the people who will help us get funding. This is what my thoughts were.

I hope you carry this message to the (indiscernible) department of government. The village of Angoon sure needs help. On all these other issues (indiscernible) that we got (indiscernible). (Indiscernible) because we work together, many meetings.

I used to serve on the city council, but now I'm just on committees (indiscernible) age where, you know, (indiscernible) too old now to attend to that, so I'm just serving on committees. I'm on the National Monument Committee for Angoon; I'm on the Planning and Zoning for Angoon. I'm on the (indiscernible) Committee for Angoon. And attending meetings -- attending (indiscernible).

I wish sometimes that more of our Planning and Zoning (indiscernible) committees, but there's no funding, so we're always (indiscernible) only (indiscernible). If we could only get two or three (indiscernible). So (indiscernible) be alone on the struggle.

(Indiscernible) council give something to the University of Washington. So I know about planning, and sometimes it's very frustrating when things are not going the way I understood it. But it's understandable these people (indiscernible) have no (indiscernible). So we'll have to be patient and understanding.

I'm glad you're here. I'm glad that we'll depend on you to get our message to the rightful government agencies. Thank you.

(Tape changed to Tape 1, Side B)

MS. MASEK: There was a (indiscernible) Alaska Corporation down here. Have you tried getting some -- maybe some advice or --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) committee, there's a chairman, and you know, they have to meet before they --

MS. MASEK: But did you try getting --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) trying to go to the rightful people, but --

MS. MASEK: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: -- DEC, the environmental people that's out there, when they transferred our water system to us. And I explained to them that our sewage system is important. They know, they've been out here. They've been out here. It's (indiscernible) closing up their ears and closing their eyes from that issue that we have or the problems that we have. It's just a little village.

MS. MASEK: (Indiscernible) areas that Hooper Bay solved their problem.

CHAIRMAN SOBOLEFF: Yeah.

MS. MASEK: Which was sewer and septic.

CHAIRMAN SOBOLEFF: I think the state has been genuinely trying to (indiscernible) --

MS. MASEK: (Indiscernible).

CHAIRMAN SOBOLEFF: -- problems. And I know they got -- their

heart is in the right place. I mean, it's real apparent with Commissioner Sandor. And --

MS. MASEK: Hopefully it'll (indiscernible).

CHAIRMAN SOBOLEFF: (Indiscernible) I mean, it doesn't sound right for Angoon. Your problems is on par with Noorvik. And I don't know if members of the Commission know, but Noorvik has been used as a model by Senator Inouye when he asked for -- that we provide him with some evidence of the conditions in Alaska. And this would be one of the higher (indiscernible) the higher priorities (indiscernible).

MS. MASEK: Yeah.

CHAIRMAN SOBOLEFF: (Indiscernible) can ask him about. I think one of the quickest solutions would be to ask the federal government to assist the state in water and sewer. Even though they work cooperatively now, I think that monies need to be handed over more quickly, just like road money. We get money, millions of dollars for building roads.

UNIDENTIFIED FEMALE SPEAKER: And (indiscernible).

CHAIRMAN SOBOLEFF: And none of our rural villages benefit from that money. And it's a shame. I mean, I pay taxes for a road to come to Anchorage and Fairbanks. And I don't have -- I don't benefit from the federal government for building that road. We need it for more basic needs than roads. So...

UNIDENTIFIED MALE SPEAKER: I think our sewage is at a little bit more critical. I think, you know, that --

MS. MASEK: Sounds like it.



UNIDENTIFIED MALE SPEAKER: -- in terms of health, that we have one child who's down in the Lower 48 who's in a coma (indiscernible) for a while, and we don't -- I don't know what has happened to her. And if it's associated with our sewage problem, (indiscernible) --

MS. MASEK: Yeah.

UNIDENTIFIED MALE SPEAKER: And she was, I don't know, about eight years old, nine years old. (Indiscernible).

CHAIRMAN SOBOLEFF: Yeah, Hooper Bay, they had a kid that drank something straight out of --

UNIDENTIFIED FEMALE SPEAKER: One bad news we have today is that we put in for a grant for the senior center (indiscernible) used for everything. It feels like the heartbeat of Angoon right now. We use it for very important meetings. And I lost my husband and (indiscernible) while I was coming to the center so I could pack meals and where I could see people. And that's how I got through my hardship that first year. And this I appreciate it, (indiscernible) program that (indiscernible) in the center.

And now we just got word today that they won't accept -- although it's a very good application, they told us there's no money. So you could understand the heartache that (indiscernible) people.

CHAIRMAN SOBOLEFF: We heard that in Nome. We ate with all the people there, Kotzebue. My mom benefits from that same nutrition program, she benefits from dealing with other people. They meet regularly. It's all part of the social fabric that

people need to stick together, and I think that senior -- the seniors is important.

MS. HANSEN: My name is Bernice Hansen. I'm the manager for the senior center here. I do know (indiscernible). They're going to cut 200,000 from the Southeast Senior Services, which means four senior centers will be closed in Southeast.

To offset this, we will try to get funding through a Title 6 program. And I just got word today that this did not go through.

MS. MASEK: Title 6 (indiscernible).

MS. HANSEN: It's (indiscernible).

MS. MASEK: State (indiscernible).

MS. HANSEN: It's federal.

MS. MASEK: Federal.

MS. HANSEN: And they -- the grant money comes from the Department of Health and Human Services. And they said -- before we heard the news today, they said that most of the money from that program is going to the people down south. This grant program would have helped us with 45 (indiscernible) Angoon. And (indiscernible) I think Sitka, Yakutat, Craig, (indiscernible).

MS. MASEK: Well, it sounds like Alaska is not getting its fair share of the federal funding.

MS. HANSEN: Well, Title 6 -- there is Title 6 monies in Alaska. But most of it does go to --

MS. MASEK: Down south?

MS. HANSEN: -- the Lower 48.

MS. MASEK: Yeah.

MS. HANSEN: But this -- the Title 6 is (indiscernible) to the American Indian, Alaska Native, and Native Hawaiians. (Indiscernible) by the recognized tribes with at least 50 individuals age 16 and older.

In 1990, 15 Alaska tribal (indiscernible) received 95,000 in Title 6 funds. And you -- this (indiscernible) is one of them that just got them (indiscernible). And this is what we're trying to do for Angoon.

CHAIRMAN SOBOLEFF: Is that 15 tribals including all of Alaska?

MS. HANSEN: Mm-hm (affirmative).

CHAIRMAN SOBOLEFF: Okay. That's (indiscernible).

MS. HANSEN: (Indiscernible) not --

CHAIRMAN SOBOLEFF: Yeah. Especially the intent of Title 6, which she said was -- is administered in the state by the Department of Health, Social Service?

MS. HANSEN: It's -- yeah. They --

CHAIRMAN SOBOLEFF: Okay.

MS. HANSEN: -- it's administered by OAC, Older (ph.) Alaska Commission.

CHAIRMAN SOBOLEFF: Oh, okay. Okay. Okay.

MS. HANSEN: They get their money from the Department of Health and Social Services.

CHAIRMAN SOBOLEFF: But it is federal monies?

MS. HANSEN: Mm-hm (affirmative). Yes, it is.

CHAIRMAN SOBOLEFF: Okay. Okay.

MS. HANSEN: It's a federal grant and -- and now I -- I -- also the -- (indiscernible) workers. These are older -- the senior workers.

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

MS. HANSEN: (Indiscernible) workers.

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

MS. HANSEN: But when -- and I was told, because of the cut that's going to happen, I may have to tell them that they're going to be moving out.

CHAIRMAN SOBOLEFF: Yeah.

MS. HANSEN: If not their jobs. I have some --

CHAIRMAN SOBOLEFF: What happens on a lot of these is that the state (indiscernible) up their amount and that'll produce a federal matching. I know of one program where, if we don't give them -- if the state doesn't put up 250,000, we'll lose 350,000 of federal monies. And I wish the state could know that they're getting a good return on their dollar when they match monies. I mean, that may be part of the problem, especially with that type of Title 5 -- Title 6 programs.

MS. HANSEN: And this (indiscernible) like she said, you know, they come here and, you know, that they socialize with the people and....

CHAIRMAN SOBOLEFF: These are very active programs all over the Native Alaskans --

MS. HANSEN: And (indiscernible).

CHAIRMAN SOBOLEFF: -- very active, yeah.

MS. HANSEN: And we operate Monday through Friday. Although (indiscernible).

CHAIRMAN SOBOLEFF: Yeah.

MS. HANSEN: Because (indiscernible). I just spoke to the -- one of the supervisors at Southeast (indiscernible). Her name is Betty Harden (ph.), Juneau, and she told me today that we will be getting the official word sometime next week, you know, and the letter came back. (Indiscernible). They said to try again next year or the year after, but that's not going to help us right now, because of the budget cut by the state. And, you know, reapportion some -- 300,000's going to be cut from the budget for senior services, 200 in Southeast.

CHAIRMAN SOBOLEFF: I was wondering on the meal program, I know you deal with something like that, if we can get some USDA food through the school districts, is that something that would help a place like Angoon if, you know -- the school district presently gets USDA food.

MS. HANSEN: Mm-hm (affirmative).

CHAIRMAN SOBOLEFF: And some -- different kinds of food. I can't remember what forms of food, but it seemed like if you got the food through there and then you distribute here directly over, it's not an impossible task, if that were to help for food.

MS. HANSEN: Yes, it would. Right now -- before we used to get our -- fly in -- fly in our food here. And the -- now we go through Seamart (ph.) and I go through on the ferry system. So only thing we do now is pay for the food.

CHAIRMAN SOBOLEFF:

Mm-hm (affirmative).

MS. HANSEN: We don't pay tax, we don't pay the service charge, and you don't pay freight. I have zero freight in my budget for anything. And this is through Seamart, but they come up here, you know, every other month or so. And most of the time, myself or my cook will have to go and be on the ferry, because they won't deliver to the ferry unless someone's on the ferry.

CHAIRMAN SOBOLEFF: Mm-hm (affirmative). Mm-hm (affirmative).

MS. HANSEN: But....

CHAIRMAN SOBOLEFF: I tell you, I get direct benefit from this.

MS. HANSEN: Mm-hm (affirmative).

CHAIRMAN SOBOLEFF: Even though my mom, we provide her with all the food in the world, she still --

MS. HANSEN: Mm-hm (affirmative).

CHAIRMAN SOBOLEFF: -- goes out and eats the meals with the seniors, mainly for bonding, you know, to maintain contact.

MS. HANSEN: (Indiscernible) volunteer (indiscernible), I just wanted (indiscernible).

CHAIRMAN SOBOLEFF: Yeah. Okay. Thank you, Bernice. Thank you very much. Should we --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

MS. HANSEN: (Indiscernible) the Southeast Senior Services, the whole, you know, in Southeast. And then the contract that we drew up, we followed (indiscernible) contract.

CHAIRMAN SOBOLEFF: (Indiscernible).

MS. HANSEN: Yeah, for the Title 6 funding.

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

MS. HANSEN: And if we could -- you know, get them to maybe put more money in it for Alaska, you know.

CHAIRMAN SOBOLEFF: No kidding.

MS. HANSEN: (Indiscernible).

CHAIRMAN SOBOLEFF: Matter of fact, I (indiscernible).

MS. MASEK: (Indiscernible).

MS. HANSEN: There's -- every summer we go through, you know, getting worried about whether we're going to shut down (indiscernible) for Angoon, you know, what we spend on transportation and food.

CHAIRMAN SOBOLEFF: Okay.

MS. HANSEN: But every summertime, we go through wondering whether we're going to be shut down, there -- I think last year they shut two or three places down for two months.

CHAIRMAN SOBOLEFF: Thank you very much. We'll take a five-minute recess to play outside.

(Off the record)

(On the record)

CHAIRMAN SOBOLEFF: -- and to the education field.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) yeah. I wanted to speak (indiscernible) stand up and say something in regard to education (indiscernible).

CHAIRMAN SOBOLEFF: Okay.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: I worked at Sheldon Jackson for a few years in a fisheries program, I taught in that program; also taught at (indiscernible) State University. But the -- I think in terms of education in Alaska and more specifically, Alaska Natives, I think the state really needs to develop a program that would address costs for Natives in education. I know that you can get loans from the State of Alaska. I know that you can get, you know, discount rates (indiscernible) get them if you come back. And that's what happened to me. I borrowed money and I came back and I worked with Fish and Game. And, you know, had some of my loans, that discounted it.

I think what needs to happen is that for those people that have gone out and obtained an education in the field of education, become teachers, superintendents, or whatever, that our system in the state needs -- maybe not have a local hire program, but have a program that will give points to people from Alaska going out and getting that education. So that superintendents that come up here and get hired, they have a tendency to go back down south and hire from the school that they came from. And I think from -- (indiscernible) from Yakutat, I worked with Fish and Game while I was in Yakutat down to Hydaburg.

And I've talked -- I went to -- door to door in my work with the Subsistence Division and talked to people about resource use. And again, education was always one of the things that I was



interested in, and I talked to board members there. And basically, they all say the same thing. They say that -- the superintendent says or the principal says that, I went to get the best education for your children. Therefore, I need the flexibility to go out and hire the best. Basically, what they're saying is that the kids that they've been educating for a hundred years, over a hundred years in Angoon, (indiscernible) western man's education school system in Angoon in 1891. So it's been over a hundred years and now (indiscernible).

But what they are saying to us is that our kids are never good enough to teach. And that has to stop, or that has to be addressed through some sort of legislation.

I know when I applied to Fish and Game Subsistence Division as a subsistence resource specialist II, I applied and I got on the register. The register (indiscernible) filled my application (indiscernible), they didn't even put me on (indiscernible). I didn't even -- my name didn't even show up. (Indiscernible) put down my education. When I put down all the other experiences and everything else that I did, I went up on that register as much as -- got as many points as someone with a Ph.D. because of my experience in Alaska and -- with subsistence and resource harvesting and all that.

That's what we need to have with the state as far as education is concerned. We need a register that would make it so that superintendents can hire from Alaskans first.

I know we can't have a local hire law. But this isn't a local

hire law. It's a point system, like on a register, like I did here with -- on Fish and Game. (Indiscernible) to look at your children as a valuable resource, it'll probably provide better teachers for the community. I know that the Native teachers are here, are not hurting our kids. I think they are becoming role models, I think that there is a future in it, and there's always going to be (indiscernible). When you talk about economics, talk about jobs, what jobs are here in the community? (Indiscernible) Fish and -- work with Fish and Game, teachers, preachers, storekeepers, airline agents, where the jobs are mostly rural communities in Alaska, in Southeast Alaska.

(Indiscernible). There is one community and that community was (indiscernible) protection, small community out by itself, 99.9-percent non-Native. One Native (indiscernible) and he owns a bar, he owns a fish packing station, he owns a post office, and something -- oh, he's (indiscernible). That was the only community I -- that I was in in Southeast Alaska that the Native had a job. He wasn't a schoolteacher, but he has a job.

And (indiscernible) in Alaska (indiscernible) the state, and (indiscernible) couple educators there, (indiscernible) there's going to be a school in Alaska, we know that your kids, if they come up and become teachers, are going to have jobs. What we need to do is pave the way, make it so that it's acceptable within the system to hire. Because it's real easy for them not to. And they are educated and they know how to speak, they know how to say the right things to school board members and to probably -- and to our

elders, and (indiscernible). And I think it's time we stopped and that we had a better way to address our young people.

And all the things that (indiscernible) says, I agree with. You know, I think -- (indiscernible) daughter in school, she's doing fairly well, but she is an exception to the -- her class, her and her classmates were an exception to the school system in Angoon. I think they challenged the teachers.

But it's kind of sad in my mind that our educational system and (indiscernible), and they don't know any better, they're real smart, they're anxious to learn. Someplace along the line they're (indiscernible) as educators, or our educational system does, and someplace along the line they stop learning and stop wanting to learn.

I'm really happy to see Walter on there. I know he's -- when I stopped working for Fish and Game, he sent out any kind of information that pertained to my field and (indiscernible) for fisheries and all so (indiscernible) if something can come out of it.

CHAIRMAN SOBOLEFF: I got a couple of questions for you. Just a little bit more on that teacher register. How would we go about setting it up? Our -- what -- how would it be to the advantage of the teacher, to the advantage of the state, to the advantage of the (indiscernible) teacher register?

UNIDENTIFIED FEMALE SPEAKER: I think, you know, that right now, that the Alaska Department of Fish and Game, if they want a fish biologist --

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

UNIDENTIFIED FEMALE SPEAKER: -- they have to look at the register and hire off that register.

CHAIRMAN SOBOLEFF: Oh, I see, okay.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

MS. MASEK: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) register, you're in Alaska --

CHAIRMAN SOBOLEFF: Okay.

UNIDENTIFIED FEMALE SPEAKER: -- (indiscernible) --

CHAIRMAN SOBOLEFF: Okay.

UNIDENTIFIED FEMALE SPEAKER: -- be on that.

CHAIRMAN SOBOLEFF: Okay.

UNIDENTIFIED FEMALE SPEAKER: They cannot go outside the state

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

UNIDENTIFIED FEMALE SPEAKER: -- and hire a biologist unless they've found -- unless they haven't -- unless there isn't any.

CHAIRMAN SOBOLEFF: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: Unless (indiscernible) both Native and non-Native. But it does stop them from (indiscernible). The superintendent (indiscernible). (Indiscernible) teachers. Teachers. And that's a slap in the face to Alaskans.

CHAIRMAN SOBOLEFF: Right.

UNIDENTIFIED FEMALE SPEAKER: Because we are (indiscernible) people who've been through the education program. I think we can

be role models.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) system (indiscernible) we need to change (indiscernible).

CHAIRMAN SOBOLEFF: I can't be superintendent of our school district mainly because of that buddy system. And it's a pretty closed society. Superintendents, but believe it or not, is a pretty closed society.

Don't you agree that many professionals maybe go for better jobs?

UNIDENTIFIED FEMALE SPEAKER: Yeah, (indiscernible).

CHAIRMAN SOBOLEFF: Yeah.

UNIDENTIFIED FEMALE SPEAKER: I was making about 50 grand a year, you know, and there --

CHAIRMAN SOBOLEFF: Yeah, (indiscernible).

UNIDENTIFIED FEMALE SPEAKER: -- you know, when somebody asked me if I wanted to be a teacher, (indiscernible). But not anymore.

CHAIRMAN SOBOLEFF: Yeah. I took quite a pay cut to move to our school district, somewhere around a half. I cut my salary by half in moving back.

UNIDENTIFIED FEMALE SPEAKER: But then on the other hand, (indiscernible), you know, (indiscernible) Fish and Game subsistence (indiscernible) and (indiscernible) no way am I making that kind of money. (Indiscernible).

CHAIRMAN SOBOLEFF: Yeah. Yeah.

UNIDENTIFIED FEMALE SPEAKER: But (indiscernible) way. You know, there is problems with all the systems. But the problem with

the system that we're in now is that superintendents go back out to their own state.

CHAIRMAN SOBOLEFF: Yeah.

UNIDENTIFIED FEMALE SPEAKER: And they have a lot of (indiscernible) to take (indiscernible).

CHAIRMAN SOBOLEFF: Okay.

MS. MASEK: I just had one comment to make. Thinking about everything that I heard here, just want to reflect back to one of our other Commissioners, Commissioner Frank Pagano from Kodiak district. But he said, we don't understand why, you know, 20 years ago or so, before the Native Claims Settlement Act, the black people, you know, they were going through the same problems we are, and look where they're at today and look where we are. And (indiscernible) happened, but, you know, we should be rising in the ranks just as they are.

UNIDENTIFIED FEMALE SPEAKER: Well, I think there's a big difference, though. You know, that -- I think (indiscernible) I don't think (indiscernible) as we have (indiscernible). And I think that for many years they're the educated ones and we looked to them for direction. And (indiscernible) if you're white you're right. You know, the -- you know, that's the perspective that they imposed upon us. And it -- you know, (indiscernible) the teachers. And education was primary in our community, so we looked up to them.

Well, now we're the educator, we need to look up to ourselves. But, you know, I think the perspective is somewhat different in

(indiscernible), you know, and work for our own (indiscernible) our own, and, you know, and (indiscernible) and making sure that, (indiscernible). But they make sure that they move up economically, they support each other and all that.

CHAIRMAN SOBOLEFF: The Koreans in Anchorage do the same thing.

MS. MASEK: (Indiscernible) --

CHAIRMAN SOBOLEFF: (Indiscernible).

MS. MASEK: -- (indiscernible).

CHAIRMAN SOBOLEFF: They do a good job of taking care of themselves.

UNIDENTIFIED FEMALE SPEAKER: Well, (indiscernible) who could get up and say (indiscernible) that.

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

UNIDENTIFIED FEMALE SPEAKER: I know Walter does some, (indiscernible). I really appreciate that, it makes me feel better, that somebody has recognized that (indiscernible) available and (indiscernible). (Indiscernible) stand up and try to get some people in going. But how do you make a whole change, how do you say -- you're a Native, you went through the system, and you want your due.

MS. MASEK: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) to not placing the blame on outside systems, but looking inward to our own system and analyzing how we treat each other and (indiscernible) more

problem solving. (Indiscernible) problem solving both ourselves and....

CHAIRMAN SOBOLEFF: Right. That's where (indiscernible) involvement gets, it's real important (indiscernible) with the community. I know local control is one thing that the school boards are now beginning to use. And I see it more and more. Mainly because a number of board members that are moving around (indiscernible) high school graduate or above. And, boy, those people are doing a bang-up job and I really appreciate the volunteer work that they do, and won't be long, I think that the word local control means something.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible)?

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

UNIDENTIFIED FEMALE SPEAKER: I (indiscernible) and invited me (indiscernible) task force. I don't think I want to go back to Anchorage (indiscernible) because (indiscernible) (laughter). (Indiscernible) problems when we travel (laughter).

But just (indiscernible) that (indiscernible). As a school board member for (indiscernible) school district, we're embarking on a course of outcome-based education. Whatever you -- however you want to (indiscernible) it, I know the educators (indiscernible) a lot (indiscernible) they may drop a lot of names, people who have developed the outcome-based education theory.

But what I want to (indiscernible) made to equal (indiscernible) that have we have in our (indiscernible), and that -- what -- outcome-based education is based on what your vision of



school should be, what your vision of a student who graduated from your school should look like or should be. And (indiscernible) outcome-based education (indiscernible) that they identified, more culturally oriented to (indiscernible) Lower 48 term that (indiscernible).

And what we've started now and what the local people should be involved in, and for mainly a lot of women who are coming (indiscernible) men who are involved (indiscernible) involved in (indiscernible) will look like. And what we term the committee (indiscernible) government (indiscernible), and it's bringing back local control to the community. We have (indiscernible) have a volunteer (indiscernible) called the (indiscernible) Betterment Committee. And their task is to sit there and come to a consensus. And it's not just one group controlling another group, but it's people sitting around, the people are coming to a consensus on what their school (indiscernible). And it's a new -- it's a fairly new concept, and hopefully it'll catch on right away. And so this is how we are trying to solve the issue of local control and parent involvement (indiscernible) government (indiscernible).

CHAIRMAN SOBOLEFF: I'm real familiar with outcome-based education, being an educator myself. It's a process-driven system. It gives a lot with (indiscernible) control. And it is student centered and learning centered and outcomes are -- is desired of the community, have one big mission statement, and each local community has their own set of goals and -- to come up with.

And what I like about outcome-based education is it goes

backwards from the graduate all the way through preschool and says, this is what we're going to do. And everything else, just like I say, is dropped. And this is what we're going to do with the kid and this is how we're going to get the kid.

One of the problems I had with it, and we've been talking about it before, (indiscernible) called it a foreigner, a student graduate that's a foreigner to his own land --

UNIDENTIFIED FEMALE SPEAKER: Right.

CHAIRMAN SOBOLEFF: -- I think is how he said it.

UNIDENTIFIED MALE SPEAKER: (Indiscernible) depend (indiscernible) (laughter).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

CHAIRMAN SOBOLEFF: But I think that we need to keep that in mind, the -- keeping the student's sense of identity --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

CHAIRMAN SOBOLEFF: -- as we go through the whole thing. I realize we got to educate them the way the western society provides for jobs, but I think that if we can develop so that that person feels good about themselves, they'll be able to deal with any society.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) education system.

CHAIRMAN SOBOLEFF: Uh-huh (affirmative).

UNIDENTIFIED FEMALE SPEAKER: These are (indiscernible) that could provide this (indiscernible) representing the council, (indiscernible), which reflect the artistic needs and culture

(indiscernible) in the classroom. (Indiscernible) I think (indiscernible) illustrations of (indiscernible) created by people that are (indiscernible) represent (indiscernible). (Indiscernible) after (indiscernible). Records or tapes (indiscernible) music (indiscernible) represented a variety of culturally appropriate instruments for the children to use. Materials which show different types of environment and geography. A (indiscernible) interests and cultural backgrounds of the parents of the children in the classroom. Focuses on the children's families and (indiscernible) customs (indiscernible) Native background (indiscernible). (Indiscernible) the children as well as (indiscernible) various types of families. (Indiscernible) structures, photographs and illustrations (indiscernible) families (indiscernible) that show people of all colors and at various stages of the life cycle. Materials which show people who have handicapping conditions. Materials which show different types of houses and homes and different houses of the children in the classroom integrated in the curriculum throughout the school year. (Indiscernible) this is what we need.

CHAIRMAN SOBOLEFF: I have one solution for some of that work, and that is in designing the new school, when you design the new school you keep those things in mind. On the other hand, what you do is you take a community survey and you ask them what's the most important part of that school. What you will find out is the cultural programs within the school other than the (indiscernible) classroom will be the most appropriate. And so you need to plan

behind what is important for that particular community.

If you can take the community, their desires and what they want at school, and develop a sense of ownership, then they will feel like they're a part of that school. And until we can get those community people in the school, the one way we can do it is by designing it so that they're welcome there. And so that's all part of it.

You'd be amazed how many barriers are in that school that a person from Angoon, if he walks in, is hard to accept. In the Stebbins school, I designed the Stebbins school, I put Eskimo names of the places in Yupik so that the people will know what they are, and then they feel like it's in there. I got the -- for one percent art, I got them -- I had them build their own designs and put their own museum in the school. And I know Southeast Alaska has traditions. And they can put in all of the artwork in there and you hire them to do the artwork in that school. And I brought them (indiscernible). I think as a community --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

CHAIRMAN SOBOLEFF: As a community at Angoon, you need to -- in being (indiscernible) of a new school once (indiscernible). I think the other thing though, and it really (indiscernible) it goes back to the idea that maybe teachers on the classroom. My wife is a teacher, she's (indiscernible) and she substitute -- she doesn't want to teach anymore, it's burned her out. And we really wear out these Native teachers.

She substitute teaches for six weeks in a bicultural program.

She took them out (indiscernible) fishing, she took them out trapping, she took them out to build (indiscernible) and then to -- digging the (indiscernible). Then she took them out berry picking. You can't expect everybody in the school to do the stuff that is reflected in the kids. But, you know, with Native teachers you can probably give up some of the expectations and some -- it's real hard to develop the atmosphere, but it's something that needs to come to be done at every level that you get into.

(Indiscernible) the senior center, you invited them over for supper maybe once a year, twice a year, and you have them teaching school at 11:00, you have them eating, and you go back to the high school at 1:00, I think they'd be happy to come in and deal with the school. But it takes lots of thinking. And it's not only at the level of (indiscernible) at the level of the administration and (indiscernible). We're unfortunate to be at all those levels in trying to push for some of these same ideas.

UNIDENTIFIED FEMALE SPEAKER: I wonder (indiscernible).

CHAIRMAN SOBOLEFF: Mm-hm (affirmative).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) bilingual teacher, (indiscernible) cultural, strong teacher. She's a cultural (indiscernible) in the village. (Indiscernible) people (indiscernible) within the school. (Indiscernible) is in the school teaching beading. They have something to teach, they have something that's valuable. (Indiscernible) school system. (Indiscernible).

CHAIRMAN SOBOLEFF: Yeah.

UNIDENTIFIED FEMALE SPEAKER: Native foods. That's a (indiscernible).

CHAIRMAN SOBOLEFF: We (indiscernible) reindeer in our -- reindeer and salmon into our food program and we had to back out of the reindeer but we still have salmon. And it's a real important part of the kids' diet. We could use some of your (indiscernible) every once in a while (laughter). It's a really cooperative --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

CHAIRMAN SOBOLEFF: -- program (laughter).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) (laughter)". (Indiscernible).

CHAIRMAN SOBOLEFF: (Indiscernible) could be a hunter. Marlene, you (indiscernible).

MS. ZUBOFF: Yes. I wanted to say that I agree with everything that Lena had to say in respect to education in the classroom. I feel just as strongly as she does that in order for improvement to be made within our school system, our school has to have the funding available to be able to make those improvements. The computer program, a reading program that would ensure that our children will be able to compete when they get into the college classroom. If they choose to be in Stanford or Harvard, that they would be able to compete within a classroom on -- in that setting. Our people have the intelligence and the wherewithal. They need the chance within the classroom while they are in grades Headstart through the 12th grade.

In the (indiscernible) education (indiscernible) in regard to

the state issues that I feel are important, and then we'll finish up with the federal. And as far as the state is concerned, I feel the importance of (indiscernible) within our school system is very important and cannot be overstepped. I feel the importance of teachers coming from the Lower 48 having to go to a cultural education program. If they're going to be coming to a small community and it's

mostly Native, that they should be knowledgeable about the area in which they're coming to; that if they are coming from a large city, that they be aware they're going to suffer culture shock coming to a small community that's isolated. And maybe sometimes very political like Angoon.

In regards to education, I feel that we need to have some sort of priority within the state of Alaska to ensure that more of our Native teachers are recognized and hired within the system before you go out of state. I have nothing against out-of-state teachers, I just feel that the importance of the role model is an issue that needs to be dealt with all over the state of Alaska, just doesn't affect Southeast Alaska.

I feel very strongly about bringing a multicultural such as Lena talked about within the classroom. I come from a generation of adults where the majority of our young people do not speak fluent Yupik and (indiscernible) Tlingit. This was brought about through the education program when they started stressing that we needed to have our children in school. When you were caught speaking your Native language, you were punished. I have a cousin

that has strong feelings about being put in the corner for speaking her Native tongue. To this day, she still has these unresolved feelings.

I feel that our Native students are very bright. They come from a tribal people that have spoken their Native tongue for thousands and thousands of years until they were forced to stop speaking that tongue through the educational system. Our people also realized that at the time, we were also coming into a new age where many of the families chose to have their children learn English first. It had to be individual choice in the matter, especially when parents saw their children crying and being punished for speaking their language.

I feel very strongly about this because I am one of the children who were taught English first. I grew up around grandparents and understood what they spoke in my Native language, and could answer them when they spoke to me in fluent Tlingit.

I feel that in order for our young people to be able to bridge the gap and to be able to have an identity, that the language needs to be brought back into the school system at the state and federal funding, fully funded by state and federal; that it should be in all classrooms and in Headstart all the way through 12th grade. This would also address the need for some of our college students who are going to college where a second language is a must and if you don't have it, you've lost out on possibly a chance on (indiscernible) wanting to go to.

I feel very strongly that because the Tlingit language is a



very complex language and as the English language, that if our children gave up to learn English after coming from a race of people that have been on this land from time immemorial, and are able to learn and understand the English language, that it would be no problem for them to be able to go back into the classroom and learn the Tlingit language which is a very complex language.

In regards to higher education, I feel that the state needs to reinstate the debt forgiveness clause for all student loan programs, in order to ensure that our Native people come back and our Alaskan people come back to the state of Alaska if they go out of state to school. This would ensure keeping educated people within the state of Alaska.

With the high cost of education, we see the tuition, the room and board, the transportation, the books, all cost quite a bit of money, and those costs are going up every year. The University of Alaska is looking at increasing their tuition. Because of this, I feel that the debt forgiveness needs to be in place.

There are a lot of available financial resources for our students to approach. Many of them are very limited with the cost of education steadily increasing, but the financial resources continue to remain down here. If we're going to encourage our students to go to school and stay in school, they need the financial assistance with which to succeed.

In regards to state of Alaska, all of our children are entitled to free and appropriate education that's (indiscernible) under the law. Not all of our students are receiving a free and

appropriate education. Some of the children are falling through the educational cracks, mainly because they have a disability that is not really known educationally, and not really being addressed on the state (indiscernible) as a whole. I'm speaking about a learning disability that affects the vision of a child and is called dyslexia.

The symptoms for dyslexia are -- can be very greatly misdiagnosed to be -- maybe a child is like borderline retarded when they really aren't. They see the words backwards, in reverse. The concept is like a short circuit in the vision. They see everything correctly, but when they're bringing it up, if you blindfolded that kid and stood in front of him and asked the dyslexic child, "Am I in front of you or am I behind you," the child knows, "You're in front of me." But in the process of it coming out, it's, "You're behind me." And you have to take the blindfold off, you're (indiscernible).

There are no monies for these young people that go through the educational system to help them. All the monies that are out there that are (indiscernible) the listed amount are mainly for students going to higher education, seeking a four-year college degree. These children are not -- do not receive their full and free appropriate education because what's required to meet the need of the student is for the teacher to be knowledgeable about either the Slingerland approach or the Morton Dillingham (ph.) approach. And this is the approaches that use all your sensory perceptions -- perception in order to have effective remediation.

This -- numbers are not really looked at. But one in ten children are affected, four times more likely (indiscernible). And if you have a young person that has been a failure within the classroom and they've been labeled stupid, a slow learner or a retard, it's not their intelligence that is in question; in fact, these are very intelligent young men and women. But they need that special approach where the teacher should be knowledgeable about it, and the psychologist that screened the student should be knowledgeable about learning disability in order to properly screen each child so that misdiagnosis and mislabeling do not occur.

This type of learning disability, I'm being told that they are being addressed. The school districts do not have the dollars in their special ed program to meet these needs, such as having an MRI. If you took an MRI of a normal person's brain and you took one of a mentally retarded brain, you would definitely know that there's a difference between the two. Those are one of the tests that are used in order to determine and rule out whether or not a child is mentally retarded.

A child has to be seen by someone that is able, such as a neurologist, that would be able to give some of that intensive six-hour test in all areas of intelligence, to rule out whether or not they are borderline retarded or whether or not it is indeed a learning disability that this child is suffering from, probably high moderate to severe.

Special education needs more dollars to be able to fly the parent and the student, to be able to have the needs addressed on

the school level in the classroom, so that teachers can be able to be knowledgeable about this and catch it in those basic years when it's very important. If you don't catch it in those basic years, 80 percent of remediation is lost.

If the child does not have the parents involved in their life, then this child is going to slip through the cracks with nobody really knowing that this child is an -- intelligent but lost his approach in order to learn the information that a normal child in a classroom that doesn't have a visual problem can easily integrate in and digest.

This needs to be addressed, like I said, on the state and the national level, and money needs to be appropriated. And I believe teachers, especially in those basic years, should be required to learn about all the different learning disabilities; if not the teachers at the very beginning, then the psychologists that screen these students so that mislabeling don't occur.

On the federal level, I will have to touch a little bit about economics, because it does talk about providing training to Alaska Natives so that they may compete in today's work field and receive their useful skills. In order for that to happen, the unemployment needs to be addressed.

Small business owners starting off on their own and trying to start a business need to have a tax break, because many times these businesspeople end up hiring local people, thereby creating more jobs. I feel that if a business owner wants to be able to put money back into their business and get a tax break for it, I think

the United States of America ought to do this.

With the news nowadays, you hear about all these places folding and thousands of jobs being lost. We hear that we're not in a recession and then we hear that we are, but those of us in Angoon I think are used to it. We've been in a recession for quite a long time. Unemployment is as high as 90 percent in Angoon.

In regards to training, our young people have to go to as many, four or five different resources. We're now seeing the young Native students that were not part of the land claim, have nowhere to turn to but the federal government. And the federal government has considered their federal grants as last ditch resource money that comes to the Bureau of Indian Affairs.

I believe the last ditch resource money, way they look at it, should be removed. I think we ought to go back to the time when the federal government used to help the student out with all the needs of the education in order to successfully complete the college program.

Right now, a student can possibly get eleven twenty-five per semester. And many times the tuition is 500 to a thousand or greater than that. I know our corporation gives 500 per semester and a maximum of 750. And which is similar to some other corporations, trying to help address the need of our students out there. Many of them are -- become disenchanted. If they want to go to school and they want to remain in school, but they do not have the financial resources in order for that to happen.

In Angoon in our tribal office, we don't just fund our

students. When we have a student that comes to us, we help create a file for them of all their educational papers, so that if they ever have to walk into an office, they would have everything there in one file. The same file that we have in our office, we create for them.

In the past, prior to us having to share our high school counselor with another town, we worked closely together in providing career programs for the students within the school. Our tribal government assisted in giving information on all available resources. But like I said, now we are seeing the young Natives that were not included in ANCSA not have nowhere to turn to but the federal government for funding.

So assistance is greatly needed because the cost of living, tuition, books, transportation, are all going up and the resources that are available are very minimal. I feel that if we're going to turn the education around within the United States of America, that more dollars need to be put into education within the state of Alaska and within the federal government as a whole.

That's all I have.

(Tape changed to Tape 2, Side A)

CHAIRMAN SOBOLEFF: (Indiscernible), are you ready?

MS. JIM: My name is Jennie Jim. (Indiscernible) written to you folks about education and everything that's going on here. And one thing I wanted to talk about is our children that are on the street here. They really need help, and I wish there were better grants for them so they can get busy instead of running around on

the street here. We really need that. It's just as good as education that they -- like this man is talking about, that -- learning them how to fix fish and stuff where the -- show them how to do things like that in summertime. And we need some grants for that. And parents can involve that too, and there's a lot of things that we can ask for.

I did a job for the school one time. I got it from Juneau. I worked for Walter Soboleff's son. I worked with 60 kids over here. It's a lot of work, but I had to work with them. And I had to work at night, what they're going to do and put them down, where else I'm going to put them. And things like that. I think that parents should work with them too, with this, and we need grants for them, though, so they can keep out of streets and let them get busy.

And I know that there's a lot of women at home, they're not doing anything. And they need -- and need jobs and they can't do anything for the children.

And some others -- other places, last summer I heard they were working like that, but I didn't know about it. And there are just very few, but I hope that this summer, it would come through again, like helping those children so they can get out of the streets. You know, there's a lot of kids, they can get grants for them. Like they can have (indiscernible) and stuff to play with, and there's a lot of things that can -- they can be involved with them, not just like the ones that are going to school that -- like from seventh grade down, those small ones, can teach them, from 14 years

on up, they can work.

And we need those over here, as you folks are talking about grants, we need it too for our children. Because a lot of our kids are in school. And they have to work for their clothing, their shoes. Now there's no jobs that their family and some other, like their parents are not working. Just very few people are working here right now. Not all of the people.

Like us, we work, we put in one or two hours a day, we work in the school. Lucky we're working. And some are not. And I feel sorry for those parents that are not working. And there's a lot of that, grown-ups know how to do things like sewing, like moccasins and stuff. They can do it in summertime too. Let get -- grants for them so they can teach them. And some other things that we can ask for.

So I've been hearing all these, just education (indiscernible) school and some other kids that are going to grade school here, they need that in our children. So I know some of our ladies and -- are here, they can put in our grants for us and start something over here in Angoon anyway for our children.

(Side conversation)

UNIDENTIFIED FEMALE SPEAKER: What I'd like to say here is for years, I worked as a cultural instructor program for -- Marlene Zuboff was my coordinator. Later on then Johnson -- under the JOM program. I taught kids, sometimes I (indiscernible) from first grade on to high school, all the four years of high school within the class. And it was a good program. But what happened to that



children is, we didn't have a place for that program. I had to go from place to place (indiscernible) and the folks were coming, and I'll be asked to find elsewhere to be with the kids.

And other places in Alaska that into, like Kake and Klawock, this program, the cultural program, was right in the school, right in the school. Here I didn't have no room to teach the children. And they were great kids. None of my students failed, even I encouraged them to learn their Angoon history, the Alaska Native history, so they'd pick up, and American history too. Because I talked to these kids (indiscernible) the Indian culture.

I've taught a leadership training. Each child knows what the song, each dance song is. And they could sing it and read that song. Each child, the drum circle. They take turns on drumming, they take turns at starting the songs.

And it's not what Marlene can do or any of these people, because those kids learn so fast and so good that they're -- they were leaders. They'll come leaders when the time comes. Because I didn't have no room, no place to be with them, it's just like we were out on the street like the way Jennie described those other kids. There was no room for us in the -- in our school system. I had to be in the hallway, in the little storage room, in the -- but if something's on, I have to get out of the way. And the same children in Headstart, the place where I finally had (indiscernible) was where the Headstart is now.

These kids go to Headstart, they come out of Headstart, become my student, then that student wasn't any good to have

(indiscernible). When they were in Headstart, they had a nice place. And we worked (indiscernible), that's the other cultural instructor, (indiscernible) and I, it's written down in Tlingit and in English, that's the Angoon history. So the next cultural instructor will have books to work with.

And we ran out of funds, and I don't know what happened, so I was told there's no more money. But I put in two months volunteer. I worked two months. I gave in March. January and February I worked. I kept track of my time and I did a lot of volunteer time to help those children. And there were changes when they went to the -- what you call, the kids program. They won first place.

Emphasis week. Three times in a row, these kids won first place. And all these are young adults already, I see used to be my little students are gone away to the Army, to the Air Force, and everything.

But it was sad because we didn't have no place for these children. And that's the problem. And now when we're working on the plan, the year 2000, (indiscernible) up, we've got to have faith for that cultural program. If it's not in the school, we should have a place for the children to learn their own culture.

Now I don't know what's happening. I really don't know. Other communities are way ahead of us in their cultural program. Now, Angoon is the last stronghold of Indian culture. They say. But now our children are not learning.

I saw Kake. Oh, they're wonderful. I saw the other students from different schools. And when they tried to hire me

(indiscernible) school district, they told me, 15 minutes a day, one hour, one week. That's what they were offering me, for \$15 a week.

In the Elderly Alaskans Commission, when I went to a workshop, the elderly people are supposed to work four hours a day at least. And when I worked for JOM under ACA, I was working for two hours a day but the other two hours was spent in volunteer, sewing their blankets or getting that program ready so we could be teaching them. And we worked on the book and I believe this book, if it's put together, will help the future Tlingit students in Angoon, because it's the Angoon history. She wrote it down in Tlingit and I wrote it in English. And (indiscernible).

And they took that program out of the ACA and gave it to (indiscernible) school district. So (indiscernible) school district was offering 15 minutes a day, \$15 a week, to it. So I don't know what kind of education programs we have in Angoon.

And then they tell the teachers, don't tell the little ones (indiscernible) telling the mother to teach the child. And not understand when the teacher is hired, it's got to be a certain (indiscernible) teacher, person to teach. The mothers are not certified to teach. They can only teach so much at home to a child. And that's where the western culture (indiscernible) in our school should be taught by the teachers.

That what I see, education problem here in Angoon. and I hope people in here involved with education will think about it and try to correct it.

CHAIRMAN SOBOLEFF: Thank you.

UNIDENTIFIED FEMALE SPEAKER: Can I (indiscernible)?

CHAIRMAN SOBOLEFF: Yeah.

UNIDENTIFIED FEMALE SPEAKER: I need to add to Lydia. (Indiscernible) church records (indiscernible) from the Russian Orthodox schools in Southeast Alaska villages, show the bilingual tradition continues (indiscernible). (Indiscernible) there is three languages taught.

UNIDENTIFIED FEMALE SPEAKER: Which three?

UNIDENTIFIED FEMALE SPEAKER: English, Russian, and Yupik.

UNIDENTIFIED FEMALE SPEAKER: Well, (indiscernible) Russian (indiscernible) the language which is taught (indiscernible) --

UNIDENTIFIED FEMALE SPEAKER: Yes. Yes.

UNIDENTIFIED FEMALE SPEAKER: And then there was a little bit of Greek, a little bit of Russian, Tlingit, and then the (indiscernible), so (indiscernible) were taught five languages.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible). Kids (indiscernible).

CHAIRMAN SOBOLEFF: That's my grandpa.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) all these languages were taught in Juneau that -- under the (indiscernible). And (indiscernible) church school teacher (indiscernible).

CHAIRMAN SOBOLEFF: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: Uh-huh (affirmative). Three languages, all these languages were (indiscernible). They were -- they spoke them fluently, they read these languages fluently. And

they used it (indiscernible) talking. This was the history of Alaska Native education.

CHAIRMAN SOBOLEFF: Yeah, we were talking at the supper table (indiscernible) --

UNIDENTIFIED FEMALE SPEAKER: Why can't it be now?

CHAIRMAN SOBOLEFF: Yeah. We were talking at the supper table (indiscernible) the five languages that they learned.

UNIDENTIFIED FEMALE SPEAKER: Uh-huh (affirmative).

CHAIRMAN SOBOLEFF: We are also talking about all the instruments that the kids used to play at the same time they learned these five languages. I mean, our people are gifted, they're talented, and they have the ability. We -- even me as an educator, I ask myself, how come we don't do some of the stuff that was done way back then.

But the information that we give our kids right now in -- it's before they even go to school, we've taught them more than they've ever learned way back in time and from, you know, zero to whatever. They learn --

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) try to get their teaching certificate, because I've been with the children for so long and I've been teaching there, you know. And I don't know what happened. But we have qualified Tlingit Indians that could teach and should be certified. They should get their wage just like anybody else.

CHAIRMAN SOBOLEFF: Right.

UNIDENTIFIED FEMALE SPEAKER: I feel like as Native people we

were discriminated against by the school system. Who could live on 15 minutes a day of working? One hour a week. (Indiscernible).

Now, I didn't realize that I had that five languages. All I know is that I was speaking Tlingit and in English. And I know when I go to (indiscernible) and a little bit of Greek and a little bit of Russian. We hardly used Russian, not that much, but (indiscernible) was there. And the kids wrote the alphabets.

Now, I didn't know how much I knew until we really started to (indiscernible) different parts, and when I go to church, I suppose..

CHAIRMAN SOBOLEFF: Well, we're almost winding down. Anybody else?

UNIDENTIFIED FEMALE SPEAKER: Another thing I do here in Angoon is I'm a fee agent, which means I help people with the state, fee agent for the state, under the public assistance programs. I help people deal with their AFDC. There's been budget cuts in that too. There (indiscernible) that they're cutting it, the AFDC, \$38.

And I just wanted to express my concern that this -- there's no jobs here, and the people that the kid -- it will be the kids that will be affected by this cut. Right now they get probably enough to live on. And with the bills and the way -- and the store bill and, you know, your (indiscernible) to live, I just don't see how they make it sometimes.

And this includes our APA (indiscernible) public assistance. They are (indiscernible) and they are way lower than AFDC. And I

don't see -- I think they need to be raised. And I'd like to see that happen.

I don't know how -- I didn't get to the, you know, to -- I heard on the news and on the radio that they were having some people go up to this one office to speak on the AFDC, to protest against the cut. (Indiscernible) and they don't have the money. And I just wanted to express that.

You know, (indiscernible) public assistance (indiscernible) the loans you have in a bank. (Indiscernible) but then some of my, you know, my clients, the older people, have what they call, their burial (indiscernible) account. And they won't let them go past that fifteen hundred or 2,000. And burial is expensive. And it costs more than that, as I've -- I'm sure you guys are aware. And this is all the state allows.

And another thing on the education, I think that we should have probably a nurse in the school system. You know, I think (indiscernible) they need to go to a nurse when they're sick. They should be sent to the nurse.

And I'd like to see the fully -- under -- also under (indiscernible) and I'd like to see the fully-funded programs come back for students. I went to school fully-funded under the BIA.

And also, I think in 1971 -- I mentioned this one program called the sole parent program, where I was a single parent and I had one daughter. And this was in San Diego. And there was like 60 apartments in this one complex. And we had on staff a doctor. And he was on call 24 hours. We had a daycare center for the

children. And these are ladies from all over the 48. I think there was two of us from Alaska. And we attended different schools, (indiscernible) San Diego Business College and this other girl went to I think (indiscernible) College. And some other people went through the dental programs and, you know, all the technical schools in that area.

And it was a good program, but I got a letter when I was working -- and they really helped you. (Indiscernible) they took us and they took us to the -- where they were doing civil service testing. And this is how I got into the civil service government. I got in with (indiscernible) high school.

They had counselors for these people, they took them back to their home, wherever they came from. They helped them look for apartments, they helped them look for a job. Of course, they didn't do it for Alaska, it was kind of (indiscernible) they didn't have (indiscernible) at that time, there was only two of us.

CHAIRMAN SOBOLEFF: We lost a lot of people that way. I'm glad you're back, you know.

UNIDENTIFIED FEMALE SPEAKER: I love Alaska. (Indiscernible).

CHAIRMAN SOBOLEFF: Yeah.

UNIDENTIFIED FEMALE SPEAKER: And another thing is the housing. We're in desperate need of houses. Our families are crowded. We live in crowded -- sometimes the kids -- this affects our kids when they go to school. There's too many -- you know, there's not enough sleeping area.

I went to the BIA, and naturally, they said there's no money.



They only had a certain amount for that year, you know, but they're not -- you know, and I -- and another thing is -- I want to express the need for is the elderly housing. I believe Anchorage had a program -- or I saw it in the paper in Anchorage where they had a HUD grant for elderly housing for the rural areas. And I'd like to see this come back and maybe we could apply for it.

Another concern is our electricity. I heard they're going to (indiscernible) subsidy which we get here. Like (indiscernible) said, we're really a poor, poor town. Ninety percent unemployment, our AFDC's getting cut, (indiscernible) elderly, the adult public assistance is not enough to pay their bills, you know, so some of my ladies have to work in part-time jobs, and even that doesn't make it. And now their Title 5 is going to be cut.

And I guess that's all I wanted to say.

CHAIRMAN SOBOLEFF: Thank you. Anybody else (indiscernible). We have (indiscernible) system (indiscernible) (laughter).

MS. MASEK: (Indiscernible).

CHAIRMAN SOBOLEFF: We have to stop at --

MS. MASEK: (Indiscernible).

CHAIRMAN SOBOLEFF: -- 1:00.

UNIDENTIFIED MALE SPEAKER: Do you want to (indiscernible) now. (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

(Side conversation)

CHAIRMAN SOBOLEFF: Yeah, why don't you give us a little rundown on that (indiscernible).

MR. KOOKESH: (Indiscernible).

CHAIRMAN SOBOLEFF: Give your full name and where you're from.

MR. KOOKESH: Okay. I'm Matt Kookesh and I was born and raised in Angoon. I want to welcome you -- the Commission here.

CHAIRMAN SOBOLEFF: Thank you.

MR. KOOKESH: You and Walter.

CHAIRMAN SOBOLEFF: Did you leave my housekey today?

MR. KOOKESH: Yes, I did. I did your dishes too (laughter).

I've been involved in subsistence issues for the last 10 years on practically a full-time basis, both as a Fish and Game employee and as a committee member and a subsistence user. And I'm also a member of Southeast Native Subsistence Commission.

Basically what I want to talk about is conflict (indiscernible). And I know you guys want some answers on how to deal with subsistence, maybe we can (indiscernible) a little later.

The first conflict I see is subsistence as an Alaskan policy. We all know that the Legislature voted the subsistence law in 1978. That's 15 years ago. And we still don't have a subsistence law. It is, but it's watered down. Later on, the residents all voted the subsistence law in. And one thing they overlooked when they voted the subsistence was to change the State Constitution. And the part of the Constitution that we should have changed was to make -- to -- so that we change the -- all the resources should be equal (indiscernible). And that's what is holding up the subsistence law.

The Alaska Legislature had a chance to put an initiative on

the ballot. I'm pretty disappointed in that, because basically what they did was they didn't allow Alaska residents to vote, to put the -- change the Constitution. And for some reason, I find that -- I find something wrong with that, because basically it's the voice of the people.

~~It's~~ getting tougher and tougher to deal with subsistence as an Alaskan policy, because the average Alaska residence is seven years ago -- or seven years. And that's three years ago. Today it's five. And I can't get a straight answer from anybody (indiscernible) the Department of Labor and Community and Regional Affairs, and they couldn't tell me what the average Alaska residence is. And I'm just going on information from a newspaper article.

Basically, I have a lot of problems with the Alaska Department of Fish and Game policies, also some of Hickel's people. I get the impression that they -- that they're getting direction to sort of get rid of subsistence. And this also brings me to the state subsistence regulation.

I hate to use the word "ethnocentric." It's really a tough word. Basically what that means is it's one dominant culture's values over another culture, which is our culture. And the example I have is the sport harvest regulations were imposed on subsistence means, methods, and harvest patterns and bag limits.

Basically what they're saying is that we can only get 10 sockeye from (indiscernible), we can only get 25 sockeye from (indiscernible), 25 from (indiscernible) Bay. And that's not how

we live. We don't go get 25 sockeye, we don't go get (indiscernible) -- and the other thing it says is that you can get six deer. And I know people that get 30 deer, 20 to 30 deer at a time. And they're breaking the law under state law, but in our culture, though, they're not.

We have hunters that started out hunting for clan, clan houses. They have three big families, four big families in a house. And basically the modern hunter today has modified to the -- what I call a family hunter and a community hunter. And they still harvest for clan hunters.

The Boards of Fish and Game are basically run by commercial interests, so subsistence has never had a chance (indiscernible). Fish and Game advisory committees were working very well; in fact, there are two (indiscernible), and they were never listened to by the Boards of Fish and Game.

And the other problem I have with state subsistence regulation is managing Native corporation lands. As a shareholder of Kootznoowoo and shareholder of Sealaska (ph.), it's Indian legislation, ANILCA is Indian legislation, but yet they're using those two legislations against each other. I find that -- I find something wrong with that, when you use two Indian legislations against each other.

I want to touch on federal management. (Indiscernible) management right now is really confusing. I'll give you an example. If you're -- if you came home for Christmas one day and you're a subsistence user, and you were so busy that you wanted to

get your six deer on the last day of hunting, that you have to get -- you have to go to a -- the federal land and the state land. The state land is (indiscernible) and it's also private lands and it's Native corporation lands.

If you wanted to get your six deer, you had to first go and get your first three deer on state lands and then your other last three deer on federal lands. You couldn't turn it around, you couldn't do it the other way. You were illegal if you did. That's how confusing it is.

I think a problem with the federal management right now is they're adopting existing state regulations. And I just mentioned earlier that state regulations, I have a problem with state regulations because I think it's ethnocentric, it may even be egocentric.

By adopting existing state regulations, they adopt all the problems. I think the federal government should step back and do some management studies. They need to incorporate traditional methods, all the traditional harvest methods, all the harvest patterns. They need to incorporate all the community concerns. And they need to have management that encourages reporting the harvest.

The subsistence users right now do not report back to the state. Right now, the state -- the Fish and Game data show that Angoon in 1991, the whole community shot 39 deer. That's what they say. I know my brother caught 56 deer. And (indiscernible) and it's about four or five people using one vote. And I know a lot of

the hunters who harvest 20, 30 deer, and they do it, they harvest for their mother, they harvest for their daughters, they harvest for their granddaughters. But they harvest for just about everybody in the community. And they're not breaking the law. And they're not wasting food.

And I believe in self-management. And I'm not saying that this should be a free-for-all. I believe that we should study the traditional methods before we try to make up any regulations. I don't think we should make up regulations (indiscernible) to the traditional method, it's just not going to work.

Another thing I want to touch on, since I'm on the Southeast Native Subsistence Commission, I have to look at all the subsistence conflicts. And one of the conflicts that I want to talk about is the National Park Service. Basically, they deny any subsistence on park lands. And specifically, the Glacier Bay National Park. And they are just denying that there are any -- they're not recognizing existing harvest and use patterns. And they're not recognizing indigenous history of the park. You know, they're -- when they're advertising Glacier Bay National Park, they're just advertising the icebergs. They're not advertising the Native history. And I think that's sad that they're not doing that.

The big thing that I think is a conflict with subsistence is developing fisheries. Basically, it's sea cucumbers, abalone, sea urchins, and seaweed. Right now they're trying to develop markets for black seaweed. And you can imagine what that's going to do to

us. They're developing -- they've already developed sea cucumbers and abalone.

And the problem with these fisheries is the management plan. They basically -- they do a management plan and they push it onto a community. Klawock and Hydaberg. They were screaming they didn't want to have any fisheries down there, but they were forced -- the management plans were forced on those people. If you go down there, you'll hear those people talking about it. And they'll be pretty upset.

And the other problem with developing fisheries is competition. Because the -- most (indiscernible) have going, most of these guys use diving gear. And as they use diving gear, they're -- you're competing with somebody with a hook that's walking on the beach (indiscernible) about a 12-foot pole. And you know the diving gear is going to get that before he is. And (indiscernible).

So basically, we have traditional methods versus commercial (indiscernible). And guess who's going to lose, (indiscernible).

The sixth thing I have that's a real problem here, that's a Catch-22. The International Pacific Halibut Commission, now, they only allow (indiscernible) on a handheld line with no more than two hooks. Now, we need more than two halibut. We've always harvested more than two halibut. We always fill our smokehouses. Maybe you can tell me how many halibut do you use to fill up a smokehouse.

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible).

MR. KOOKESH: (Indiscernible).

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) smokehouse?

MR. KOOKESH: Yeah. What size fish? Fifteen-pounders?

UNIDENTIFIED FEMALE SPEAKER: (Indiscernible) --

MR. KOOKESH: Yeah.

UNIDENTIFIED FEMALE SPEAKER: -- 15 and 20 pounds.

MR. KOOKESH: See, (indiscernible) two halibut, as they say, well, you can get any size halibut you want. They say, well, you can get 200-pounders and that should be enough. But that's not what we want. We want a specific size, and the International Pacific Halibut Commission will not recognize that. (Indiscernible) state won't recognize it. And the state says they won't recognize it because the international couldn't recognize it.

The seventh thing is (indiscernible). And I'm opposed to any type (indiscernible) animal. (Indiscernible) animals and a half a million dollars. I think that works out to be about 3,000 an animal. (Indiscernible) replace the deer (indiscernible) subsistence (indiscernible). If they help replace one deer, then subsistence would still be a priority. But you know it's not going to be, (indiscernible) going to fight that.

The final (indiscernible) potential conflict with that. We have sea otters that are growing at 20 percent a year, they're moving into the inside waters here. They eat 25 percent of their body weight, (indiscernible). And I think they're a real threat to the (indiscernible) clams and (indiscernible) and sea urchins.

Declining seal and sea lion populations. This is more of a problem up north. But it's still can affect us if -- because what



made the decline; nobody knows. But everybody's guessing it's the -- all the developing trawl fisheries up north that are killing off the pollack. And once they move down here, (indiscernible) competition to move down here, then people will start seeing declining seals and sea lions.

The last thing is (indiscernible) federal, state and Native corporation lands. And this is what (indiscernible) Native corporation lands. But basically, we have a loss of habitat. We have increased competition. We have roads. We have logging camps. And we have -- and all those logging camps and roads have access to (indiscernible) populations of fish and game. In other words, they're going to be harvesting game that is probably never harvested by man before and the fish are -- were never harvested by man before. Those are a good population of stocks. And it seems like, well, we always have to have the burden of proof, you know, which is sad.

So basically, I think for protection of subsistence, I think that the answer is not that simple, but right now the federal government appears to be the answer. It appears -- it looks like they want to work. First they have to take the existing state regulations and change everything. And if they don't do it, then what I see as the answer is -- I've heard people get up in meetings and say -- these are statewide subsistence meetings, they get up and say this is cultural genocide, or this is prejudice; you know, all these -- all this subsistence policy

And (indiscernible) would say (indiscernible) we push them

back down. And then somebody would say tribal sovereignty is the answer, we push them back down. So I'm not beating on any of those drums, you know, because, you know, I believe time and place too. But 15 years without a subsistence policy....

And I was in Hoonah the other day, last week. And I attended a meeting on Glacier Bay. And an old lady got up and talked and she said, "My name is Edith Beam (ph.)." And she said she was 79 years old. And she's felt discrimination all her life. And so, you know, when we say it's discrimination, when we say it's prejudice -- you know, ever since the Civil Act -- Civil Rights Act of 1964, discrimination was on the table. You could see it. But now, everything's under the table. And there's such a word now, and I call it subtle discrimination, whereas you can't put a finger on it, you can't see it legally, you know, but it's right there. And every time you put your finger on it, it moves. And I think that's basically what's happening in Alaska today.

So that's my testimony.

MR. TOWARAK: (Indiscernible) subsistence presentation. I was wondering if you have it in written testimony so we (indiscernible)

--

MR. KOOKESH: (Indiscernible) outline I've been working (indiscernible).

MR. TOWARAK: Okay. If at any time you can share it with Walter, we'd like -- I'd like to include it in the record.

CHAIRMAN SOBOLEFF: Yeah. Send us a copy.

MR. TOWARAK: And (indiscernible), because of --

--

MR. KOOKESH: It'll probably change next time I  
(indiscernible).

MR. TOWARAK: I know, (indiscernible) full discussion on --

CHAIRMAN SOBOLEFF: (Indiscernible).

MR. TOWARAK: -- on some other issues that face this area.  
And a lot of people don't realize there's a subsistence issue in  
the Southeastern Alaska area, and this is one of the good reasons  
why we come to the heart of Southeast Alaska, Angoon. So...I'm  
just wondering, how about the CDQ program? You guys are not  
affected?

MR. KOOKESH: What is that?

MR. TOWARAK: Community Development Quota. And --

MR. KOOKESH: No. (Indiscernible).

MR. TOWARAK: -- (indiscernible) resources, bottomfish.

MR. KOOKESH: No, we're not part of that.

MR. TOWARAK: Okay.

MR. KOOKESH: (Indiscernible) Sealaska did put a resolution in  
to include Southeast in that.

MR. TOWARAK: Okay, anything (indiscernible) resource  
(indiscernible) --

MR. KOOKESH: (Indiscernible).

MR. TOWARAK: -- (indiscernible).

CHAIRMAN SOBOLEFF: Thank you very much.

MR. KOOKESH: (Indiscernible).

CHAIRMAN SOBOLEFF: Thank you very much.

MR. TOWARAK: Any famous last words for us?

MS. ZUBOFF: (Indiscernible) like to say that I really feel this is a good opportunity for each community that you visit to be able to address all the issues that you are hearing in regards to economics, education, the socioculture (indiscernible) governance. And I really appreciate the time and the effort that each of you have taken to listen adamantly to each of us, and the (indiscernible). I realize you've gone to quite a few communities, so I believe you're to be commended for traveling away from your respective homes and doing this and taking (indiscernible) to the state and federal government.

I feel that nothing really can be added to Matthew Kookesh's comments, because he addressed all the areas of concern. (Indiscernible) subsistence (indiscernible) as a Native mother who utilizes subsistence in the home, we find it very distressing when we're not able to go out in our backyard and pick shellfish off the rocks. And down in the sand, the clams, because they're contaminated by unsafe water conditions. And it's not mainly because it's the lack of community concern. We've voiced these concerns to the proper agencies, and the community has been trying to address them. The need the dollars to address them.

Our children are able to -- I've heard the (indiscernible) say that Angoon is a paradise for kids to be in because they can run anywhere, all the natural fresh air around, they're able to run all over the community. He thought that was really something, he called it a kid's paradise here. They're not really able to play on the rocks (indiscernible) they do go down there. The beach is

contaminated. The kids are in a world where they're aware of their surroundings. And if they're told not to be able to go down to something that they normally were always encouraged to do by their families in subsistence gathering is very distressing for a community who relies heavily on our subsistence way of life, because of (indiscernible). We have to go further in order to be able to get the subsistence food, since we can't get it all from here.

And it kind of makes us feel also for Prince William Sound and that -- their plight touched the community of Angoon. When they weren't able to gather their subsistence food, when we had to watch on TV their subsistence foods dying right before the nation on public television. Birds, mammals, food that the Native people relied on.

With the lack of available resources to help out the communities and provide adequate jobs, let alone training, the smaller communities rely heavily on our subsistence way of life. And cannot be understressed. That's all I need to add to Matthew Kookesh's comments. He speaks well for the community of Angoon.

I have some issues in regards to health. I felt very strongly about coming tonight and wanted to tell you that this sub-topic is affecting me right now. I went to the dental clinic today. We hardly ever have a dentist out here. They come on regularly scheduled trips. But the need is so great and the dollars are so few, and the energies are so limited because of -- we don't have -- we have one dentist that comes out and tries to meet the needs of

the whole community. Many times he's addressing -- he or she is addressing emergency needs before they can even address the maintenance of the teeth.

If we are to teach our children proper hygiene when we can't even have our own need addressed publicly, how can the children learn, when they realize when they become adults, the only way you can get into a clinic is when you're in an emergency situation. And there's not enough time or the resources to bring a doctor out on a long stay like (indiscernible) where you concentrate on one community.

For a long time, we never used to have some dentists coming out. Now we have dentists coming. But they need the funding in order to be able to have prolonged stay in a community, in order to address the dental needs of a community. Not just children, but adults included.

If a house has (indiscernible) that are breaking down and you don't have the finances or the available (indiscernible) to go to help address that need, then understandably, wear and tear of the weather is going to affect the quality of the house. That's the same way it is with your teeth.

(Indiscernible) brush your teeth, you're not able to have a cavity replaced until it's an abscess; then we're looking at not really addressing the dental hygiene of our Native people. We are not all lucky to be able to have regularly scheduled appointments in a large community, when we are living in a small community. And we don't want to leave in order just to have those available

resources, available health care.

In regards to health issue, I see now where they're finding -- saying that Alaska Natives do not have an inherited factor for alcoholism. Studies have shown that Alaska Natives are just the same as non-Natives. They don't have anything missing. They're not only prone to it, Native people. That's an old myth.

They're now finding out that Alaska Natives, a lot of them -- for many of them, the majority of them don't really have a drinking problem, when you look at the normal aspects of drinking, chronic drinking, every day, every week, every month, all year. Some of the Alaska Natives maybe will binge drink, few days to a week, go back to their village, and that's it. And then we have these Natives turning themselves in for AA programs, when really, they're not looked at as a chronic alcohol treatment services that they need.

They're also looking at the issues of Alaska Natives, per se, up north, where a lot of them that speak their own Native language and understand limited English agree to many things when they come before a court and end up being in jail when they really don't need to be, because they don't have the knowledge of the English language. So some of them are being incarcerated when they didn't -- they don't really need to be. Some of these issues are being looked at also.

For the chronic alcoholics in the state of Alaska, I think these issues need to be addressed before we get a true, accurate picture of how much chronic alcoholism we have in the state of

Alaska. Because if the old myths are no longer true, then we need to reassess the alcohol issue in Alaska. Right now they say Alaska is one of the highest in the -- among the other states in alcohol and drug abuse.

They look at alcohol as (indiscernible) disease when they get through the very chronic stage of alcoholism. And if they include that as a disease, why aren't these people being forced to go into treatment -- forced to. When you have a person that has cancer, you don't ask them if they want the treatment, you make them have the treatment.

When a chronic alcoholic gets to a point where they're no longer in control of their own capabilities but the alcohol is leading them around, then truly, this is a disease that has progressed beyond something where a person should have to ask to be treated. They should be automatically treated within the health system, at public health expense, such as IHS.

That brings another issue. If Alaska is looked at as having the largest number of alcohol and drug abuse, then where are the available treatment centers that would help to address this issue? Mt. Edgecumbe Hospital can bunk six people, and that's the limit they have because of the resources. They don't have enough people there that's knowledgeable enough to be able to work in a treatment type situation. That's something that needs to be addressed.

The available treatment centers that are out there such as (indiscernible), Clitheroe in Anchorage, (indiscernible) is in -- is Ketchikan; it costs an arm and a leg to be able to go there if



you're serious about being treated. If Alaska is looked at as having the highest number of alcohol and drug abuse, then I feel resources need to be put in there to allow for people to get treatment. Money should be made available, if a person wants to go to treatment and says, "I want to go to treatment, I have a chronic problem," then money should be made available if we're going to turn this around. If it is indeed the -- one of the biggest issues in Alaska, then it needs to be addressed with available treatment centers and financial resources to allow the chronic alcoholic to be treated.

Along with alcoholism and drug abuse comes the social (indiscernible). In particular, I'm speaking about child abuse and neglect. When a child is abused sexually by a perpetrator outside the home, the state of Alaska really does not have one specific treatment center to deal with child sexual abuse treatment at all. They're funneled through the state DFYS system. Many times they -- they're going in a vicious circle of going from foster care in a residential home to a correctional center. And by the time they go through the correctional center, they have never had any counseling for sexual abuse. They end of up, because of not having counseling, having the sexual abuse affect them so bad that they end up striking back with their hurt and they end up being sent to the court and looked at as a delinquent; when really, when the abuse and the pain of the abuse gets so bad, all they want is for someone else or something else to hurt because they're hurting so bad and they can't deal with that hurt.

The lack of available treatment centers is a statewide issue. And I think we need to have treatment centers in each region in order to successfully address this issue. Money should be appropriated, not just for the child that's abused, but also for the family as a whole, so that when the child comes out of the treatment center, the parents and the family and the extended family will also, by contact with the family through counseling, be able to help the child work through this lifelong process of child abuse. Child abuse, once a child is affected, never leaves them, it stays with them for the rest of their life. They go from being victims to survivors. Many of them never have a chance to be a survivor. Some of them (indiscernible) being a victim.

And this is where AA comes in. They said the -- when they looked at Alaska Natives, the majority of them were not chronic alcoholics, just because something was missing in their genes. A lot of it has to do with unresolved issues, unresolved grief. The grieving process didn't go through its normal process. Maybe a person had sexual abuse, physical or sexual, mental, emotional. Emotional and verbal don't leave their scars, they're invisible. But there are many children that suffer this type of abuse. And with the lack of available resources and treatment centers, this issue really isn't being addressed in Alaska.

As a tribe, we have found that -- as a tribe, we have worked with the Department of Family and Youth Services in Sitka in trying to address this issue that I'm speaking about. But it needs to be addressed on a greater level, on a statewide level, and the monies

need to be there to help out all the existing agencies, organizations, or associations if it's a tribal government, or if the -- a community as a whole. We need to have one central place where we can take these children and be able to treat them.

And I really appreciate the time that I have to speak with you on all these concerns that I was able to speak with you about. Like I said, one of the health issues that touched me today was I went to the dentist and I had a root canal done. And my tooth has been really super sensitive, and I've been sitting here in the meeting and I'm in great discomfort. But felt so strongly about the reason why you're going community to community and the reason why you came here to be able to hear us. I wanted to be able to address some of these issues that we've been hearing around our community and as a tribe. And you are the ones that we can come and take this message back both to state and to federal of the great need that we have. And I really appreciate this time that you've given each of us in our community, and the time that you have taken from your personal lives to be able to do this. Thank you.

CHAIRMAN SOBOLEFF: Marlene, thanks for your testimony. I want to jump on that DFYS issue too. But I would like for you to be -- if you could send the Commission a letter.

(Tape changed to Tape 2, Side B)

CHAIRMAN SOBOLEFF: -- (indiscernible) are important enough for us to consider and include in our recommendations to the state and U.S. Congress. But please write it down and send it to us.

If I do not hear any more people anxious to speak, I believe we've come to the end of -- it's way past my bedtime, so we're adjourned (indiscernible). Thank you.

(Hearing adjourned)

\*\*\*END OF PROCEEDINGS\*\*\*

ALASKA NATIVES COMMISSION

EDUCATION TASK FORCE

HEARING

APRIL 15 and 16, 1993

SITKA, ALASKA

EXCERPT - MT. EDGE CUMBE - APRIL 15, 1993

APPEARANCES:

MIKE IRWIN  
Alaska Natives Commission  
Executive Director  
4000 Old Seward Highway, Suite 100  
Anchorage, Alaska 99503

DR. WALTER SOBOLEFF  
Alaska Natives Commission  
Education Task Force Member

SALLY KOOKESH  
Alaska Natives Commission  
Education Task Force Member

BEVERLY MASEK  
Alaska Natives Commission  
Education Task Force Member

SAM TOWARAK  
Alaska Natives Commission  
Education Task Force Member

## TABLE OF CONTENTS

### TESTIMONY

<u>NAME</u>	<u>PAGE</u>
Jesse Bussanich	93
Willow Bowen	93
Gwen Atti	93
Jamey Cagle	95
Monica Chase	95
Chris Kashatok	95
Calvin Kashedaroff	98
Ricardo Mercurief	98
Rachel Jimmy	98
Tracy Lundhal	100
Andy Karmun	101
Michele Skogen	101
Carla Weiser	102
Jason Rutman	102
Leatha Mercurief	102
Connie Lincoln	102
Thi Christipherson	103

### EXHIBITS

<u>NUMBER</u>	<u>DESCRIPTION</u>
1	1993 Cost Study by Jamey Cagle.

P R O C E E D I N G S

APRIL 15, 1993

(On record at 2:05 p.m.)

(Introduction of staff members)

MS. MASEK: Beverly Masek introduces herself. She's from the village of Anvik and now lives on the Parks Highway right outside of Willow. She has a son. She feels her job on the Commission is a big, hard task. The villages, it's the same thing. As far as being at Mt. Edgecumbe, she says thank you for being there, she's very impressed. Thank you. DR. SOBOLEFF: Dr. Walter Soboleff introduces himself. "My name is Walter Soboleff." He comes from a very small village of about 200 people. When he was a child, they made their own toys. Both the boys and the girls played with them. He talks about the Tlingit language and says that the non-Native students, he can understand them not learning the language; however, the rest of them should be learning it.

He really enjoyed school as a child and had perfect attendance. He liked school so much, he got a chance to go to college on a four-year scholarship in Iowa. The best job that he had while he was working himself through college was to clean the president of the school's office.

He was awarded part of his scholarship because his father died. With the little bit of profit that was left, he was sent the dollars. He went to Sheldon Jackson, everyone was very friendly, and it was a great experience, and that's what was really important.

MS. KOOKESH: Sally Kookesh introduces herself. She's a 1968 graduate of Mt. Edgecumbe herself. She's originally from Manley Hot Springs. She has a bachelor of arts degree from the University of Washington. Her husband also has a degree. They currently reside with their family in Angoon. They own a store there. They have one girl in school in Seattle, second year at Stanford, and she's majoring in biology and she plans on getting a teaching degree and going back to Angoon.

Sally points out that you can be successful even in a small community, you can be successful no matter where.

MR. TOWARAK: Sam Towarak introduces himself. He's from the Bering Strait region. Sam was in the military in Vietnam, he was trained on computers. He tracked aircraft on a very big computer, really enjoyed the work. Sam got his master's at the University of Fairbanks.

Sam tells about his daughter wanting to go stateside. He says, "My challenge to you guys," meaning the students, "is solutions." There have been Commission meetings held in Nome, Barrow, Angoon, more and more solutions are coming out.

Sam introduces the court reporter, the proceedings are being recorded by Jan Welch.

MR. ROCHELEAU: Larre Rocheleau, who is in charge of the school, introduces himself and welcomes the Commission to Mt. Edgecumbe. He explains that after this meeting he has the Mt. Edgecumbe staff scheduled to speak to the Commission, and after that, if the Commissioners would review their handouts, they'll see



that they have a student that they'll be having dinner with.

MR. IRWIN: Mike Irwin introduces himself as the Executive Director of the Natives Commission. He's from the Nenana region. He suggests to the students who are waiting to testify that small groups go up to the table, so now three at a time are going to go. "Don't be nervous, it is a big production with all the recording and the microphones, et cetera." Mike really wants the students to be comfortable. He asks who's going to chair this meeting.

MR. TOWARAK: He says Dr. Soboleff is going to chair the meeting.

MR. IRWIN: Mike goes to the top of his list and the first three students are called.

DR. SOBOLEFF: Walter Soboleff says their names: Jesse Bussanich; Willow Bowen; and Gwen Atti. The students move forward to the desk and Dr. Soboleff asks them to give their name and tell about themselves, their villages.

MR. BUSSANICH: Jesse Bussanich states that he's from a small village. Fishing is their primary lifestyle.

MS. BOWEN: He is from Tanana, population of approximately 325.

MS. ATTI: Gwen Atti says she's from a village of 20 to 50 people.

MR. BUSSANICH: He is a freshman and president of his class. He's at Mt. Edgecumbe because they offer things that he's really interested in.

MS. BOWEN: In her village, school is too easy; she wasn't

challenged at all. She got accepted to Mt. Edgecumbe during her sophomore year. Her parents are glad she came.

At home, basketball was emphasized. She has made all new friends here. She says that's all.

MS. ATTI: She states her dad graduated from Mt. Edgecumbe in 1971 and she says, "I've really learned a lot and I also gained a different view of the world."

DR. SOBOLEFF: He asked if the panel has any questions.

MS. KOOKESH: She asks of the three students sitting there why these students came to Mt. Edgecumbe.

MS. BOWEN: She answered that at home, it was just too easy.

MR. BUSSANICH: He also answers, "I wasn't challenged, it was so easy."

(Tape changed to Tape 2)

MS. KOOKESH: She asks a question of Ms. Atti, did she come to Mt. Edgecumbe because her dad graduated from it.

MS. ATTI: She answers that that was part of it, but primarily because it was more of a challenge.

DR. SOBOLEFF: "Any other questions?"

MS. MASEK: She asks Ms. Bussanich about the system of the teachers that set up in the villages.

MR. BUSSANICH: He answers that teachers pass through every few years and they do teach, "They teach us as much as they can, but it's just not a very good system."

MS. MASEK: She asks, "Are they not providing you with a quality education?"

MS. BOWEN: She says yes, there are some good teachers and the same with the classes, there are some good ones.

MS. MASEK: "Good." She asks the question, does the school require any classes in culture and language.

MS. BOWEN: She answers that it is optional.

MS. MASEK: She asks about the JOM program, are there any classes, for instance, in beading.

MS. BOWEN: She answers no.

MR. TOWARAK: He questions: "(Indiscernible) plays guitar?" Do you miss the connection with your families?"

MS. BOWEN: She gets tired of here too, she gets tired of Mt. Edgecumbe too and everybody. It's no so bad, though, because everybody misses their family.

MR. ROCHELEAU: He talks about out in the village, students get out earlier because they have to help their parents at the fish camps. "(Indiscernible) Johnson-O'Malley. Thank you, students."

DR. SOBOLEFF: He calls the next name from the list.

UNIDENTIFIED SPEAKER: Answers, "At the dentist."

(Pause in proceedings; the next students come up)

DR. SOBOLEFF: He calls the next three names: Jamey Cagle; Monica Chase; and Chris Kashatok.

MR. CAGLE: "I'm Jamey Cagle. I'm from Anchorage, so I am from an urban area. I live with my grandmother here in Sitka." There are many urban students also at Mt. Edgecumbe. MS. CHASE: "My name is Monica Chase, from Mountain Cross." She has a sister and a stepsister who both graduated from Mt. Edgecumbe. "I was

very bored, but at Mt. Edgecumbe I was challenged. I did get better grades at home, but again, the challenge was not there. I did attend my freshman year at home. I did miss my friends at home, but now when I go back to the village, they're very hard to talk to now."

MR. KASHATOK: He introduces himself, "I'm Chris Kashatok." He's a four-year senior who came to Mt. Edgecumbe for just about the same reason as everyone else, for the quality of education. At Mt. Edgecumbe there's the opportunity to learn and with a hands-on approach, which is a more real-life approach "sort of way." Mt. Edgecumbe is successful, has successful control of their students because the people that are here want to be here. "I do feel that Mt. Edgecumbe should offer more cultural classes, but that education-wise, it is second to none in the state." However, cultural is left out of the picture.

MS. MASEK: She says, "What I'm hearing from all of you students is that it's more challenging to be here and it's more like real life and work here."

MR. KASHATOK: He answers, "Here it's actual learning."

MS. MASEK: She states that it's more on the lines with practical living skills.

MS. KOOKESH: She states that there's not too many people that come from the "traditional family," two parents and two cars.

(Laughter)

MR. CAGLE: He says, "My mom's in Wyoming and my dad's in Anchorage and I live here, I live with my grandmother. So no, I

didn't come from the average family."

MR. KASHATOK: He says in his village, they use snowmachines, not cars.

(Laughter)

MS. KOOKESH: She asks, "What motivated you to come to this school?"

MR. KASHATOK: He answers, "My mom. At first I was homesick. Everybody is at first, but now I'm very glad I came."

MS. KOOKESH: She asks, what's the motivation for staying, for not slacking off.

MR. CAGLE: He says, "Myself." He says, "I'm a day student." He talks about his grandmother. He says, "My grandmother, she's not super-old but she's beyond her child-raising years. She does provide me with food and shelter but basically I'm responsible for myself."

MS. KOOKESH: She asks what he plans to major in, going on with his career.

MR. CAGLE: He answers, "Engineering."

MS. KOOKESH: She asks Monica what her plans are after graduation from Mt. Edgecumbe.

MS. CHASE: She answers, "To take a year off."

MR. KASHATOK: He answers, "I plan to attend the University of Washington."

MR. TOWARAK: He asks, "Okay, you've said there was -- you mentioned Mt. Edgecumbe has control of their students. If there's control of students other places, who would be responsible for

that?"

MR. KASHATOK: He answers, "The parents are the best." Of course, there is some teacher responsibility, but if there's a structure such as going to bed early, having children do their homework, that would basically come from the home.

MR. TOWARAK: He says, "So basically what you're saying is that (indiscernible)."

MR. KASHATOK: He answers, "Yeah."

MR. TOWARAK: "Right. So it's a community problem."

MR. KASHATOK: "Yeah."

(Hearing Exhibit 1 is marked for identification - 1993 Cost Study by Jamey Cagle.)

DR. SOBOLEFF: He reads three names: Calvin Kashedaroff; Ricardo Merculief; and Rachel Jimmy.

MR. KASHEDAROFF: He says his brother is in a foster home in Wasilla or Palmer. He thinks that the weakness is in the schools to find out about more of the students.

MR. MERCULIEF: He says that he was going to school in St. Paul. He states that he had a sister who had already been at Mt. Edgecumbe. "It's been a much better atmosphere, give me a chance to broaden my mind and made me want to succeed in my education a lot more than in St. Paul." He's been able to learn a lot of things, it's been a good aspect of his life. Also, he's been able to learn Alaska history as well as other things. He also says that his brother is a freshman at Mt. Edgecumbe.

MS. JIMMY: She introduces herself, "My name is Rachel Jimmy."

And Mt. Edgecumbe has been a family tradition. "My mom sent us here. My brother is here too. This is my fourth year. There was no challenge for me in my school. The teachers were just there for the dollar. They just passed us, it was really boring, there was nothing to do."

MR. TOWARAK: He says, "Can I ask a question of Calvin?" He asks him, "What about the (indiscernible) way to look at applications? Shouldn't the state be able to offer something for special ed kids as well as the whole gamut of education?"

MR. KASHEDAROFF: He says that would be a good idea, and maybe even have another Mt. Edgecumbe.

MR. TOWARAK: He says the Task Force is looking at Governor Hickel to make the suggestion for a regional center.

(Tape changed to Tape 3)

MR. KASHEDAROFF: He says he thinks maybe vocational programs could be instituted.

MR. TOWARAK: "(Indiscernible) John Sackett (indiscernible) two percent." Sam says that by having regional centers, there would be more of a feeling of belonging. Consider a Mt. Edgecumbe, for instance, closer to Bethel.

MS. JIMMY: She says, maybe one of these days.

DR. SOBOLEFF: He asks if the panel has any questions.

MS. KOOKESH: She says there's a breakdown of Native cultures, a further breakdown. She's saying, what should be done about the breakdown of Native cultures.

MR. MERCULIEF: He says the culture's almost gone. It's very,

very westernized, the language is almost dead, as is the Aleut culture. You have to be in a mindset to do what you really want to do. "It's very hard for me to say. I'll probably go out of the state and I'd like to experience other things."

MS. KOOKESH: "If you went back to the community, what kind of education would be needed?"

MR. MERCULIEF: He says that definitely there's leadership; there is need for reorganization, managing the city.

MS. KOOKESH: She asks if Mr. Merculief is going back to the village.

MR. MERCULIEF: He says, "My goals right now are outside of Alaska before I move back, if I move back."

MR. LUNDHAL: She says, "I'm from a fishing community." There are eight kids enrolled in the school. "I have two older brothers." He is from Pelican; very positive experience in the third grade. "I'm a junior this year. I have really good classes here. I've been able to take two years of Russian. My family -- I don't feel as close to friends but I do have my family support and this is my future."

MS. KOOKESH: She asks, in Pelican do they offer kindergarten through 12th grade.

MR. LUNDHAL: "Yeah."

MS. KOOKESH: She asks how many are enrolled this year.

MR. LUNDHAL: He answers, eight.

MS. KOOKESH: She asks, is there not funding available for the students to come to Mt. Edgecumbe.



MR. LUNDHAL: He says the student wouldn't leave. Also, dropout rate is high because they would drop out because they go fishing.

MR. ROCHELEAU: "(Indiscernible) Juneau."

MR. LUNDHAL: "Yeah. Wrangell, Juneau."

MR. KARMUN: He says 150, K through 12. "I'm a three-year junior at Mt. Edgecumbe School." And the education is good, it's real world. There's a lot more offered to you.

MR. TOWARAK: "(Indiscernible) good example (indiscernible) Mt. Edgecumbe set-up. Good choice."

MR. LUNDHAL: He says, cut all extras out.

MR. TOWARAK: He asks if maybe correspondence courses would be a viable solution.

MR. LUNDHAL: "Yeah."

MR. TOWARAK: He asks if there are 10 students at the school in Deering.

MR. KARMUN: He says there's more than 10.

MR. TOWARAK: "(Indiscernible) make everybody happy."

MR. KARMUN: He says, "Give them a chance."

MS. SKOGEN: She says, "When I was in Minnesota, they were jumping me ahead grades." Athletics were emphasized instead of school. "(Indiscernible) accepted here. I wanted to be a lawyer. My parents didn't want us to go (indiscernible) dropped out, drinking problems here and challenged a lot. I go home at Christmas in a week or two when school's out. (Indiscernible) culture like dancing and language. There is under 200 students and

you get personal attention. (Indiscernible)...more students would help a lot and stuff. I plan on attending University of Fairbanks or Oregon State."

(Side conversation; pause)

MS. WEISER: "My name is Carla Weiser. The reason I'm at Mt. Edgecumbe is for the education. I needed to go to college. My father sent me here. I'm learning useful things here. My mother's an Alaska Native so I'm part of both worlds. (Indiscernible) traveling with him, gutting fish. I think there should be more cultural emphasis at the school and that the dorm and the school should work more closely together, because sometimes there is conflict in that."

MR. RUTMAN: He introduces himself, from Kiana. That's on the Kobuk River, population of about 200. "I've been here three years and I plan on going to school in New Mexico."

(Tape changed to Tape 4)

MS. MERCULIEF: "It's fun to get out of St. Paul. I've met with the Governor. I've done a lot for my future, learned a lot, and I'm able to see things in a different light."

MS. LINCOLN: "I'm getting a better education than from White Mountain and there's less than 20 high school and junior high school students. I think it's important to have strong ties with the family and the community more."

MR. TOWARAK: He says, "Why?"

MS. LINCOLN: She says, "It's just -- it's important to be close to your family and having them being there for you."

MS. CHRISTIPHERSON: She is from Bethel. When she was there, she slacked off a lot. "Mt. Edgecumbe, I've had to work a lot harder and I've learned a lot more. I don't get along well with my family and I like living in the dorm. I feel it makes me better prepared. (Indiscernible) our peers. Mt. Edgecumbe is really a good school." Needs to develop a little bit more math and science; English is excellent. The teachers are very tactful, but they don't tolerate sloppy work. "I'm very glad we have computers. And also, home economics, I used to burn oatmeal."

MS. KOOKESH: She asks a question.

MS. CHRISTIPHERSON: "(Indiscernible) guys' mechanic shop (indiscernible) snow-go, (indiscernible) fix instead of buying a new one." Mt. Edgecumbe and Sitka work closer together. Band, we don't have.

MS. KOOKESH: She says, "Good point. (Indiscernible) thought about regional high school. One thought, intensive study course, maybe even two months, central, like this, or maybe a two-year college."

MS. MERCULIEF: She says, "That's not good. St. Paul...it's real world, more real world."

MS. CHRISTIPHERSON: She says, back in the village if they have a TV, big whoopee. They're very content with that, it's a perfect little world. Very glad to be at boarding school.

MR. TOWARAK: He asks Ms. Lincoln, "Do you ski?"

MS. LINCOLN: She says, "I do."

(Hearing recessed at 3:35 p.m.)

ALASKA NATIVES COMMISSION

EDUCATION TASK FORCE

HEARING

APRIL 15 and 16, 1993

CONTINUED - MT. EDGE CUMBE - APRIL 15, 1993

AND

SITKA - APRIL 16, 1993

APPEARANCES:

MIKE IRWIN

Alaska Natives Commission

Executive Director

4000 Old Seward Highway, Suite 100

Anchorage, Alaska 99503

DR. WALTER SOBOLEFF

Alaska Natives Commission

Education Task Force Member

SALLY KOOKESH

Alaska Natives Commission

Education Task Force Member

BEVERLY MASEK

Alaska Natives Commission  
Education Task Force Member

SAM TOWARAK

Alaska Natives Commission  
Education Task Force Member

Also Present: BOB SINGYKE

## TABLE OF CONTENTS

### TESTIMONY

<u>NAME</u>	<u>PAGE</u>
Brenda Campen	109
Marilyn Knapp	109
Larre Rocheleau	110
Verna Hudson	115
Ted Wright	126
Ed Thomas	129
Joe Hotch	132
Isabelle Brady	135
Victor Guthrie	138
Dennis Demmert	139
Trudy Skan	158
George Obert	161
Richard Dalton	164
Eunice Johnson	165
Mike Lopez	167
Robert Peele	167
Doloresa Cadiente	168

## EXHIBITS

<u>NUMBER</u>	<u>DESCRIPTION</u>
1	Testimony of Verna Hudson.
2	Testimony of Joe Hotch.
3	Testimony of Dennis Demmert.
4	Tlingit and Haida Indian Tribes of Alaska, Resolution 93-24.
5	Tlingit and Haida Indian Tribes of Alaska, Resolution 93-51.
6	Testimony of Judith A. Lindoff.

P R O C E E D I N G S

APRIL 15, 1993

(On record at 3:45 p.m.)

(Meeting with the instructors and teachers of Mt. Edgecumbe)

MR. TOWARAK: Sam Towarak introduces himself. "I'm Sam Towarak, I serve on the Native Commission, also the Education Task Force, and this hearing fits into what the whole Education Task Force has been talking about. Now I'm going to ask the others to introduce themselves."

MS. KOOKESH: Sally Kookesh introduces herself. "I have six children, two in college, one in high school, one in junior high, and the other one's in elementary school. My husband and I are college graduates. I graduated from the University of Washington."

MS. MASEK: "My name is Beverly Masek, from the village of Anvik, population about 70 to 80. I was the first person to graduate from my high school in 1981. I have a seven-year-old son. Our people are the most studied people ever and we're worse off than we were 20 years ago. People seem to think there's no reason to work. I'm very concerned about it. This is a very hard and complicated problem."

Beverly continues: "I'm very glad to be here. We like to share our concerns about the quality of education in Alaska."

DR. SOBOLEFF: "My name is Walter Soboleff. I'm quite delighted to see this campus again. I think that we're all becoming more sensitive to the quality of education. I have a lot of empathy with the students. Some of their testimony deeply moved



me. It comes across that they really like it here."

Walter talks about the University of (indiscernible), University of Alaska, Ketchikan, Fairbanks, Sheldon Jackson.

Walter talks about languages, Inupiat, Tlingit, and Haida. "I would like to share it with you. It's been quite exciting. I'm very pleased to be a part of this Commission."

MR. TOWARAK: "Dr. Soboleff is very accomplished." Sam says they were in Angoon and they really enjoyed the trip. It was over a two-day time period. He's very concerned about Native education in Alaska.

MS. CAMPEN: Brenda Campen says, "I've been teaching in rural Alaska for nine years before coming to Mt. Edgecumbe. I taught seven classes, seven different subjects. It's hard to be specialized when you have to deal with that many things. It's very difficult to work as a teacher in rural Alaska."

(Off the record - tape changed - Tape 5)

(On the record)

MS. CAMPEN: She says they have quality teaching at Mt. Edgecumbe.

MS. KNAPP: Marilyn Knapp talks about the selection process of Mt. Edgecumbe. "We review hundreds of applications. Two things we require is a short essay to say why a student wishes to come to Mt. Edgecumbe. Mt. Edgecumbe is the best school in Alaska. There's many varied reasons why students want to come here. Sometimes the parents want them to. I know more now about rural Alaska.

"There's lots of drugs. There's more challenges. I really --

I want to have an opportunity to make my state better and improve the system. We cannot be all things to all people.

"We need to meet certain needs. We need to put a system into place. Mt. Edgecumbe is a benefit to the state of Alaska."

MS. MASEK: "Next one."

THE REPORTER: "Could you spell your whole name, please?"

MR. ROCHELEAU: Larre Rocheleau. He talks about things ought to be tougher. He said, "We look at individuals who are risk. We have about 15 percent urban kids. It's true we don't have music, art, swimming, and track. Mt. Edgecumbe is more geared towards Pacific Rim studies. There are some touchy areas and I'm talking about the future of Alaska. We at Mt. Edgecumbe feel a lot of things are going to depend on running import-export and businesspeople.

"The school doesn't offer a smorgasbord. Welding isn't taught here. If teachers here get bad papers, they have the students redo them. I've told my teachers not to accept junk.

"We're hoping that some of our students can go back and make a living in our villages." Larry talks about the young man who wants to go back and be a city manager for his village.

Another good thing about Mt. Edgecumbe, it exposes the children to other ethnic groups. "We're seeing more graduations from bush communities. What we offer here for our graduates is quality.

"What do grades really mean? Some sort of standards have to be set."

MR. TOWARAK: "Are there any questions from the other members? Sally?"

MS. KOOKESH: "I'd like to ask a little bit more about the admissions policy. I'm talking about homes with two parents, a mom and dad, a dog, and two snowmachines. Do students with disabilities, are you able to meet their needs?"

MR. ROCHELEAU: "You need to direct that to my admissions people."

UNIDENTIFIED SPEAKER: (Indiscernible - away from microphone).

MR. ROCHELEAU: "We do look at the family, is the family dysfunctional or not. We look at safety problems, if any."

MS. KOOKESH: She asks another question about American Disabilities Act background.

MT. EDGE CUMBE TEACHER #1: "(Indiscernible) reading level. A lot of the success of our students depends on tender, loving care. Their parents, their mom and dad are supportive, that can really nurture growth."

MT. EDGE CUMBE TEACHER #2: "The students are very satisfied with the staff. There is some concern about bilingual education." Also talks about it's a very small setting.

MR. ROCHELEAU: "It's a eighteen-to-one ratio."

MS. KOOKESH: "I see a day coming, a day when graduation from high school, there's no door exit. It doesn't matter if a kid is bad or not, a person needs a place in the future."

MR. ROCHELEAU: "We just can't -- we can't deal with the hardcore, really tough kids."

MS. KOOKESH: (Indiscernible).

MR. ROCHELEAU: "There are other boarding schools in the state. Some of them, you know, have bars on the window."

MS. KOOKESH: "Do you have the resources to deal with children that are maybe having social problems, that are dysfunctional families?"

MR. ROCHELEAU: "No way."

MS. KOOKESH: "Do you follow up on kids that drop out or ask to leave Mt. Edgecumbe?"

MR. ROCHELEAU: "In eight years there's been one dropout. Some students come for two weeks and then want to go back to their village. There is a lot of homesickness. Probably about 15 to 20 percent each year.

"I want to make another point. The teachers here, they don't back off."

(Off the record - tape changed - Tape 6)

(On the record)

MR. TOWARAK: "Mt. Edgecumbe offers the best education."

(Off the record)

(On the record)

MR. TOWARAK: He'd like to ask a couple follow-up questions about what kind of resources in the school -- again, we're talking about the social problems, let's say a disturbed child, a child with some problems in their background.

MS. KNAPP: "It's a fine line you walk. It's impossible to be everything. You try to work some things out."

MR. TOWARAK: "What about the issues of child abuse and neglect? We heard in the Barrow hearing, you know, as part of my work I've heard before, there is some major problems with the DFYS."

MS. MASEK: "The parents have to take some responsibility too. It can't be all just on the teachers."

MR. TOWARAK: "There is some moral responsibilities."

MS. MASEK: "I have a couple of short comments. I was very touched by a lot of the students' testimony. One in particular stands out. I'm trying to remember who she was. She talked about how much progress she was making here and she was very bored at her school in the village, not challenged. Sam brought that up, this can be one of the biggest struggles."

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MR. TOWARAK: "Commissioner Soboleff, you have questions?"

DR. SOBOLEFF: "If a student is asked to leave Mt. Edgecumbe, what is the policy if that student then later wants to come back?"

MS. KNAPP: "Well, you can never say no. We ask them why they think they should get a second chance. We want them to have a long, hard thought about that."

MR. ROCHELEAU: He comments that there's money needed for a counselor to deal with some of these social things that need to be dealt with within the school.

UNIDENTIFIED SPEAKER: (Indiscernible - away from microphone).

MR. TOWARAK: "(Indiscernible) legal person, nurse or counselor, (indiscernible) parent loses custody. There are some legal responsibilities and there are some barriers. This

Commission needs to come up with ways to make sure the system works."

MR. ROCHELEAU: "The way I would do it, I'd have cottages, married couple to supervise them. They'd have a lot more care and supervision." Larre is talking about what would be an effective method to handle students with problems.

MS. KNAPP: "There should be more rural students who go into teaching. We need to give pep talks, try to get them into the teaching profession."

MR. TOWARAK: "Yeah, that's the only way. Get the village kids to teach in the villages. There are a lot of challenges."

MR. ROCHELEAU: "Beverly gave me these." He shows a postcard Beverly gave him and there is some laughter.

(Hearing recessed at 5:10 p.m.)

P R O C E E D I N G S

APRIL 16, 1993

(On record at 9:15 a.m.)

DR. SOBOLEFF: "Okay, we're ready to start. Are you one of the speakers?"

UNIDENTIFIED SPEAKER: "Yes, I am."

DR. SOBOLEFF: "Okay, we'll have introductions of the Commission members. Beverly."

MS. MASEK: "I'm from the village of Anvik, a very small village. I'm very concerned. Some of the issues I'm concerned with are FAE, FAS, Fetal Alcohol Syndrome, drugs and alcohol, as well. Thank you."

(Sam Towarak, Sally Kookesh, and Water Soboleff introduce themselves)

MS. HUDSON: Verna Hudson says, "I have a -- it's a pretty technical report, so what I'm going to do is read it into the record."

(Hearing Exhibit 1 marked for identification)

MS. HUDSON: "Good afternoon. My name is Verna Hudson. I am the duly-elected Tribal Council Member of Ketchikan Indian Corporation, a tribal government organized under the Indian Reorganization Act, I.R.A.. I am pleased to be able to personally present testimony to the Alaska Natives Commission, joint federal-state commission on policies and programs affecting Alaska Natives. Ketchikan Indian Corporation, KIC, rarely has the opportunity to travel to Sitka, Alaska. I hope to make the most of this trip.

"KIC is growing in its program responsibilities. We have administered contracts and grants under PL 93-638, the Indian Self-Determination Act, for many years. In the past two years we have joined with Central Council Tlingit and Haida and several other tribes as signatories to the Southeast Alaska Compact of Self-Governance. Self-governance-related issues are what I wish to bring to your attention in this testimony. KIC has experienced many problems with the BIA's implementation of self-governance program. The most recent and pressing difficulty related to the BIA's failure to provide my self-governance tribe with \$171,000 in contract support due us in the fiscal years of 1992 and 1993. this is nearly half of what is owed to us. We cannot keep our tribal administration operating with this kind of half-funding.

"One. Provide funds to erase the BIA contract support shortfall: We understand that Congress has directed BIA to fully fund all of the indirect costs associated with tribal operation of the Self-Determination Contract or Self-Governance Compact. BIA calculates the indirect costs funds due to each tribe according to uniform procedures based on the Interior Inspector General's approved negotiated indirect cost rate and OMB circular definitions of allowable costs. In FY 1992, however, we hear that BIA failed to pay approximately 2.7 million dollars calculated to be due tribe BIA-wide.

"In a decision we still cannot understand, BIA laid nearly half of this nationwide shortfall on a few tribes in Alaska. We hear reports that Alaska tribes were shortchanged 1.2 million



dollars. Ketchikan Indian Corporation alone has been underfunded \$171,000. This is money we at KIC have already allocated to be paid for essential administrative obligations. Our indirect cost rate is relatively low compared with tribes across the nation who received full funding with 60 percent or 70 percent indirect cost rates. BIA's distribution of the contract support funding shortage is simply unfair.

"KIC began operating our BIA-funded programs under a Self-Governance Compact on January 2, 1992. One of our main aims was to reduce a layer of BIA bureaucracy and transform the savings into tribal direct service programs. Our Compact has accomplished this. The Southeast Alaska BIA Agency office was abolished and some of the savings were transferred to our Compact. But our progress has been obstructed by obstacles BIA officials have thrown in our path. The holding back of our indirect cost funding is just the latest example. In too many instances Interior has undermined what was supposed to be the government-to-government partnership of the Compact.

"BIA has also shortchanged us on GA administrative funds. Over our protests last year, BIA area office gave KIC just \$10,000 of the 1.5 million dollars in general assistance, GA, administrative funds BIA allocated to all tribes in Alaska. Although KIC was responsible for administering approximately 4.1 percent of the Alaska-wide GA caseload, BIA gave KIC only .7 percent of the GA administrative funds. BIA wanted us to take \$10,000 and to administer \$164,000 in grants. Interior would not

overturn the area office decision during FY 1992 despite our requests that they do so; instead, BIA diverted \$500,000 of the up to two million dollars this subcommittee had earmarked for Alaska GA administration to other BIA areas.

"Now the BIA has cut contract support while fully funding other tribes. Before the beginning of FY 1992, we made a formal request for full funding of our Compact indirect costs. It appears BIA took no action throughout 1992 to fully fund us. We know we have a legal right to these funds but we cannot afford to be in court every year. We fear that BIA's refusal to pay these funds is just a cynical effort to force us to go to court to get money due us from another federal budget, the Justice Department's judgment fund. If this is true, we encourage you to put an end to this bad policy.

"It is our understanding that within available funds, federal law requires Interior to fully fund contract support costs of tribes operating Self-Determination Contracts and grants and Self-Governance Compacts. 25 U.S.C. SS 450(d)(2). Interior is statutorily required to report shortages it forecasts in contract support funding so that all tribes are treated equally and so that each tribe can be fully funded at 100 percent of its indirect cost rate. 25 U.S.C. SS 450j-1(c). If full funding is not possible due to the insufficiency of appropriated funds, a pro-rated distribution among all tribes is required in order to assure that all tribes are treated in the same manner. 25 U.S.C. SS 450j-i(b). In so brazenly discriminating against our compact in allocating

contract support funds, Interior appears to be in serious violation of federal law and its own policy.

"KIC and other Southeast Alaska tribal representatives wrote repeatedly during FY 1992 and since to various Interior officials asking about the Department's intentions to fully fund our Compact's contract support. To date we have not received any answer to these written queries. During our FY 1993 negotiations in August 1992, we were informed by several Interior officials that FY 1992 funds would be redirected in order to fully fund our FY 1992 contract support costs, and later, we were assured by other Interior officials that FY 1993 funds would be redirected to fully fund these costs. To our knowledge, no such action has been taken.

"KIC request: Report language required BIA to fully fund contract support costs related to the Southeast Alaska Self-Governance Compact. Ketchikan Indian Corporation asks on its own behalf and on behalf of the four other Signatory Tribes to the Southeast Alaska Compact, that the Committee include contract support funding report language, as follows, which would ensure that the \$907,000 in FY 1992 shortfall due the Southeast Alaska Self-Governance Compact tribes is fully and promptly paid out of fiscal year 1993 or 1994 funds, and that for 1994 and following fiscal years, BIA transfer to these tribes 100 percent of the contract support funds due us under our Compact no later than 90 days after the appropriations act is signed into law.

"Proposed report language on BIA contract support funding: The Committee is aware that the Ketchikan Indian Corporation and

the other four tribes signatory to the Southeast Alaska Compact arbitrarily received a sharp reduction in BIA contract support funding due them in fiscal year 1992. The Committee directs the Bureau to provide \$907,000 as quickly as is reasonably possible to these tribes from fiscal year 1993 contract support funds to erase this shortfall since their 1992 Compact was funded on the calendar year basis from the 1992 and 1993 fiscal years, or provide this amount from fiscal year 1994 contract support funds. The Committee also directs the Bureau of 1994 and following fiscal years to transfer to these tribes 100 percent of the contract support funds due them under their Compact no later than 90 days after the appropriations act is signed into law.

"Two. Expand interior shortfall funding and authorize base funding for Southeast Alaska Compact. In FY 1992 our Compact got \$593,000 in shortfall. For FY 1993, Ketchikan Indian Corporation and the four other Southeast Alaska Signatory Tribes presented Interior with a document shortfall funding request of \$513,356. Of this total, \$203,438 was designated for funding a single point of contact requested by Interior's Office of Self-Governance, OSG, to assist OSG in administering the federal response to multi-tribal Compact, and \$181,320 was for so-called Category II start-up and implementation. Interior responded with a FY 1993 award of \$57,000 to our entire Compact. In other words, our Compact had a \$536,000 cut in shortfall funding from FY 1992 to FY 1993.

"Ketchikan's portion of the \$181,320 in Category II funding was \$49,920. The \$49,920 we asked for was to carry out self-

governance training and education, needs assessment, and management capacity building. We sought \$17,000 to enable training of our IRA tribal council on self-governance administration, budget planning, and financial management controls. We also sought \$17,170 to implement a tribal newsletter, conduct a needs survey and community meetings, and upgrade our tribal enrollment system. KIC also asked for \$15,750 for improved equipment for our self-governance coordinator and for developing the administrative capacity to operate our own realty-trust programs.

"There are several reasons why the Southeast Tribes' FY 1993 shortfall award was so small. There were more Compacts in FY 1993 but no corresponding increase in shortfall appropriations. And this Committee required the shortfall account to be used to maintain the base funding levels previously awarded to four first-tier tribes. In other words, these tribes' FY 1993 Compact funding levels were to have as their floor their 1992 direct funds, their 1992 shortfall awards, and their 1992 contract support funding. This meant these four tribes received the same amount of shortfall in FY 1993 as they did in FY 1992. What shortfall funding was left after this was divided among the rest of the tribes. Because our Compact was not included by the Committee in this base funding process, we lost \$536,000 in FY 1993. While this was not the intention of the Committee or the four tribes, this was the undeniable outcome for us.

"Therefore, KIC joins with other Southeast Alaska tribes in asking that its FY 1993 Compact funding be considered its base

budget for FY 1994 with the exception that its FY 1992 shortfall funding level be used, instead of its 1993 shortfall funding level, in calculating its base budget for FY 1994. Like with the other base budget tribes, we request that the Committee direct Interior to use the expanded shortfall account if necessary to supplement BIA program funds to meet our base budget amount for FY 1994. Given the history, we request that the Committee do two things in the FY 1994 BIA budget legislation and committee report language:

Request: Double the shortfall account funds for all tribes. We ask that the Committee double the size of the shortfall funding account requested by the President in order to equitably address the shortfall needs of current compact tribes plus the new tribes being added to FY 1994. Otherwise, the unfair cutbacks visited upon us in FY 1993 will be borne by more and more tribes.

"Request: Report language required Southeast Alaska Compact base budget funding. We ask that the Committee include base budget funding report language, as follows, which would ensure that the \$536,000 in shortfall that we lost in FY 1993 is restored to our base in FY 1994. This language is similar to that in the fiscal year 1993 House Committee and Conference Committee reports.

"Proposed report language on Southeast Alaska Compact base budget. The Committee is aware that the Southeast Alaska Signatory Tribes inadvertently received a short reduction in shortfall funding in fiscal year 1993 because of the manner in which the Committee established base funding levels for four first-tier tribes. The Committee directs the Bureau to provide a stable base

budget for the Southeast Alaska Compact in fiscal year 1994, using as a floor its negotiated 1993 base budget and its fiscal year 1992 level, \$536,000, of supplemental or shortfall funds plus any funds otherwise negotiated and plus funds included for increase pay costs of inflation. This base budget shall be funded from the funds provided to the Bureau, and the designated 1994 supplemental shortfall funds should be distributed to the remaining tribes. However, if it is determined by the Assistant Secretary-Indian Affairs that taking the entire amount of the Southeast Alaska Signatory Tribes' fiscal year 1994 base funding from BIA programs will adversely affect non-participating tribes, then fiscal year 1993 supplemental funding should be used. Savings from BIA restructuring shall be used to reduce the amount needed from supplemental or shortfall funding.

"Three. Require Interior negotiation of tribal shares of BIA Central Office. Ketchikan is beginning its third year of negotiations. At each of its annual negotiations, KIC and the other Southeast Alaska Compact Signatory Tribes have pressed hard for a tribal share of the Central Office budget. Last year, BIA provided only a proportional amount, approximately \$100,000, to our Compact as a whole, despite the fact that there are five separate Signatory Tribes to our Compact. There is no rational basis for denying each Signatory Tribe its own Central Office share.

"At the agency and area office budget levels, Interior has uniformly required a tribal share to be calculated based on factors related to the program or account being divided, e.g., if a tribe

has three percent of the trust acres in an agency office, its tribal share is three percent of the agency's realty funds. This same approach should be applied to Central Office. Indeed, this Committee and the authorizing committees of Congress have previously suggested that this be done. Nevertheless, to date, Interior has refused all efforts to negotiate uniformly and consistently a tribal share of Central Office programs. Moreover, the negotiation of program-based tribal shares of Central Office budgets would go a long way to softening the inequity of BIA-wide funding distributions most markedly seen in the disparate allocation of funds between area and agency budget. KIC asks this Committee's special help in directing Interior to do so in FY 1994 negotiations.

"Proposed report language on tribal share of BIA Central Office funds. The Committee is aware that, despite repeated congressional directives, no negotiation of tribal shares of BIA Central Office funds has been accomplished that is similar in procedure and scope with that used in BIA area and agency office budgets during the past three fiscal years. Although significant transfer of funding and responsibilities have been accomplished, Central Office budgets remain largely untouched. The Committee there directs the Interior Department to ensure that all Central Office budgets be subjected to the same negotiation process currently used with area and agency office budgets, applying the same or similar tribal share formulas and residual percentages used in negotiations at those levels.



"Five. Conclusion. Thank you for this opportunity to present these requests. I would be happy to answer any questions you might have."

DR. SOBOLEFF: "Any questions? Beverly."

MS. MASEK: "Verna, you said you were a member of the Tribal Council."

MS. HUDSON: "Mm-hm (affirmative)."

MS. MASEK: "What services are available?"

MS. HUDSON: "There's a family service counselor."

MS. MASEK: "About how many people are in the villages?"

MS. HUDSON: "Oh, about sixteen hundred, I think."

MS. MASEK: "How much is the administrative cost?"

MS. HUDSON: "Twenty-four people."

MS. MASEK: "No, I'm saying what is the administrative cost?"

MS. HUDSON: "I couldn't even begin to tell you."

MS. MASEK: She asks a question relating to FYE and FYS.

MS. HUDSON: "The HIP program. There is Johnson-O'Malley funds."

MS. MASEK: "I have one here, let me see if I can find it."

(Pause)

"Let me ask you, you have on page 3, office equipment, \$15,754."

MS. HUDSON: "(Indiscernible). You know, we work a lot on computers. We're trying to cut out the middleman and right now we're fighting with Central."

(Off the record - tape changed - Tape 2)

(On the record)

MR. TOWARAK: "You meant 2.7, correct?"

MS. HUDSON: "Yes, 2.7."

MR. TOWARAK: He asks about BIA funding available.

MS. HUDSON: "We still need more dollars."

MR. TOWARAK: "I lose faith in the Bureau's ability."

DR. SOBOLEFF: He says that he's very familiar with the KIC, Ketchikan Indian Corporation, and some of their staff. He knows their work from Hydaburg, as well as Klawock. "They're doing a great job. Sally, do you have any questions?"

MS. KOOKESH: "No."

MS. HUDSON: "Well, since you're on the Education Task Force, do you have any questions -- ask me any questions?"

MR. SINGYKE: "For the record, talking about page 3, Ketchikan's portion of the -- we're correcting this to 181,320, because that's the part that she read in wrong."

DR. SOBOLEFF: "Okay, thank you, Bob. Are there any other questions? No. Okay, nobody has any."

MR. WRIGHT: "My name is Ted Wright, of the Sitka Tribe. I grew up here. My family is a member of the Eagle Tribe, the Wolf Clan. I'd like to echo Verna's sentiments. Ketchikan and Sitka have slightly different numbers but very much the same problems. There's a lot of hostility with the State of Alaska regarding ANCSA. ANCSA is the worst thing that could have happened to us. There are just no resources."

(Ted Wright reads from a document.)

MR. WRIGHT: "In summary, the Sitka Tribe is powerless. We need to build a financial base, we need more federal dollars. It's always been boom or bust."

MS. KOOKESH: "What do you envision?"

MR. WRIGHT: "That the ANCSA lands should be in trust for the children."

MS. KOOKESH: "How do you think that the dollars are going to be generated?"

MR. WRIGHT: "Look at Sealaska or Sheatika. Other tribes down south, there's timber, there's farmland. Like the Governor says, we can sell water to California."

DR. SOBOLEFF: "Are there any questions from the Board?"

MS. MASEK: "Yes. We need to develop more ways to get along with the corporation. I want to stress the same thing."

MR. WRIGHT: "ANCSA needs to be amended."

MS. MASEK: "Yeah, I'm not too thrilled either. It's like the golden parachute."

DR. SOBOLEFF: "What about a tribal college?"

MR. WRIGHT: He talks about Penn State. He says that when he was there getting his doctorate, there were three presidents of the tribal college. "There's some good, some bad. The bottom line is there's a lot of people that end up dropping out."

MR. TOWARAK: "They really need to focus."

MR. WRIGHT: "Yeah, it's really -- that's needed in the communities."

MR. TOWARAK: "The Education Task Force is going to recommend

tribal colleges."

MS. KOOKESH: "How do we get the funding for those?"

MR. WRIGHT: "A lot of times the local university branches will help subsidize that."

(Off the record - tape changed - Tape 3)

(On the record)

MS. KOOKESH: "What do you envision?"

MR. WRIGHT: "Some kind of vo-tech training, four or five classes."

MS. KOOKESH: (Indiscernible).

MR. WRIGHT: "Ten thousand square feet."

MS. MASEK: "I heard a comment, 13 to 14 grades to the school, i.e., there would be a high school and then two years after that, or a year."

MR. WRIGHT: "Yeah, they've been talking about that at Mt. Edgecumbe."

MS. MASEK: "Yes."

MR. WRIGHT: He says, yes, he's -- the same thing.

MS. KOOKESH: "(Indiscernible) vocational technical."

MR. WRIGHT: He says that Pacific Rim studies, "Do we really need that many people with that type of education? (Indiscernible) a lot of success, all of the power. We need people to also learn, you know, the Native ways, the Native language, and the tribal law."

DR. SOBOLEFF: "We're going to go off record for a short 10-minute break."

THE REPORTER: "Off record."

(Off the record)

(On the record)

MR. THOMAS: Ed Thomas introduces himself. He says his Native name which is Dahoe (ph.). He's a member of the Dog Salmon. "It's good to be here in Sitka." He's glad to know that this Commission has been appointed and that Washington, D.C. is looking at some of the problems and hopes some very strong recommendations come out of it. "And I urge you not to wait until the life of the Commission is over to do so."

"Tribal government trust land, sell the land out of trust. You don't have to take the land out of trust." He would like the Commission to go on record regarding the Department of Interior. There's thousands of acres. Some of these people are very uneducated, but he knows that it is politically motivated. "I'm not in favor of a lot of studies. We need to get beyond these problems."

DR. SOBOLEFF: He asks if any of the members of the Commission have questions.

MS. MASEK: "Thomas [sic] says that the alcohol is one of the biggest problems affecting the people."

MR. THOMAS: "Yes, and part of that is the high unemployment rate and the policies regarding hiring Natives. We're less than four percent of the population, yet a much higher statistic than that are in the prisons."

MS. MASEK: "Why? Why do you think this is?"

MR. THOMAS: "Well, there's some possibilities. I think that we need to go towards affirmative action and go past the Commissioner of Corrections."

MS. MASEK: "Put in office by the people."

MR. THOMAS: "Right. Thirty percent are stuck in mid-level forever within the State of Alaska." He speaks of the McDunson (ph.) Act and makes reference to the Marine Mammal Act and says, "They just can't keep doing that. They need to think about the needs of the people."

MS. MASEK: "Is there communication problems?"

MR. THOMAS: "It's people problems. I doubt it."

MS. MASEK: "Ted Wright recommended amendments to ANCSA. How do you feel?"

MR. THOMAS: "I agree with that. What other political questions?"

MS. MASEK: "Are the regional corporations benefiting people?"

MR. THOMAS: "A very small amount. More dollars, if people were in business, (indiscernible) build a dock in Juneau."

MS. MASEK: "It's very distressed throughout the state. The children, there's no control, they just do whatever they want. I think it's very sad."

MR. THOMAS: "I agree with that, for what it seems (indiscernible) Yakutat and Hoonah. Why are there so many broken families?"

MS. MASEK: "There needs to be work with counselors and centers for drug and alcohol abuse."

MR. THOMAS: "I agree with that. There just isn't enough. I agree with -- we need facilities for rehabilitation, there just isn't enough dollars for intervention programs and we really need that kind of service."

MS. MASEK: "There is a problem with having follow-up after treatment."

MR. THOMAS: That's right. The after-care is deficient in this state."

MS. MASEK: "Well, why are these problems getting worse?"

MR. THOMAS: "The unemployment is a big issue. And to look at having a break in the link, there needs to be strong community support, and that costs dollars."

MS. MASEK: "With this new administration there's going to be a lot of cutbacks."

MS. KOOKESH: "Ed, you're on the Central Council."

MR. THOMAS: "Mm-hm (affirmative)."

MS. KOOKESH: "Would the dollars that are being allocated to DFYS be better funneled into tribal governments?"

MR. THOMAS: "There'd be some loss of eligibility. Some of the laws need to be changed. Let me add, ICWA, the Indian Child Welfare Act, it's a strong act, but there's not enough dollars."

(Off the record - tape changed - Tape 4)

(On the record)

THE REPORTER: "On record."

MS. KOOKESH: She asks Mr. Thomas about Tlingit Haida Native Corporation.

MR. THOMAS: "Yes, there's some good people there, I endorse them."

MR. TOWARAK: "Thank you. There's some pretty strong charges. We hope that the new administration will null and void ANCSA, let opinion stand."

MR. THOMAS: "Takes a lot of effort. You know, if you follow Indian law."

MR. TOWARAK: "Okay. If you sell to the tribal members, that should be spelled out in one of our recommendations. I have another question about compacting and following the intent of the law. (Indiscernible) compacting is long overdue." He says that maybe an audit should be conducted of the Bureau of Indian Affairs.

MR. THOMAS: "Then someone needs to look at what is the consequence; there is none. Look at BIA, look at HUD."

DR. SOBOLEFF: "Thank you, Ed."

MR. THOMAS: "I really enjoyed the sunny Southeast, commonly referred to as the Banana Belt." He does have some other information or testimony.

DR. SOBOLEFF: "You're always welcome to send it to us in the mail."

(Hearing Exhibit 2 marked for identification)

MR. IRWIN: Mike Irwin reads in Joe Hotch's testimony, as follows:

"Mr. Chairman, Members of the Alaska Natives Commission: My name is Joe Hotch. I am a member of the Chilkat Tribe of Tlingits and I currently am serving as the president of the Chilkat Indian



Village I.R.A., an organization organized by the Chilkat Tribe to negotiate with the state and federal governments on behalf of the Chilkat Tribe. Our constitution and corporate charter were both ratified March 27, 1941.

"Mr. Chairman, the title of this Commission ~~is~~ truly appropriate, the Alaska Natives Commission, to represent the views and needs of Alaska Natives. To me, it means each Alaska Native has the right at will to participate in policy making that will affect all Alaska Natives. Too many times we have our Native organizations responding to rules, regulations, and policies without tribal input of each Native community, making the communities less active and less recognition is given to a particular tribe or tribes.

"There are a number of concerns of the Chilkat Tribe that I would like at this time to represent to this Commission, concerns that exist almost in all Alaska Native communities and needs to be protected.

"One, integrity of tribes; two, treaty cessions; three, agreements; four, commerce clause; five, international indigenous people rights; six, Alaska State Constitution.

"However, due to time limitations, I would like to focus on, one, subsistence way of life of Alaska Natives and its difficulty in accomplishing our use of traditional and customary areas.

"The Alaska Natives have spent considerable time and monies in trying to meet a justifiable solution with state and federal governments with no livable solution that our Native people can

adapt to. Our people have been caretakers of all natural resources, and waters since time immemorial, yet our sincere input is ignored almost completely by Fish and Game representatives. A village meeting is called only to justify a meeting being held by the Fish and Game representatives. Therefore, we suggest to the Alaska Natives that we redirect our efforts and go for our fishing and hunting rights as Alaska Natives under the cession treaty and Alaska State Constitution, and that we require the Bureau of Indian Affairs area office in Juneau to establish fishing and hunting rights office that will serve all Alaska Natives.

"Two, Indian self-government. On June 14, 1991, United States President George Bush reaffirmed a "unique government to government relationship." With more than 500 American Indian tribes, he said the tribes today "sit in position of dependent sovereignty along with other governments that compose the family that is America." "I take pride in acknowledging and reaffirming the existence and durability of our unique government to government relationship," Bush said in a written statement. Bush said an office of self-governance has been established in the Interior Department "to craft creative ways" to transfer decision making powers from Washington to the tribal governments.

"Mr. Chairman, members of the Alaska Native Commission, of the 500 tribes there is 200 to 220 tribes in Alaska that are recognized either as an Indian Reorganization Act or traditional tribes by the United States, and we are one tribe, the Chilkat Indian Village Tribe, that wishes to have a government to government relationship

with the state and federal governments.

"Three. Finally, the Bureau of Indian Affairs Reorganization Task Force firmly believes that an employee of the Bureau of Indian Affairs, if not able to perform to the best interest of tribes, tribal government, he or she should not be transferred within the Bureau but removed, and decision making at the lowest level, by the Bureau standards, but the highest level, by tribal standards, which would be tribes themselves.

"Thank you kindly for this opportunity."

MR. THOMAS: "I have one more comment."

DR. SOBOLEFF: "Sure, go ahead."

MR. THOMAS: "We need to add more Johnson-O'Malley funds."

DR. SOBOLEFF: "Isabelle Brady."

MS. BRADY: Isabelle Brady introduces herself in a Native language. She says, "Welcome to Sitka. I'm 69 years old, my husband is 70. I attended BIA schools. I'm also a member of the ANS, Alaska Native Sisterhood. I have a very good education.

"Mt. Edgecumbe has produced real good educations. We need to have professional people. Mt. Edgecumbe is really good, it's really helped here. There's been some talk about closing; do not close Mt. Edgecumbe. Part of -- one of the big important things in Mt. Edgecumbe is the networking. And, Sally, you know that. You know each other and the young people keep track of each other, they keep in touch with each other. Mt. Edgecumbe is the top school in the state.

"We aren't working at it. The corporation is part of the

problem. There's bingo, there's happy hour. This is causing a lot of problems with our people. Diabetes is on the upswing. There's teenage pregnancy. In the area of drug and alcohol we have had some success.

"Russia has free health care. Canada has health care. Health care is way too costly. I didn't know how much. Someone asked me how much something would have cost me and I didn't know. That's a problem for people that aren't getting that assistance." She is now speaking of subsistence. "That's a way of life. It's like using our hooligan oil and seaweed.

"The land is our birthright, but as Natives we never owned it, and that's just not right. Who gave anyone permission to sell our land? In Klukwan, culture is retained."

(Off the record - tape changed - Tape 5)

(On the record)

MS. BRADY: "We're seeing more and more dysfunctional families.

"I want you to know, I really enjoy the newsletter from the Native Commission, it makes a lot of sense."

MR. TOWARAK: "There's a new one available back on the pick-up table. Thank you.

"Of the students yesterday, three, four, five, six of them, they mentioned they were unable to talk to their peers back in the village."

MS. KOOKESH: She says that when she was at Mt. Edgecumbe, Isabelle was there, and "she really helped us to survive."

MS. MASEK: "I have just a few comments. You seem very dedicated and you bring up the issue of family life. I think that's a big issue. When we were in the Lower Y-K Delta, Bethel has a hot breakfast program. We should look into that more."

MS. BRADY: "My own family, there was some dysfunction in it. I raised my granddaughter, she's really something special, and I've tried to make her realize that, or make her think that she's someone special also."

MS. KOOKESH: She feels it's very important to have the extended family coming to take over when there's problems, instead of outside forces.

MR. TOWARAK: He asks Ms. Brady, "What's your view of DFYS?"

MS. BRADY: "The paperwork is just horrendous, and the elderly people, they should get some assistance."

MS. KOOKESH: "Would it cut into your social security if you got additional funds?"

MS. BRADY: "Well, like as far as food stamps, we're not eligible."

"Clinton and Gore, they're so young, and there's really a lot to be learned, a lot of value, with the elders. It's sadly missing."

"The history of Alaska, we are unique. If you look at the movies, you just get mad. It makes us just look stupid. The history really needs to be corrected."

MS. MASEK: She says that in Alakanuk, the elders really

wanted to teach that history and they would like anyone who teaches there to take a course in Native Alaskan history.

MS. BRADY: "I'd really recommend that. But we'd have to be so careful."

DR. SOBOLEFF: "Thank you."

MS. MASEK: "I have one more question. I think that's a very good comment about the health care, it's a good topic. You know, a lot of times we take that for granted."

MS. BRADY: "You know, sometimes people put a paper bag over their head."

(Side conversation)

MR. GUTHRIE: Victor Guthrie says, "I'm asking your executive director for (indiscernible) ANCSA. I will read this quickly."

(Mr. Guthrie reads from a document.)

"There's five villages in the state of Alaska. Ketchikan is one. My grandmother brought the first lawsuit for Tlingit Haida."

MS. MASEK: "Excuse --"

MR. GUTHRIE: "As being fair-skinned, I was damned as a white man."

MS. MASEK: "Again, what did you say about ANCSA and the five villages?"

MR. GUTHRIE: "They're not recognized under ANCSA. I have some mixed emotions. I've furthered my education. I've met a lot of Native leaders. It's difficult. I've lived in two worlds. In 1971 I made a big change.

"The law isn't perfect yet. I'm not at large. I was asked if

--

I could speak. The Salakichi (ph.), we are the landless.

"The University of Alaska did a study on the five villages. We're trying to funnel some information back to Washington, D.C. It should be ready by September. I really appreciate your time here. Thank you very much."

MS. KOOKESH: "When were you organized?"

MR. GUTHRIE: "Nineteen eighty-eight."

THE REPORTER: "Off record."

(Off the record - tape changed - Tape 6)

(On the record)

THE REPORTER: "On record."

MR. GUTHRIE: "I want to just thank Isabelle for all of her comments. I also think we really need to get our culture into the classroom. Kids today, it's monkey see, monkey do. They see their parents drinking, smoking. As families, we need to protect ourselves. We don't have to have degrees. We can help our people.

"It's been a great privilege for me to be here. Thank you."

DR. SOBOLEFF: "Dennis Demmert."

(Hearing Exhibit 3 marked for identification)

MR. DEMMERT: Dennis Demmert reads Exhibit 3 into the record, as follows:

"Mr. Chairman, my name is Dennis Demmert. I am the Executive Director of the Sealaska Heritage Foundation. The mission of the Sealaska Heritage Foundation is to document, retain, and revitalize cultural knowledge of the Native people of Southeast Alaska and to promote their educational development. On the one hand, the

Foundation is interested in honoring the traditions and culture of Native people, and on the other, it is interested in a satisfactory adaption by Native people to a bicultural society in which they are challenged to survive in competitive, individualistic cash economy.

"Until last January, I served on the faculty or in administration at the University of Alaska for nearly 19 years. Before that I studied at Harvard and Boston University for three years on a graduate fellowship, and for three years before that I served on the Ketchikan Gateway Borough School Board. My primary professional concern for the past 25 years has been Native education.

"The problems we see in Native education in 1993 are not new. The Meriam report of 1928 said that Native children were not doing well in school, and that report led to the passage of the Johnson-O'Malley Act of 1935. Likewise, the Kennedy hearings and Kennedy Report on Native Education in 1968 found that Native children were still not doing well in school, and that led to the passage of the Indian Education Act in 1972.

"In 1993, there are much data to support the notion that Native children are still not doing well in education. The performance of their children in schools is a matter of continuing concern among Native American people.

"I recall attending meetings at the local, state, and national levels since the 1960's in which the underlying questions were, 'What is the problem in Native education? Why are our children not achieving as well academically as are non-Native children?'



"As we again examine Native education, it would be useful to look at how problems are defined in a Western framework. Research in American universities tends to assume that such problems as we find in Native education are inherent within the Native community itself. The search for solutions is a search for ways to change the behavior of the Native population. If there are problems in Native education, what are Native people doing wrong? What must they do to correct the problems? That is the thrust, I believe, of too much of the problem-solving in Native education."

"For example, when Indian Education Act funds were first made available to school districts in the mid-'70's, I happened to be in Ketchikan when the school district called a meeting of Native parents for ideas on how best to use the new funding. In the brainstorming session in which the problems were being identified, a school district administrator pointed out that one of the problems was the prejudicial attitudes that existed toward Native people and the discriminatory practices resulting from such prejudice. It seemed to me a great breakthrough that a school district official should publicly make such a statement. His suggested solution, however, was to get Native parents to adapt to the conditions of prejudice and discrimination.

"What that suggestion points to is the manner in which problems are defined by the majority community. That is, that the problem is assumed to be with them. The problem is out there, and the solution is to make them -- minority people, that is -- adjust to the conditions and relationships defined by the majority

community. That type of solution assumes that everything is as it should be in the majority community and that the problem is entirely within the Native community. I want to suggest otherwise today.

"As we search for solutions, Native people must certainly exercise some introspection, but a substantial part of the problem is derived from conditions external to the Native community. Proposals for change must take into account the roles of teachers, of school district policies and practices, the curriculum, and the social setting of schooling, including non-Native students. Donald Schon, at MIT, once said that complex problems do not have single causes, and if you want to solve complex problems you must understand the great diversity of elements that influence the situation. We cannot improve the conditions of Native education without taking into account the great range of factors which contribute to the current state of affairs.

"Over the years, literally all of the data I am aware of on Native education indicate that there is a great disparity between the education achievement of Native children and non-Native children, and that Native children experience higher drop-out rates and great social dissonance than do their non-Native schoolmates. Several school districts, including Juneau, Ketchikan, Anchorage, and Fairbanks, have undertaken studies at different times, and the conclusions consistently indicate that Native children are not doing as well as non-Native children in schools.

"When I was on the school board in Ketchikan in the late '60's

and early '70's, a study by one of our counselors indicated that for the first three or four years in school, Native children performed academically as well as their non-Native counterparts, but that at about grade four, a differential started to show up. And by grade 12, the differential amounted to .5 of a point on a scale of four. Half a grade point on a scale of four is quite significant, especially when you consider that anything below two is unsatisfactory. That study also showed that there was an exceptionally high drop-out rate for Native students. Studies elsewhere have consistently arrived at similar findings.

"The most recent data I am aware of which reflects the great disparity are the results of the state-mandated standardized tests administered to all fourth, sixth, and eighth graders in Alaskan schools. Although the results are not broken out by race, they are broken out by school districts. Alaskan students on the average score above the national averages, but school districts with predominantly Native students score far below national averages. In conjunction with other available data, the tests seem to indicate that Native students in both rural and urban schools are performing below national norms for those tests.

"Because the results of testing and studies are so consistent in showing a disparity between Native and non-Native achievement, it is necessary to ask whether or not the differences in achievement are due to a differential in inherent abilities. Maybe Native students just can't cut it. Unless we can substantiate that such is not a fair conclusion, then we have to accept the

possibility that that just might be the problem, that Native students are not as capable as are their non-Native counterparts.

"At one time, when IQ testing was a relatively new concept, test scores did, in fact, correlate with race, and non-Caucasian children consistently scored below Caucasian children. That differential has been the subject of much debate and controversy, and there continue to be papers published from time to time which say that minority children are inherently less capable than majority children. It is widely acknowledged now, however, that IQ tests provide no evidence of the superiority or the inferiority of any racial group. If the tests and studies have demonstrated anything at all with validity, it is that minority children too have a great range of intellectual potential, and that some Native children have potential at the very highest levels. As we examine the problems of Native education, we must remember that Native children are as capable as non-Native children of high-level academic achievement. So why is there such a consistent disparity, with even the brightest Native children achieving, so many times, below non-Native children?

"Educational institutions tend to blame the victim. It's the lack of motivation of Native children, they say. It's the lack of interest of their parents, they say. 'If only we could get Native parents interested in the education of their children,' they say. Little do they know how intensely interested Native people are in education. Little do they know how frustrated both Native parents and their children are that schooling is such an unsatisfactory

experience. The problem is not a lack of interest in the Native community, but there is a fundamental difference in the way that the interest is manifested.

"Non-Native parents tend to go to meetings and conferences and to be very public about their concerns. That is their measure of parental concern, and parents who go to meetings and express their concerns gain much respect. Native parents, on the other hand, tend to mull over their concerns much more privately. So privately, in fact, that teachers and school officials do not comprehend the depth of concern of Native people on education. Admittedly, there are likely to be cases in which motivation or interest are lacking, but there is much evidence that many Native students want to succeed in school but are not succeeding. There is much evidence that many Native parents want educational success for their children, but see them failing. What the schools do not see is the constant concern and frustration and agony experienced by Native parents who want success and who talk with and encourage their children privately, even as they see them failing.

"Just recently, a Native mother went out of her way to contact the Sealaska Heritage Foundation to discuss the educational problems her daughter was having. We had no official role in the school district in which her daughter was enrolled, but the mother was truly in agony and did not know where to turn for advice or ideas. I had known both the mother and daughter for many years and knew them to be fine, responsible people, but the school experience was not working out well for the daughter. Nor was that an

isolated case. I know many Native parents who want good education for their children but who are frustrated at the unhappy experiences their children are having in schools. So what's the problem? Let's look at other aspects of schooling.

"Let's look at how teachers fit into the educational process". More than 85 percent of Alaskan teachers have had their preparation for teaching in schools of education outside of Alaska. If American society were homogeneous, that would be fine. But American society is not homogeneous. It is culturally diverse. The historical development of the United States demonstrates that a diversity of people contributed to the lifestyle that is so highly valued in the United States. Cultural diversity is valuable, but it makes the work of teachers immensely more complex. It requires that teachers have cross-cultural understanding, cross-cultural communications skills, and a knowledge of the cultural background of their students if they are going to teach effectively. Easier said than done. Schools of education do not provide that kind of training for students who are preparing to become teachers.

"In my experience at the University of Alaska, accrediting agencies have not required substantive development of cross-cultural understandings and skills, and it seems likely that schools of education in California and Illinois and Florida and other states from which our teachers are recruited are not preparing teachers to teach effectively in Alaskan schools. Teachers recruited from across the United States have much in common with

non-Native children in Alaskan schools, and the success of those students would indicate that teachers in Alaskan schools are indeed competent educators. So what does it take to make the educational experience more satisfactory for Native students?

"One of the factors which influences the performance of Native children is the human environment of the schools. In many school settings, the human environment is not supportive. Worse, it is sometimes seen as hostile. In the larger urban schools, there is hostility felt not only from non-Native peers, but from teachers and school officials. There are many credible anecdotes which indicate that Native students feel a real sense of hostility in many Alaskan school settings, too many to dismiss them as atypical. Teachers have more power and influence than many of them realize, and if they are indifferent at best or hostile at worst, that is going to adversely affect the mindset and almost certainly the performance of Native children.

"The attitudes of their peers too will affect how Native students feel about their experiences and how they perform. Attitudes are hard to pin down, but there is something there in the human environment which makes the schooling experiences of many Native children in Alaskan schools unhappy experiences. A Native father recently described the difficulty of his daughter in her high school, and then the turnaround and the success she experienced in college. Her high school record was not at all indicative of the abilities he knew she had, and once she got into college she did very well, and she graduated from college with

honors.

"Race relations are intangible and vague and hard to define, and they arouse emotions. Racial tensions must be addressed because they contribute to the unsettling human environment in which Native children find themselves too frequently in schools. So how can we deal with them constructively?"

"For our purposes here, we can categorize negative racial relationships as deriving from two different sources: One source is misunderstanding or lack of understanding, and the other, for lack of a better term, is simply deep-seated intolerance. One is rational and the other is irrational. That is, we can rationally find ourselves at odds with each other on the basis of misunderstandings. I have no suggestions for dealing with deep-seated, irrational intolerance, but to the extent that racial tensions arise from a lack of understanding, schools ought to be able to address those matters. Indeed, it is the special function of schools to overcome misunderstanding. Educators need to grasp the sources of misunderstanding and transform the way people think about their relationships with each other. Teachers need to understand what causes misunderstanding and they need to help eliminate it. Any effort to bring about constructive change must take into account what people perceive and feel about each other. So what is there about the Native community that causes misunderstanding? I would suggest two important factors on which we can educate people.

"First, there are the basic differences in world view held by



people of different cultures. The seemingly natural way in which we each interact with our environments is largely not natural at all, but learned, and learned within a cultural context. Each cultural group has its own way of socializing its members, and no one cultural group should presume that its norms provide the baseline by which all others are measured.

"Northwest Coast Indian people, for example, especially enjoy herring roe, just as Jewish people go for bagels and lox, and Chinese people for rice, and American teenagers for Big Macs. Some differences in acculturation are fairly apparent and relatively easily understood, but some differences are less apparent and difficult to comprehend across cultures. Cultural differences are confounded by the fact that some culturally-learned behaviors have no apparent rational function.

"Can anyone give me a good reason, for example, why Westernized men wear neckties? The main function of neckties seems to be to choke the wearer and make him uncomfortable, but there are some settings in which I wouldn't think of not wearing one. It doesn't make a whole lot of sense, but our societies demand that we do certain things in certain ways, and we obey.

"The socialization we each experience has a powerful influence over the behavior of each of us. Our inclinations, however, are to each be ethnocentric, and to view behavior at variance with our own as being strange and sometimes as being unacceptable. It is the function of schools to give students a broader understanding of the diverse human environment in which they must live. Within

educational institutions, people can be stimulated to think sensitively and insightfully about cultural diversity.

"In addition to the concept of cultural diversity, a second factor that Alaska teachers and students need to understand is that Native American people have a special status in the American political and legal framework, and they need to understand why that is so. The federal government treats Native people differently from the way it treats other citizens, and it is not uncommon for non-Native people to ask, 'Why the difference in treatment? Why is there a Bureau of Indian Affairs, but no Bureau of Norwegian Affairs, or Jewish Affairs, or Black, or Chicano Affairs when, in fact, there are as many or more Norwegian, Jewish, Black, and Chicano people as Native American people in the United States? Why do Native people receive health, education, and social services which other American people do not receive?'

"Those are good, fair questions, and there are good, reasonable answers, but all too often, those who are asked don't know the answers. Teachers usually don't. The general public doesn't, which is why the questions are asked in the first place, and even many Native people do not know. Far too many Americans do not know that Native Americans are the only people specifically mentioned in the U.S. Constitution, or that one of the first actions of Congress under the Constitution was to acknowledge and declare respect for Native land ownership; or that the special relationship evolved largely from land transfers on terms dictated by the federal government, or that the U.S. Supreme Court has

repeatedly affirmed the special relationship as not extraordinary or improper, but is entirely in keeping with American law. All too commonly, those good, fair questions go unanswered, and we continue to see services provided in an apparently differential manner, and so tensions arise.

"Not only do many non-Native people experience some resentment, but also, many Native people feel awkward about receiving services for which they do not understand the basis. At the University of Alaska, I saw many instances of Native students receiving checks which were essential to their being in college, and who seemed embarrassed at receiving them. Neither they nor their non-Native peers understood that Native people have already paid dearly for those services. Schools can help to alleviate tensions which are based on misunderstanding, but first, teachers must gain a full understanding of the facts. They must more fully educate themselves to the fact that Native people have cultural traditions different from that of other Americans, and that those traditions should be respected. They need to understand communications across cultures. They need to understand the special relationship that exists between the federal government and Native people. They need a good understanding of all of that because it is so basic to tolerance and understanding in human relationships. They must understand it for their own professional development, and they need to understand it so that they can teach students who need such understanding for their own human development.

"At the University of Alaska, I taught courses about the special relationship which was required of candidates for teacher degrees. Many students were enrolled not out of interest, but because the courses were required. Some of those students were indifferent and some were resentful of having to take courses about the special relationship between Native people and the federal government. As they examined documents such as the Constitution, acts of Congress, Supreme Court decisions, Pope Paul III's edict, the Bull Sublimus Deus, however, many of those students expressed a new understanding and a new appreciation of the status of Native people in contemporary American society. I was careful to let the documents speak for themselves, but it was not unusual for non-Native students to become quite vocal, and sometimes even radical, in support of a relationship which they had previously not understood. From my experience, I strongly believe that relevant education can make an impact on people's understandings of each other.

"Incidentally, another factor that gets many people to thinking very differently about the place of Native people in Alaska society is an understanding of the positive impact of the Alaska Native land settlement on the Alaskan economy. The Alaska Native corporations have created thousands of jobs, and many of those jobs have been and continue to be filled by non-Native people. For example, in the mid-'80's, it was reported that Native corporations owned in excess of 60 percent of the hotel rooms in Alaska, including large hotels in the larger cities, and the only

hotels in some of the small communities. And yet, the staffs of the larger hotels were predominantly non-Native. Native corporations have generated jobs in the timber industry, the fishing industry, in construction, and almost every facet of the Alaskan economy, and furthermore, unlike many large corporations operating in Alaska, they are Alaska-based. Their interests are tied to the long-term welfare of the Alaskan economy, and their profits remain in Alaska. In the 1960's, every major newspaper in Alaska opposed a Native land settlement which would provide land title and cash for them, but as it turns out, that land settlement had benefits far beyond the Native community and is an important part of Alaska's economy for non-Native as well as Native people. That too needs to be understood and appreciated.

"We should not blame teachers for not teaching that which they themselves were not taught. Understanding cultural diversity is not standard fare in schools of education. Neither is the special relationship. Consequently, those matters are not usually taught in elementary or secondary schools. We continue to have students graduating from schools with 'the winning of the West,' and 'manifest destiny' and 'to the victor belong the spoils' as the main influences on their orientations to Native/non-Native relationships. We continue to have tensions which can be alleviated through relevant education about the American condition.

"Even if schools of education in Alaska were effectively providing relevant preparation of teachers, they simply do not have the capacity to substantially increase the proportion of teachers

prepared in Alaska. So long as 85 percent, more or less, of Alaskan teachers obtain their degrees elsewhere, their cross-cultural knowledge and skills will have to be developed after they come into their teaching positions.

"The Alaska Department of Education took a step in the right direction when it approved regulations which require six credits in cross-cultural communications and Alaska studies in order for teachers to renew their certificates after five years. The requirement itself, however, is not enough. Without the availability of good, solid coursework in cross-cultural studies and Alaska studies, the requirement is empty. Effective professional development opportunities and effective curriculum development are still needed. It should be the function of the University of Alaska and the Alaska Department of Education to take initiatives to develop materials for the professional development of teachers and for curriculum content for Alaskan schools. If they do not do so, which seems to be the case, the school districts themselves can play active roles in curriculum development and in the professional development of all Alaskan teachers. To the extent that neither the University of Alaska, the Alaska Department of Education, or local school districts are providing services so essential to the satisfactory education of Native students, the Alaska Natives Commission can step into the vacuum and promote services which are desperately needed. I would recommend that the Alaska Natives Commission promote the professional development of teachers in their cross-cultural communications skills and in their

comprehension of the traditional and contemporary Alaska Native people and their cultures.

"I said earlier that there is not a single cause for complex problems, but if there is an obvious need in Native education, it is the need to promote continued professional development of teachers. Regardless of which aspect of educational development we look at, the professional development of teachers is pivotal. For example, many people point to the need for the involvement of parents in the education of their children. If educators really believe that, it is still incumbent on them, as the professionals, to take the action to make that happen.

"When my wife and I first put two children into a public school in Fairbanks, I had known the principal of that school for many years, and I had worked with her professionally in that school. I had been into the school many times, but when I first walked in as a parent, I could sense the intimidation parents might feel. Teachers work in those schools every day, and they come to feel comfortable in them, but that makes it all the more difficult for them to understand the intimidation that parents can feel in coming into schools. If parental involvement is important -- and I believe that it is -- it is incumbent on the professionals to develop the conditions which promote parental involvement. If Native parents tend to react differently from the way non-Native parents react, it is still incumbent on the teachers to engender the desired parental involvement, and those cultural differences simply make it all the more challenging for them to do so.

"Much needs to happen in order to improve the schooling experience for Native children. And whether we look at curriculum, race relations, parental involvement, or whatever, the professional development of teachers is a crucial factor. I would recommend that the Alaska Natives Commission seek ways to establish effective professional development of Alaskan teachers on a long-term basis. If the Commission can do that, it will have a lasting influence on Native education in Alaska."

(Off the record - tape changed - Tape 7)

DR. SOBOLEFF: "Are there any questions?"

MR. TOWARAK: "Thank you, Dennis. As far as teacher preparation, it's my understanding the schools need to have the business community, is cross-cultural; we need to deal with the minimum. The Alaska environment is very unique. Special relationship should exist. The Bureau should honor that."

"I appreciate the solutions you've offered to us. You've been instrumental to the University. I've been very impressed with the communication."

MR. DEMMERT: "I have just one other point."

DR. SOBOLEFF: "Okay, but just one."

(Laughter)

MR. DEMMERT: "There's some really good courses available in the U.S. in different schools which provide initiatives of teachers for themselves. It's on a much larger scale."

MR. TOWARAK: "I have one question. We've been criticized on the Commission for not being radical. How do you feel the



education system in Alaska is?"

MR. DEMMERT: "Honestly, very slowly the institution is implementing changes. It's not bound by the same rules. I've been working in Juneau and speaking with members of the school district and I work with them. The teachers are becoming even more radical than I was, especially about the Native issues. Some learning can't take place in a one-hour or five-hour session. We can work with the school districts and it can be done.

"At the University every three or four years, things aren't working out, and we say let's take a look. Local contract is a new experience, it's a new experience for us."

DR. SOBOLEFF: "Thank you."

MS. MASEK: "I have just one quick comment. We took testimony from Mt. Edgecumbe yesterday and a lot of the students said that the schools at home are boring. How can we make it not boring and keep the students in the villages?"

MR. DEMMERT: "Alaska small schools, they're not utilizing the teachers that are available. The teacher is there one year and gone the next. One school, there's only four seniors, that's the entire high school, and you can't have a comprehensive curriculum that way. The one school that seems to have a good teaching base is the North Slope Borough School District. The State of Alaska ought to be providing more. That would be one way to improve."

MS. MASEK: "Do you think the schools are responsible for teaching language and culture, or is the family?"

MR. DEMMERT: "Well, it would be on both, but right now

there's so many white teachers teaching Native kids."

MS. MASEK: "Our students should be able to go to Harvard and be able to fit in. We need to prepare them for that. It shouldn't be on either/or terms. They should be able to have an education as well as retain their culture and language. Last fall, I taught in a fourth grade class and it was a very positive experience.

"There's a lot of pressure and problems in the village. Sometimes the cultures can clash. How can the children survive and still have their traditional things such as dancing, but still make money to enable them to survive?"

(Off the record - tape changed - Tape 8)

(On the record)

MR. DEMMERT: He talks about the job situation, there just aren't enough. Maybe there's 20 or so in the summer; they can do better than that. "We need to lay out our expectations."

MS. SKAN: Trudy Skan introduces herself, she's from Klawock. She says she faxed testimony to the Native Commission office, but they said they didn't get it.

MS. MASEK: She asks when did she send it.

MS. SKAN: "Yesterday." She says she's very disappointed in the timing of this hearing, because Tlingit and Haida is going on and people are very busy with that. "So I'm here on my lunch hour to try to testify. (Indiscernible) President Thomas."

She says 54 percent local government, you don't get to hear. There's no papers on the Commission. "Will the Tlingit Haida be able to ask questions of Mike?"

"One of my husband's best friends is a Senator. There's so much studies done on our people, but we never see the outcome. We know what the problems are. What we need are the solutions.

"I have one short comment, and that is about the family structure. And that should be the goal, is our families."

MS. MASEK: "You took the words right out of my mouth. We are the most studied people. It's all on record. But we're here to gather more information. We serve on the Education Task Force and we're trying to collect as much testimony, and the report will be written in August of 1993. Perry Eaton and Mary Janfey (ph.) are the co-chairs. I myself am a state appointee."

MS. SKAN: "I'm going to talk about a very sensitive issue, and it could be part of the reason the students aren't doing as well in school, not so long as this situation keeps happening."

(Ms. Skan reads from a document.)

"I am an incest survivor. Sometimes when I see the sunshine, I feel sadness, because that's when my abuse took place most of the time. I encourage people to talk about this. Teachers study why; I didn't learn either in school. They just wanted to get me out of school. I graduated with a D-minus average.

"I was 36 years old. I didn't know why I was so angry. I want to speak out more and I want others to speak out. It's just not talked about, incest is just not talked about.

"I'm really pleased with Hillary Clinton. I've been writing to her.

"Thank you."

MR. TOWARAK: "Thank you. We've heard this time and time again, heard it again in Angoon. We've seen support and there's service in Klawock."

MS. SKAN: "I haven't seen the state that made news. She came in and gave a report, came into the ANB hall. I don't agree with that method. Child abuse is sensitive. I had to deal with that in my own way."

"I myself drank to forget. All I know, we need to do something. There was a doctor that knew but he couldn't say anything. He put me in the hospital for every little ailment, just to get me away from that environment."

MS. MASEK: "Thank you. You gave some very hard testimony on a very sensitive issue. I race and I travel and I talk to the students about goal setting and achievement. Child abuse is a big issue."

(Off the record - tape changed - Tape 9)

(On the record)

MS. MASEK: "If we were trying to deal with this issue, working at a school level, how would you envision it?"

MS. SKAN: "Well, actually, in the school, I had no trust for anybody. My mind would go someplace else. And this is something that affects all races."

MS. MASEK: "Well, what about in the schools, if parental skills were being taught?"

MS. SKAN: "I really think that would help. I worked in a program before. A lot of parents now put their child in front of

the TV."

MS. MASEK: "In Hooper Bay, they try to deal with the problems, and there's no agencies, and I'm very concerned about that."

MR. TOWARAK: "The Governor shares some of your same concerns, and Frank Pagano, who's a member of this Native Commission.

"At this time, are we going to take a recess?"

(Side conversation)

DR. SOBOLEFF: "George Obert."

MR. OBERT: "My name is George Obert. I'm a council chairman. I want to talk about an ongoing case with the Park Service with Glacier Bay and the seal. We have a case pending. There's a trial set for June 21st through June 23rd. We do have attorneys, Nancy Shaw and Bob Anderson. We have to deal with both the state and federal because there's so much regulation."

"Our people don't necessarily always recognize these laws. We don't change our laws every year. A lot of American veterans took a step forward to defend the Constitution, and that's a beautiful piece of legislation.

"There's things taken from the Indians, and that didn't work for us. Our language has been taken away from us. Basically, it's been an act of genocide. They forced us to speak English.

"These concerns have been voiced many times about the hunting and fishing regulations. We know the seasons.

"There's been Natives in every branch of military service. None of us here in Alaska ran to Canada. We're glad to protect."

We want freedom of speech, freedom of religion, we've always known there's a Higher Power.

"Also, I'd like to speak to the fishing and address the limited entry, that something needs to be done as far as the limited entry. We need to speak to these things now to protect our younger generation."

(Questions and answers by the Commission to this witness regarding IFQ's and limited entry.)

MS. MASEK: "Are (indiscernible) mostly known, do you know they're mostly owned by Natives?"

MR. OBERT: "The men do the fishing, most of the women work in the canneries."

MS. MASEK: "Still 50 percent are owned by non-Natives."

MR. OBERT: "Yeah, they've really moved into the fisheries. I've fished all my life. I oppose limited entry."

MS. MASEK: "For thousands of years, we've done the subsistence lifestyle and they're taking our livelihood away."

MR. OBERT: "There's a Federal Subsistence Board, but the state doesn't have one. They're talking about us having six fish per season. We can't do this, we can't survive on that. There should be concessions made for C and T, customary and traditional use. We don't have wanton waste. We respect Mother Earth."

"The ANB and ANS were founded in 1912 and 1923, respectively. They were formed right here, as a way to deal with rights."

MS. MASEK: "Sometimes old ways are the best, just get rid of the state and federal regulations."

MR. OBERT: "Yes, the majority of people are still traditional. Like the Tlingits of Hoonah, they still have their regalia, their hats, their blankets. These are the people that have lived in Glacier Bay for thousands of years."

MS. KOOKESH: "(Indiscernible) higher God and totem poles."

MR. OBERT: "No. Before religion, used for cremating our dead, a lot of totems were used for mortuary poles where we stored the ashes."

MS. KOOKESH: "Not all of them."

MR. OBERT: "No, not all, but a lot of them. Russ Orth, he's the dean of language and culture. He talks about the hope spirit of animals; pray to the great spirit of the bear. Great-Great-Grandfather sent us good luck, that way we don't have to hunt all day.

"All my life I've been hunting, I've been hunting seals in Glacier Bay."

(Off the record - tape changed - Tape 10)

(On the record)

MS. MASEK: "What are you seeking from the Commission? Endorsement?"

MR. OBERT: "Yes. What we want is for our hunting and fishing rights to be protected."

MS. MASEK: "How long has the Park Service been in Glacier Bay?"

MR. OBERT: "Oh, 1924, 1925."

MS. MASEK: "And they've been there ever since?"

MR. OBERT: "Yes. Greg Brown, Sr. is the person involved in this case that's coming up in June. He was hunting seal for a potlatch to feed the guests. It's just been -- a lot of things have gone wrong. They've lost the evidence, they've given -- there's wrong dates. There's a video that has a date on it that's different from what's on the citation. Ticket was dated August 5th. We're all in the dark."

MS. MASEK: "Well, what's going on today?"

MR. OBERT: "We're in Hoonah, seeking support. (Indiscernible) Judge Burns and Bob Loescher."

MS. KOOKESH: She says that the regulations might be a problem with people being forced not to get their traditional food such as seaweed and the sea cucumber.

MS. MASEK: "Like in the Interior for potlatches, we get a moose if somebody dies."

MR. DALTON: Richard Dalton introduces himself. He's also a member of the Hoonah Tribal Council. He wants to talk about the hunting and fishing also, Tlingit people in Glacier Bay; that's promoting their identity, their historical background.

"The Tlingit people have been on Glacier Bay forever. They've never deserted it, it's their homeland. Incidentally, we don't say potlatch, we say payoff (ph.). Our bodies require the food that the Bay provided. It's good for your health. You know, we use the mountain goats, we pick seagull eggs, seal oil -- there's nothing better than seal oil. We pick berries, we have dried fish. And we put away enough for the winter, we know what our bodies require."



It's a blessing from the Great Spirit. This fall, there's a payoff, we, say, maybe shoot a couple of seals.

"It was put under ANILCA, but that's going to be lost by 1998. The Greg Brown claim, we don't understand it, it's our claim. It's 300 square miles, it's our claim. We want to protect our interest. And we want to look out for our departed loved ones. They had to be very strong to develop this area.

"Klukwan and Sitka are pretty strong in my mind today. The ice is declining. Maybe it's a symbol."

MS. MASEK: "I'd like to make one comment regarding health. I agree that it's real important to get the food from the earth. Mother Nature does provide."

(Off the record)

(On the record)

MR. TOWARAK: "I'd like to welcome you all back. And Eunice Johnson."

(Hearing Exhibit 4 marked for identification)

MS. JOHNSON: "I'm going to read this document."

MS. MASEK: "Well, why don't you just highlight it. You don't need to read the whole thing into the record."

MS. JOHNSON: "I just have three points."

MS. MASEK: "Well, there are others waiting to testify."

MS. JOHNSON: "It will just take about five minutes."

MS. MASEK: "Oh, okay, no problem."

MS. JOHNSON: Ms. Johnson reads Exhibit 4 into the record, as follows:

"Whereas, the effect of the Individual Fish Quota, IFQ, proposal is to eliminate the small operations and the Alaskan villages; and whereas, IFQ is a very unfair regulation that favors the large vessels; and whereas, the average crewmember -- boat pullers -- will never be able to advance into being a boat owner/operator; and whereas, the IFQ regulation creates a monopoly for the rich or more financially stable large vessels; and whereas, the proponents of IFQ regulations cite the safety factor when a derby-type fishing season is opened; and whereas, the IFQ regulations do not necessarily eliminate marine disasters, but is used as reason to implement a system that will be one more regulation used for changing the American constitutional right to choose and pursue a career and the pursuit of happiness and security of a livelihood; now, therefore, be it resolved, by the General Assembly of the Central Council of Tlingit and Haida Indian Tribes of Alaska in session this date, that this 58th Annual General Assembly is now on record to strongly condemn the Individual Fish Quota regulations as un-American; and be it further resolved that the copies of this resolution shall be made available to Alaska's congressmen and the President of the United States. Adopted this (indiscernible) day of April 1993, by the 58th General Assembly of the Central Council to Tlingit and Haida Indian Tribes of Alaska, in regular session at Sitka, Alaska."

MS. KOOKESH: "Where'd you get your statistics?"

MS. JOHNSON: "They come from a variety of places, and other people besides me who worked on this report."

MS. KOOKESH: She is talking about again, the child sexual abuse issue. She said in Sitka it's 95 to 98 percent. That's why Sally is concerned about these statistics.

"Are these all Natives, this 95 to 98 percent?"

MS. JOHNSON: "About 60 percent."

MS. KOOKESH: "Is this for instance, out of a hundred children?"

MS. JOHNSON: "It's of the whole."

MS. KOOKESH: "I think I would have to challenge that."

MS. JOHNSON: She says she can further get the information and she'd be glad to do that.

MS. MASEK: "I'd like to talk with you after this hearing if you've got a minute."

MR. LOPEZ: His name is Mike Lopez, part of the Raven Clan. "I'm strongly against the fisheries (indiscernible) IFQ's. Fishing is an inherent right. I'm all for tribal quotas.

MR. PEELE: His name is Robert Peele. His Native name is Sadoot. He's again talking about the fishing rights. "We have to have those so our culture can survive.

"The eagle is protected. We are brothers. Nature has schooled us, we don't waste. Now people are eating candy and sugar and alcohol, and that's not what the earth provides. We need a quota system, and please don't delay it. We're forced to eat food that is bad for our bodies.

"I am a witness. I've had to buy from the stores. We've been doing this for over 500 years. It's bringing shame to our culture.

"Also, I want to say that maybe what that lady said, it may be true.

"Thank you. I want to say again, I'm against the IFQ, and we need big quotas."

MR. TOWARAK: "Thank you."

(Off the record - tape changed - Tape 11)

(On the record)

MR. TOWARAK: "Is there anyone else that wishes to testify?"

MS. CADIENTE: "Yes, I would. My name is Doloresa Cadiente."

THE REPORTER: "Could you please spell that?"

MS. CADIENTE: "Yes, D-o-l-o-r-e-s-a. My last name is C-a-d-i-e-n-t-e. I want to read the resolution that's just been passed."

(Hearing Exhibit 5 marked for identification)

MS. MASEK: "Go ahead."

MS. CADIENTE: "It's not in final, but I'm going to read it anyway."

Ms. Cadiente reads Exhibit 5 into the record, as follows:

"Whereas, the Indian Child Welfare Act declares that it is national policy to protect the best interests of Indian children and to promote the stability and security of Indian tribes and families; and whereas, in recognition of this policy, the Central Council of the Tlingit and Haida Indian Tribes of Alaska and the State of Alaska, Department of Health and Social Services, entered into a government-to-government Indian Child Welfare Act, ICWA, agreement on November 26, 1990, to ensure that the tenets of ICWA are respected and followed; and whereas, according to a 1989 audit

of the Department of Family and Youth Services, DFYS, 54.7 percent of all children receiving child protection service in Southeast Alaska are Alaska Native; and whereas, the 1989 audit of DFYS also indicates Alaska Native children remain in custody and in out-of-home care longer than Caucasian children; and whereas, a child involved in judicial proceedings resulting from allegations of abuse or neglect needs an independent court-appointed advocate, a guardian ad litem, GAL, to speak for that child and make recommendations to the court to enable the court to make the best possible decision; and whereas, a guardian ad litem must ascertain the interests of the child, taking into account the child's culture and ethnicity consistent with providing the child with a safe home and family preservation; and whereas, of the five Southeast Alaska guardian ad litem contracts approved by the State of Alaska, Office of Public Advocacy, none of the individuals are Alaska Native; and whereas, the understanding of the federal Indian Child Welfare Act by the guardian ad litem is severely limited and thus inhibits their recognition of culturally appropriate resources for Native children; now, therefore, be it resolved, by the Central Council of Tlingit and Haida Indian Tribes of Alaska in General Assembly at Sitka, April 15 through 17, 1993, that the State of Alaska, Office of Public Advocacy, Department of Health and Social Services, and Superior Courts, work to ensure that the needs of Native children are addressed by promoting the appointment of a native guardian ad litem when possible in Native child welfare proceedings; and be it further resolved, that guardians ad litem be expected to receive

training on the Indian Child Welfare Act and cultural education, necessary to address the barriers which contribute to the disproportionate number of Alaska Native children who continue to be placed outside of their extended families, their tribes, and their culture. Adopted this (indiscernible) day of April 1993, by the 58th General Assembly of the Central Council of Tlingit and Haida Indian Tribes of Alaska, in regular session at Sitka, Alaska."

MR. TOWARAK: "That's a very timely resolution."

MS. CADIENTE: "I talked with Mike Irwin and it's been bothering me for some time."

MR. TOWARAK: "You know, you can feel free to submit a written report."

MS. MASEK: "Thank you."

(Pause)

(Off the record at 3:10 p.m.)

(On the record at 3:30 p.m.)

(The hearing is adjourned - Hearing Exhibit 6 is marked for identification after going off record.)

\*\*\*END OF PROCEEDINGS\*\*\*

## INDEX

### Alphabetical Index

12th grade (50), (52), (100)  
25 U.S.C. SS 450(d)(2) (118)  
25 U.S.C. SS 450j-1(c) (118)  
93-638 contract and grant (17)

AA (Alcoholics Anonymous) (83), (86)  
abalone (74), (75)  
abuse (84-86), (113), (130), (159), (160), (167), (169)  
ACA (Angoon Community Association) (63)  
academic achievement (144)  
accrediting agencies (146)  
acculturation (149)  
achievement (142-144), (160)  
acres (11), (124), (129)  
ADEC (see also Alaska Department of Environmental Conservation) (7), (8), (10)  
admissions policy (111)  
AFDC (Aid for Families with Dependent Children) (66), (67), (69)  
affirmative action (130)  
after-care (131)  
agencies (7), (13), (27), (80), (87), (146), (161)  
Alaska Department of Education (154)  
Alaska Department of Environmental Conservation (ADEC) (7), (8), (10), (11)  
Alaska Legislature (70)  
Alaska Native (8), (31), (61), (65), (102), (133-135), (152), (155), (169), (170)  
Alaska Native corporations (8), (152)  
Alaska Native land settlement (152)  
Alaska Native Sisterhood (see also ANS) (135)  
Alaska State Constitution (133), (134)  
Alaska studies (154)  
Alaska-based (153)  
Alaskan economy (152), (153)  
Alaskan schools (143), (146), (147), (154)  
Alaskan students (143)  
Alaskans (15), (32), (37), (40), (63)  
alcohol (83-85), (115), (129), (130), (136), (167)  
alcohol and drug abuse (84), (85)  
alcohol treatment (83)  
alcoholics (83), (86)  
alcoholism (83-85)

Aleut culture (100)  
 allowable costs (116)  
 amendment (5), (8)  
 American Disabilities Act (111)  
 American Indian (31), (134)  
 Anchorage (4), (6), (28), (43), (44), (69), (84), (89), (95),  
     (96), (104), (142)  
 ANCSA (5), (8-10), (58), (126), (127), (130), (132), (138)  
 ANCSA corporations (10)  
 Angoon (1-5), (7), (9-13), (17-26), (28-31), (33), (35),  
     (37), (39), (48), (51), (57), (60-63), (66), (70),  
     (73), (79-81), (92), (109), (160)  
 Angoon Planning and Zoning Commission (10)  
 ANILCA (6), (8), (14), (72), (165)  
 ANS (see also Alaska Native Sisterhood) (135), (162)  
 Anvik (3), (91), (108), (115)  
 application (7), (29), (37)  
 applications (7), (99), (109)  
 artistic needs (46)  
 assistance (17), (53), (58), (66), (67), (69), (117), (136),  
     (137)  
 associations (87)  
 Atti, Gwen (90), (93), (94)  
 attitudes (141), (147)  
 audit (17), (132), (168), (169)

bag limits (71)  
 ballot (71)  
 bank (67)  
 base budget (122), (123)  
 base funding (120-123)  
 base funding process (121)  
 basic needs (28)  
 basketball (94)  
 beading (49), (95)  
 behavior (141), (149)  
 berries (164)  
 berry picking (49)  
 Bethel (99), (103), (137)  
 BIA (see also Bureau of Indian Affairs) (7), (8), (24), (67),  
     (68), (116-120), (122-124), (126), (132), (135)  
 BIA Central Office (123), (124)  
 BIA program funds (122)  
 BIA restructuring (123)  
 BIA roads (7), (8)  
 BIA-funded programs (117)  
 bicultural program (48)  
 bicultural society (140)  
 bilingual education (111)  
 bilingual teacher (49)  
 bilingual tradition (64)



bingo (136)  
 biologist (39), (40)  
 birthright (136)  
 boarding school (103)  
 Boards of Fish and Game (72)  
 boat owner/operator (166)  
 books (53), (58), (62)  
 Bowen, Willow (90), (93-95)  
 Brady, Isabelle (106), (135-138)  
 Brown, Sr., Greg (164)  
 budget (33), (34), (66), (118), (121-124)  
 Bureau of Indian Affairs (see also BIA) (8), (17), (57),  
 (132), (134), (135), (150)  
 Bureau of Indian Affairs Reorganization Task Force (135)  
 business (56), (68), (130), (156)  
 businesspeople (56), (110)  
 Bussanich, Jesse (90), (93), (94)

Cadiente, Doloresa (106), (168), (170)  
 Cagle, Jamey (90), (95-98)  
 Campen, Brenda (106), (109)  
 canneries (162)  
 career (58), (97), (166)  
 career programs (58)  
 cash economy (140)  
 Category II funding (120)  
 Caucasian children (144), (169)  
 CDQ: (see also Community Development Quota) (79)  
 Central Council of Tlingit and Haida Indian Tribes of Alaska  
 (166), (169), (170)  
 Central Council Tlingit and Haida (116)  
 Central Office (123), (124)  
 challenge (3), (92), (94), (96), (99), (167)  
 Chase, Monica (90), (95), (97)  
 child abuse (85), (86), (113), (160)  
 child abuse and neglect (85), (113)  
 child protection service (169)  
 child sexual abuse (85), (167)  
 child sexual abuse treatment (85)  
 children (18), (19), (25), (37), (38), (47), (50-55), (58),  
 (59), (60-62), (65), (68), (80), (82), (86), (87),  
 (98), (108), (110), (112), (127), (130), (140),  
 (142), (143-148), (155), (156), (158), (167-170)  
 Chilkat Indian Village I.R.A. (132)  
 Chilkat Indian Village Tribe (134)  
 Christipherson, Thi (90), (103)  
 church (64), (66)  
 church school teacher (64)  
 city limits (9)  
 Civil Rights Act (78)  
 civil service (68)

clan hunters (72)  
 classes (95), (96), (100), (109), (128)  
 classroom (47), (48), (50), (51), (53), (55), (56), (139)  
 Clinton (President) (137)  
 Clinton, Hillary (159)  
 Clitheroe (84)  
 college (19), (50), (52), (54), (57), (68), (91), (102),  
     (103), (108), (127), (147), (151)  
 coma (29)  
 commerce clause (133)  
 community (4), (17), (25), (38), (42), (44), (45), (47),  
     (48), (51), (71-75), (79-82), (87), (92), (98),  
     (100), (102), (121), (131), (133), (141), (142),  
     (145), (148), (153), (156)  
 Community and Regional Affairs (71)  
 community concerns (73)  
 Community Development Quota (see also CDQ) (79)  
 Compact (116-123)  
 compacting (132)  
 competition (75), (77)  
 computer (18), (19), (50), (92)  
 conflict (70), (74), (76), (102)  
 Congress (2), (24), (87), (116), (124), (150), (152)  
 congressional directives (124)  
 congressmen (166)  
 Constitution (70), (71), (133), (134), (150), (152), (161)  
 constitutional right (166)  
 construction (153)  
 constructive change (148)  
 contaminated (80), (81)  
 contamination (21)  
 contract support (116-121)  
 contractors (17)  
 contracts (116), (118), (169)  
 control (44), (45), (84), (96), (97), (130)  
 corporations (6), (8-10), (13), (14), (57), (130), (152),  
     (153)  
 correctional center (85)  
 cost (10), (53), (58), (90), (98), (116-118), (125), (136)  
 cost of living (58)  
 costs (36), (53), (67), (84), (116), (118), (119), (123),  
     (131)  
 counselor (58), (113), (125)  
 counselors (68), (130), (143)  
 court (83), (85), (92), (118), (150), (152), (169)  
 Craig (30)  
 cross-cultural communications skills (146), (154)  
 cross-cultural studies (154)  
 cross-cultural understanding (146)  
 cultural (2), (47), (49), (51), (60-62), (77), (96), (102),  
     (139), (146), (149-151), (153-156), (170)  
 cultural background (146)

- cultural backgrounds (47)
- cultural context (149)
- cultural differences (149), (155)
- cultural diversity (146), (150), (153)
- cultural education program (51)
- cultural emphasis (102)
- cultural genocide (77)
- cultural group (149)
- cultural instructor (60), (62)
- cultural knowledge (139), (154)
- cultural programs (47)
- cultural traditions (151)
- culturally appropriate (47), (169)
- culturally appropriate resources (169)
- culturally diverse (146)
- culturally oriented (45)
- culturally-learned behaviors (149)
- culture (46), (51), (61-63), (71), (72), (95), (99-101),  
(136), (139), (140), (157), (158), (163), (167),  
(169), (170)
- culture shock (51)
- cultures (99), (149), (151), (155), (158)
- curriculum (19), (47), (142), (154), (156), (157)
- curriculum development (154)
- custody (113), (169)
- customary and traditional use (162)
- customs (47)

- Dalton, Richard (106), (164)
- dance song (61)
- daycare center (67)
- debt forgiveness (53)
- debt forgiveness clause (53)
- decision making powers (134)
- deer (72-74), (76)
- Deering (101)
- delinquent (85)
- Demmert, Dennis (106), (107), (139), (156-158)
- dental clinic (81)
- dental hygiene (82)
- dentist (81), (87), (95)
- Department of Family and Youth Services (see also DFYS) (86),  
(169)
- Department of Health and Human Services (30)
- Department of Health and Social Services (31), (168), (169)
- Department of Labor (71)
- derby-type fishing (166)
- DFYS (see also Department of Family and Youth Services) (85),  
(87), (113), (131), (137), (169)
- diabetes (136)
- diet (50)

direct funds (121)  
 disabilities (56), (111)  
 disability (54), (55)  
 discount rates (36)  
 discrimination (78), (141)  
 discriminatory practices (141)  
 disease (84)  
 disparate allocation (124)  
 disparity (142-144)  
 doctor (67), (82), (160)  
 dollars (17), (28), (55), (58), (76), (80), (81), (91),  
 (116), (117), (118), (126), (127), (130), (131)  
 dried fish (164)  
 drinking problem (83)  
 drop-out rates (142)  
 dropout (19), (20), (101), (112)  
 dropout rate (19), (101)  
 drum circle (61)  
 dysfunctional (111), (112), (136)  
 dyslexia (54)

eagle (126), (167)  
 economics (2), (38), (56), (80), (103)  
 education (1), (2), (4), (5), (18), (20), (24), (35-37),  
 (40), (42), (44-46), (50), (51), (53), (54), (55),  
 (57-60), (63), (65), (67), (80), (89), (94), (96),  
 (98-102), (104), (105), (108), (109), (111), (112),  
 (121), (126-128), (135), (138), (140), (141),  
 (142), (144-146), (150), (152-159), (170)  
 education achievement (142)  
 educational development (139), (155)  
 educational system (39), (52), (54)  
 elderly (24), (25), (63), (69), (137)  
 Elderly Alaskans Commission (63)  
 elderly housing (69)  
 elderly people (24), (63), (137)  
 elders (39), (137)  
 electricity (69)  
 English (52), (53), (62-64), (66), (83), (103), (161)  
 environment (10), (19), (47), (147-149), (156), (160)  
 ethnic groups (110)  
 ethnicity (169)  
 ethnocentric (71), (73), (149)  
 extended family (86), (137)

Fairbanks (28), (92), (102), (109), (142), (155)  
 families (47), (52), (68), (72), (81), (95), (112), (130),  
 (136), (139), (159), (168), (170)  
 family (60), (72), (86), (92), (95-97), (99), (100), (102),  
 (103), (111), (125), (126), (134), (137), (157),

(159), (169)  
 family service counselor (125)  
 farmland (127)  
 federal (17), (25), (26), (28), (30-32), (51), (52), (56),  
     (57), (58), (72), (73), (77), (80), (87), (115),  
     (118), (119), (120), (127), (133), (135), (150),  
     (151), (152), (161), (162), (169)  
 federal dollars (127)  
 federal government (25), (28), (57), (58), (73), (77), (80),  
     (150), (151), (152)  
 federal grant (32)  
 federal grants (17), (57)  
 federal land (73)  
 federal management (72), (73)  
 Federal Subsistence Board (162)  
 ferry system (33), (34)  
 finance (10)  
 financial assistance (53)  
 financial difficulties (17)  
 financial management (17), (121)  
 financial resources (53), (57), (85)  
 first-tier tribes (121), (122)  
 Fish and Game (36-39), (41), (70-73), (77), (134)  
 fish camps (95)  
 fisheries (36), (39), (74), (75), (77), (162), (167)  
 fisheries program (36)  
 fishing (49), (93), (100), (101), (134), (153), (161-164),  
     (166), (167)  
 fishing and hunting rights (134)  
 fishing industry (153)  
 fishing rights (163), (167)  
 food (33-35), (50), (74), (81), (97), (137), (164), (165),  
     (167)  
 food stamps (137)  
 free and appropriate education (53), (54)  
 freight (34)  
 fund (57), (116), (118), (119)  
 funding (8), (22), (26), (30), (35), (50), (52), (58), (82),  
     (100), (116-124), (126), (128), (141)  
 funds (15), (20), (21), (25), (26), (31), (62), (116-125),  
     (135), (137), (141)  
  
 GA administrative funds (117)  
 genocide (77), (161)  
 George, Gabriel (5), (9), (12-16)  
 Glacier Bay (74), (78), (161), (163), (164)  
 Glacier Bay National Park (74)  
 Gore (Vice President) (137)  
 governance (16-18), (80), (116-121), (134)  
 government (14), (17), (24-28), (45), (57), (58), (68), (73),  
     (77), (80), (87), (115), (117), (129), (134),

(135), (150-152), (158), (168)  
 government-to-government partnership (117)  
 grade point (143)  
 grades (50), (96), (101), (110), (128)  
 graduate (44), (46), (92), (108), (140)  
 graduates (108), (110)  
 graduation (97), (111)  
 graduations (110)  
 grandchildren (25)  
 grandmother (95-97), (138)  
 grant (17), (18), (23), (29), (30), (32), (69)  
 grants (17), (25), (57-60), (116-118)  
 Great Spirit (163), (165)  
 guardian ad litem (169)  
 guidelines (10), (11)  
 Guthrie, Victor (106), (138), (139)

habitat (77)  
 Haida (7), (107), (109), (116), (131), (138), (158), (166),  
 (168), (169), (170)  
 halibut (75), (76)  
 Hanable, William (2)  
 Hansen, Bernice (30-35)  
 harvest patterns (71), (73)  
 Headstart (50), (52), (61), (62)  
 health (2), (11), (14), (21), (23), (24), (29-31), (81),  
 (83), (84), (87), (136), (138), (150), (164),  
 (165), (168), (169)  
 health care (83), (136), (138)  
 health hazard (21)  
 herring roe (149)  
 Hickel, Governor (71), (99)  
 high school (18), (19), (44), (49), (58), (60), (68), (102),  
 (103), (108), (111), (128), (147), (157)  
 higher education (53), (54)  
 homesickness (112)  
 Homesite Committee (6), (8), (14)  
 homesite planning process (6)  
 homesite program (6), (8-10), (13), (14)  
 homesites (6), (9), (14), (24)  
 hooligan oil (136)  
 Hoonah (78), (130), (163), (164)  
 Hoonah Tribal Council (164)  
 Hooper Bay (27), (29), (161)  
 hospital (84), (160)  
 Hotch, Joe (106), (107), (132)  
 house (7-9), (15), (72), (82), (122)  
 House Committee and Conference Committee (122)  
 houses (8), (15), (47), (68), (72)  
 housing (3), (9), (68), (69)  
 housing shortage (9)

Hudson, Verna (106), (107), (115), (125), (126)  
human environment (147-149)  
hunter (50), (72)  
hunters (72), (74)  
hunting and fishing regulations (161)  
Hydaburg (36), (126)  
hygiene (82)

I.R.A. (Indian Reorganization Act) (115), (133)  
ICWA (Indian Child Welfare Act) (131), (168)  
identity (46), (52), (164)  
IFQ (see also Individual Fish Quota) (162), (166-168)  
IHS (Indian Health Service) (84)  
implementation (116), (120)  
import-export (110)  
incest survivor (159)  
independent court-appointed advocate (169)  
Indian (3), (8), (17), (25), (31), (57), (61), (62), (72),  
    (107), (115-117), (119), (120), (123), (126),  
    (131), (132), (134), (135), (140), (141), (149),  
    (150), (166), (168-170)  
Indian child (25), (131), (168-170)  
Indian Child Welfare Act (see also ICWA) (131), (168-170)  
Indian children (168)  
Indian culture (61), (62)  
Indian Education Act in 1972 (140)  
Indian legislation (72)  
Indian Reorganization Act (see also IRA) (115), (134)  
Indian Self-Determination Act (116)  
Indian self-government (134)  
indigenous history (74)  
indirect costs (116), (118)  
Individual Fish Quota (see also IFQ) (166)  
inherent abilities (143)  
initiative (70)  
Inouye, Senator Daniel (28)  
intellectual potential (144)  
intelligence (50), (55)  
inter-government coordination (14)  
international indigenous people rights (133)  
International Pacific Halibut Commission (75), (76)  
intervention programs (131)  
IQ testing (144)  
IRA (Indian Reorganization Act) (121)  
Irwin, Mike (89), (93), (104), (132), (170)

jail (83)  
Jim, Jennie (58)  
Jimmy, Rachel (90), (98), (99)  
jobs (23), (32), (38), (41), (46), (56), (57), (59), (60),

(66), (69), (81), (152), (153)  
 Johnson, Eunice (106) (165-167)  
 Johnson-O'Malley Act of 1935 (140)  
 Johnson-O'Malley funds (125), (135)  
 JOM (Johnson-O'Malley) (60), (63), (95)  
 judicial proceedings (169)  
 Juneau (3), (10), (24), (25), (33), (59), (64), (101), (130),  
 (134), (142), (157)  
  
 Kake (61), (62)  
 Karmun, Andy (90), (101)  
 Kashatok, Chris (90), (95-98)  
 Kashedaroff, Calvin (90), (98), (99)  
 Kennedy Report on Native Education in 1968 (140)  
 Ketchikan (3), (10), (84), (109), (115), (117), (119), (120),  
 (123), (126), (138), (140-142)  
 Ketchikan Indian Corporation (KIC) (115), (117), (119),  
 (120), (126)  
 Kiana (102)  
 KIC (Ketchikan Indian Corporation) (115-117), (119), (121),  
 (123), (124), (126)  
 kids (13), (19), (21), (37), (38), (49), (50), (59-62), (64),  
 (65), (66), (68), (80), (81), (99), (100), (110),  
 (111), (112), (114), (139), (158)  
 Klawock (61), (75), (126), (158), (160)  
 Klukwan (136), (165)  
 Knapp, Marilyn (106), (109), (112-114)  
 Kobuk River (102)  
 Kookesh, Matthew (70), (75), (76), (78-81)  
 Kookesh, Sally (1), (2), (4), (89), (92), (94), (96), (97), (99),  
 (100), (103), (104), (108), (111), (112), (115), (126-128), (131),  
 (136), (137), (139), (163), (164), (166), (167)  
 Kootznoowoo Shareholder Homesite Plan (5)  
 Kotzebue (29)  
  
 lack of interest (144), (145)  
 lack of motivation (144)  
 land (5-7), (9), (10), (14), (16), (22), (24), (46), (53),  
 (57), (73), (129), (136), (150), (152), (153)  
 land area (6)  
 land claims bill (5)  
 land lottery (16)  
 land settlement (152), (153)  
 land transfers (150)  
 lands (5), (9), (72-74), (77), (127)  
 language (24), (51-53), (64), (83), (91), (95), (100), (101),  
 (119), (122), (124), (128), (135), (157), (158),  
 (161), (163)  
 languages (64-66), (109)  
 laws (131), (161)



leaders (61), (138)  
 leadership training (61)  
 learning disability (54), (55)  
 legislation (37), (72), (122), (161)  
 lifestyle (93), (146), (162)  
 limited entry (162)  
 Lincoln, Connie (90), (102), (103)  
 loans (36), (67)  
 local contract (157)  
 local control (44), (45)  
 local hire (6), (36-38)  
 local hire law (37), (38)  
 local people (45), (56)  
 logging camps (77)  
 Lopez, Mike (106), (167)  
 Lundhal, Tracy (90), (100), (101)

majority children (144)  
 majority community (141), (142)  
 management (17), (18), (23), (72-75), (121)  
 management grant (17)  
 management plan (75)  
 management studies (73)  
 marine disasters (166)  
 Marine Mammal Act (130)  
 Masek, Beverly (1-3), (5), (11), (12), (14), (15), (20-23),  
     (27-30), (35), (40), (42), (43), (69), (89), (91),  
     (94), (95), (96), (105), (108), (110), (113),  
     (115), (125), (127-131), (137), (138), (157-165),  
     (167), (168), (170)

math (103)  
 meals (29), (34)  
 Mercurief, Leatha (90), (102), (103)  
 Mercurief, Ricardo (90), (98), (100), (102)  
 Meriam report of 1928 (140)  
 minority children (144)  
 minority people (141)  
 misdiagnosis (55)  
 mislabeling (55), (56)  
 moccasins (60)  
 money (9), (11), (13), (17), (22-25), (28-31), (35), (36),  
     (41), (53), (56), (57), (62), (67), (68), (85),  
     (86), (113), (117), (118), (158)  
 monies (28), (30-32), (54), (86), (133)  
 motivation (97), (144), (145)  
 Mountain Cross (95)  
 mountain goats (164)  
 MRI (Magnetic Resonance Imaging) (55)  
 Mt. Edgecumbe (84), (89), (91-104), (108-113), (128), (135),  
     (136), (157)  
 multicultural (51)

municipality (9)

national averages (143)

National Monument Committee (26)

National Park Service (74)

Native (3), (5), (8), (10), (19), (24), (31), (32), (38),  
(40), (42), (43), (47-53), (57), (61), (65), (70),  
(72), (73), (74), (77), (80-83), (91), (99), (102),  
(108), (109), (128), (129), (131), (133-136),  
(138-148), (150-158), (161), (167), (169), (170)

Native Alaskan history (138)

Native Americans (150)

Native and non-Native achievement (143)

Native child welfare proceedings (169)

Native children (19), (140), (142-144), (147), (148), (156),  
(169), (170)

Native corporation lands (72), (73), (77)

Native corporations (8), (152), (153)

Native education (5), (65), (109), (140-142), (144), (155),  
(156)

Native foods (50)

Native Hawaiians (31)

Native land ownership (150)

Native language (51), (52), (83), (128), (135)

Native leaders (138)

Native parents (141), (144-146), (155)

Native people (3), (24), (53), (65), (81-83), (133), (139),  
(140), (141), (142), (144), (145), (150-153), (155)

Native population (141)

Native students (52), (57), (91), (142-145), (147), (151),  
(152), (154)

Native teachers (38), (48), (49), (51)

Native tongue (24), (52)

Native ways (128)

Native/non-Native relationships (153)

negative racial relationships (148)

neglect (85), (113), (169)

negotiation (123), (124)

neurologist (55)

Nome (3), (29), (92)

non-Caucasian children (144)

non-Native (10), (38), (40), (91), (140), (142-145), (147),  
(150), (151-153), (155)

non-Native children (140), (142), (144), (147)

non-Native parents (145), (155)

non-Natives (83), (162)

Noorvik (28)

Northwest Coast Indian people (149)

nurse (67), (113)

nutrition program (29)

OAC (Older Alaskans Commission) (31)  
 Obert, George (106), (161-164)  
 Office of Public Advocacy (169)  
 Office of Self-Governance (OSG) (17), (120), (134)  
 Older Alaskans Commission (OAC) (31)  
 ordinance (10)  
 organizations (87), (133)  
 OSG (Office of Self-Governance) (120)  
 out-of-home care (169)  
 out-of-state teachers (51)  
 outcome-based education (44), (45)

Pacific Rim studies (110), (128)  
 Pagano, Frank (42), (161)  
 parent involvement (45)  
 parental concern (145)  
 parental involvement (155), (156)  
 parents (47), (52), (56), (59), (60), (86), (94-96), (98),  
     (101), (109), (111), (113), (139), (141), (144),  
     (145), (146), (155), (160)  
 park lands (74)  
 Park Service (74), (161), (163)  
 Peele, Robert (106), (167)  
 Pelican (100)  
 permit (22)  
 PHS (7), (8)  
 PL 93-638 (116)  
 planning (6), (8-11), (13), (14), (20), (23), (24), (26),  
     (121)  
 Planning and Zoning (10), (11), (13), (14), (23), (24), (26)  
 plot of land (7)  
 point system (38)  
 policy (70), (71), (77), (78), (111), (113), (118), (119),  
     (133), (168)  
 pollack (77)  
 potlatch (164)  
 prejudice (77), (78), (141)  
 prejudicial attitudes (141)  
 preschool (46)  
 President of the United States (166)  
 Prince William Sound (81)  
 prisons (129)  
 professional development of teachers (154-156)  
 profits (153)  
 program management (17), (18)  
 psychologist (55)  
 public assistance programs (66)  
 public health expense (84)

quality of education (96), (108)

race relations (148), (156)  
 racial group (144)  
 racial tensions (148)  
 raw sewage (20), (21)  
 reading program (19), (50)  
 reading skills (19)  
 realty funds (124)  
 recognized tribes (31)  
 recommendation (8)  
 recommendations (2), (3), (16), (87), (129), (132), (169)  
 region (86), (92), (93)  
 regional center (99)  
 register (37-40)  
 regulation (71), (72), (161), (166)  
 rehabilitation (131)  
 reindeer (50)  
 remediation (54), (56)  
 reorganization (100), (115), (134), (135)  
 report language (119), (122), (124)  
 residence (71)  
 resource (36-38), (57), (79)  
 resource harvesting (37)  
 resource money (57)  
 resources (23), (53), (57), (58), (70), (79), (81-86), (112),  
 (126), (134), (169)  
 right-of-ways (12), (13)  
 road (12), (15), (24), (28)  
 roads (7-9), (12), (15), (21), (24), (28), (77)  
 Rocheleau, Larre (92), (95), (101), (106), (110-114)  
 role models (38), (41)  
 rural Alaska (109)  
 rural areas (69)  
 rural students (114)  
 Russian Orthodox schools (64)  
 Rutman, Jason (90), (102)

safety problems (111)  
 salmon (50), (129)  
 Sandor, Commissioner John (22), (28)  
 school (4), (18), (19), (33), (36-39), (41), (44), (45),  
 (47), (48-53), (55-68), (91-93), (95), (97-103),  
 (108), (109-113), (128), (135), (140-143), (145),  
 (147), (154), (155), (157), (159), (160)  
 school boards (44)  
 school district (4), (33), (41), (44), (63), (141), (142),  
 (145), (157)  
 school district policies (142)  
 school districts (33), (55), (141-143), (154), (157)  
 school system (18), (37), (39), (49-52), (61), (66), (67)  
 schooling experience (156)

science (103)  
 sea cucumbers (74), (75)  
 sea otters (76)  
 sea urchins (74), (76)  
 seagull eggs (164)  
 seal (76), (161), (164)  
 seal and sea lion populations (76)  
 seal oil (164)  
 Sealaska (72), (79), (127), (139), (145)  
 Sealaska Heritage Foundation (139), (145)  
 seaweed (74), (136), (164)  
 self-determination (17), (116), (118)  
 Self-Determination Contract (116)  
 self-governance (17), (116-121), (134)  
 Self-Governance Compact (116), (117), (119)  
 self-management (74)  
 senior center (29), (30), (49)  
 seniors (30), (34), (157)  
 service charge (34)  
 sewage (7), (8), (10), (11), (13), (20), (21), (27-29)  
 sewage disposal (7), (10)  
 sewage treatment plant (11)  
 sewer treatment plant (20)  
 sewing (60), (63)  
 sexual abuse (85), (86), (167)  
 shareholders (5-8), (10), (14)  
 Sheatika (127)  
 Sheldon Jackson (36), (91), (109)  
 shortfall account (121), (122)  
 shortfall appropriations (121)  
 shortfall award (121)  
 shortfall funding (120-123)  
 signatories (116)  
 Signatory Tribes (119), (120), (122), (123)  
 Sitka (3), (10), (19), (30), (86), (89), (95), (103), (104),  
     (115), (126), (127), (129), (135), (165-167),  
     (169), (170)  
 Sitka Tribe (126), (127)  
 Skan, Trudy (106), (158-160)  
 skills (19), (56), (96), (146), (154), (160)  
 Skogan, Michele (90), (101)  
 small business (56)  
 small business owners (56)  
 smokehouse (75), (76)  
 Soboleff, Dr. Walter (1-3), (9), (12), (14-16), (18), (20),  
     (22), (23), (27), (28), (29), (31-36), (39-50),  
     (58), (59), (64), (65), (66), (68-70), (78), (79),  
     (87), (89), (91), (93-95), (98), (99), (104),  
     (108), (109), (113), (115), (125-129), (132),  
     (135), (138), (139), (156), (157), (161)  
 social (42), (29), (31), (85), (112), (113), (137), (142),  
     (150), (168), (169)

social dissonance (142)  
 social problems (112)  
 social security (137)  
 social services (31), (150), (168), (169)  
 social setting (142)  
 socialization (149)  
 society (41), (46), (140), (146), (152)  
 sockeye (71), (72)  
 sole parent program (67)  
 Southeast Alaska Compact base budget (122)  
 Southeast Alaska Compact of Self-Governance (116)  
 Southeast Alaska Signatory Tribes (120), (122), (123)  
 Southeast Native Subsistence Commission (70), (74)  
 Southeast Senior Services (30), (34)  
 sovereignty (78), (134)  
 special ed program (55)  
 special education (55)  
 sport harvest regulations (71)  
 St. Paul (98), (102), (103)  
 state (2), (5), (8), (10), (11), (16), (17), (21-23), (27),  
     (28), (30-33), (36-40), (42), (51-54), (56), (58),  
     (66), (67), (70-73), (76), (77), (80), (83), (85),  
     (87), (96), (99), (100), (102), (110), (112),  
     (115), (126), (127), (130), (131), (133-135),  
     (138), (140), (142), (143), (157), (159),  
     (160-162), (168), (169)  
 state land (16), (73)  
 state land lottery (16)  
 state regulations (10), (73), (77)  
 state-mandated standardized tests (143)  
 Stebbins school (48)  
 student loan programs (53)  
 students (18), (52-54), (56-58), (61-63), (67), (91-98),  
     (100-102), (108-114), (136), (142-147), (149-154),  
     (157-160)  
 subdivision (5-7), (11)  
 subsistence (36), (37), (41), (70-74), (76-81), (133), (136),  
     (162)  
 Subsistence Division (36), (37)  
 subsistence gathering (81)  
 subsistence law (70)  
 subsistence policy (77), (78)  
 subsistence user (70), (72)  
 subsistence way of life (81), (133)  
 superintendents (36), (37), (41), (42)  
 Superior Courts (169)  
 system (5), (7), (13), (18), (20-22), (24), (27), (33), (36),  
     (37), (38), (39), (41-43), (45), (46), (49-52),  
     (54), (61), (66), (67), (69), (84), (85), (94),  
     (110), (114), (121), (157), (166), (167)

Tanana (93)  
 tax (25), (34), (56)  
 tax break (56)  
 taxes (26), (28)  
 teacher (18), (25), (39), (41), (48), (49), (54), (55), (63),  
 (64), (98), (109), (111), (152), (156), (157)  
 teacher degrees (152)  
 teacher register (39)  
 teachers (19), (20), (36), (38-40), (42), (48), (49), (51),  
 (56), (63), (94), (95), (99), (103), (108), (110),  
 (112), (113), (142), (145-148), (150), (151),  
 (153), (154-159)  
 teaching certificate (65)  
 teenage pregnancy (136)  
 test scores (144)  
 Thomas, Ed (106), (129-132), (135), (158)  
 timber (127), (153)  
 timber industry (153)  
 Title 6 (30-32), (35)  
 Tlingit (7), (17), (24), (51-53), (62-66), (91), (107),  
 (109), (116), (131), (138), (158), (164), (166),  
 (168), (169), (170)  
 Tlingit language (24), (52), (53), (91)  
 Towarak, Sam (1-3), (78), (79), (89), (92), (93), (95),  
 (97-99), (101-103), (105), (108), (109), (111),  
 (112), (113-115), (126), (127), (132), (136),  
 (137), (156), (160), (161), (165), (168), (170)  
 traditional and customary areas (133)  
 traditional harvest methods (73)  
 traditional methods (73-75)  
 traditional tribes (134)  
 traditions (48), (140), (151)  
 training (17), (56), (57), (61), (81), (121), (128), (146),  
 (170)  
 training programs (17)  
 transportation (35), (53), (58)  
 trapping (49)  
 trawl fisheries (77)  
 treatment (11), (20), (83-86), (131), (150)  
 treatment centers (84-86)  
 treaty cessions (133)  
 tribal college (127)  
 tribal government (17), (58), (87), (115), (129), (135)  
 tribal government trust land (129)  
 tribal input (133)  
 tribal law (128)  
 tribal quotas (167)  
 tribal share formulas (124)  
 tribal shares (123), (124)  
 tribal sovereignty (78)  
 tribe (17), (86), (87), (116), (118), (123), (126), (127),  
 (132), (133), (134)

tribes (17), (31), (107), (116-123), (127), (133-135), (166),  
(168), (169), (170)  
trust acres (124)  
tuition (53), (57), (58)  
two-year college (103)

U.S. Congress (2), (87)  
U.S. Constitution (150)  
U.S. Supreme Court (150)  
Unalakleet (4)  
unemployment (56), (57), (69), (129), (131)  
University of Alaska (53), (109), (139), (140), (146), (151),  
(152), (154)  
University of Fairbanks (92), (102)  
unresolved grief (86)  
urban schools (143), (147)  
urban students (95)  
USDA food (33)

village (2), (3), (10), (20-22), (25-27), (49), (83), (91),  
(93), (95-97), (100), (103), (108), (110), (112),  
(113), (114), (115), (133), (134), (136), (158)  
village corporations (10)  
villages (22), (28), (64), (91), (93), (94), (110), (114),  
(125), (138), (139), (157), (166)  
violation (119)  
vocational programs (99)  
vote (71), (73)

water (7-11), (13), (15), (20-22), (24), (27), (28), (80),  
(115), (127)  
water and sewage disposal system (7)  
Weiser, Carla (90), (102)  
western culture (63)  
western society (46)  
westernized (100), (149)  
White Mountain (102)  
Wrangell (101)  
Wright, Ted (106), (126-128), (130)

Yakutat (30), (36), (130)  
Yupik (48), (51), (64)

zoning (10), (11), (13), (14), (23), (24), (26)  
Zuboff, Marlene (16-18), (50), (60), (80)



## Subject Index

### Alcohol/Drug Abuse

AA (Alcoholics Anonymous) (83), (86)  
abuse (84-86), (113), (130), (159), (160), (167), (169)  
after-care (131)  
alcohol (83-85), (115), (129), (130), (136), (167)  
alcohol and drug abuse (84), (85)  
alcohol treatment (83)  
alcoholics (83), (86)  
alcoholism (83-85)  
Clitheroe (84)  
counselor (58), (113), (125)  
counselors (68), (130), (143)  
disease (84)  
drinking problem (83)  
family service counselor (125)  
intervention programs (131)  
public health expense (84)  
treatment (11), (20), (83-86), (131), (150)  
treatment centers (84-86)

### Economics

25 U.S.C. SS 450(d)(2) (118)  
25 U.S.C. SS 450j-1(c) (118)  
  
Alaskan economy (152), (153)  
allowable costs (116)  
audit (17), (132), (168), (169)  
bag limits (71)  
bank (67)  
base budget (122), (123)  
base funding (120-123)  
base funding process (121)  
Boards of Fish and Game (72)  
budget (33), (34), (66), (118), (121-124)  
business (56), (68), (130), (156)  
businesspeople (56), (110)  
canneries (162)  
cash economy (140)  
commerce clause (133)  
Community Development Quota (CDQ) (79)  
construction (153)  
contractors (17)  
cost (10), (53), (58), (90), (98), (116-118), (125), (136)  
cost of living (58)  
costs (36), (53), (67), (84), (116), (118), (119), (123), (131)

debt forgiveness (53)  
 direct funds (121)  
 discount rates (36)  
 disparate allocation (124)  
 disparity (142-144)  
 dollars (17), (28), (55), (58), (76), (80), (81), (91), (116),  
 (117), (118), (126), (127), (130), (131)  
 economics (2), (38), (56), (80), (103)  
 federal dollars (127)  
 federal grant (32)  
 federal grants (17), (57)  
 Federal Subsistence Board (162)  
 finance (10)  
 financial assistance (53)  
 financial management (17), (121)  
 financial resources (53), (57), (85)  
 Fish and Game (36-39), (41), (70-73), (77), (134)  
 fisheries (36), (39), (74), (75), (77), (162), (167)  
 fisheries program (36)  
 fishing (49), (93), (100), (101), (134), (153), (161-164), (166),  
 (167)  
 fishing and hunting rights (134)  
 fishing industry (153)  
 fishing rights (163), (167)  
 fund (57), (116), (118), (119)  
 funding (8), (22), (26), (30), (35), (50), (52), (58), (82), (100),  
 (116-124), (126), (128), (141)  
 funds (15), (20), (21), (25), (26), (31), (62), (116-125), (135),  
 (137), (141)  
 GA administrative funds (117)  
 grant (17), (18), (23), (29), (30), (32), (69)  
 grants (17), (25), (57-60), (116-118)  
 hunting and fishing regulations (161)  
 import-export (110)  
 indirect costs (116), (118)  
 Individual Fish Quota (IFQ) (166)  
 jobs (23), (32), (38), (41), (46), (56), (57), (59), (60), (66),  
 (69), (81), (152), (153)  
 limited entry (162)  
 loans (36), (67)  
 local hire (6), (36-38)  
 local hire law (37), (38)  
 logging camps (77)  
 management grant (17)  
 Marine Mammal Act (130)  
 money (9), (11), (13), (17), (22-25), (28-31), (35), (36), (41),  
 (53), (56), (57), (62), (67), (68), (85), (86), (113), (117),  
 (118), (158)  
 monies (28), (30-32), (54), (86), (133)  
 National Park Service (74)  
 Park Service (74), (161), (163)  
 permit (22)

- profits (153)
- realty funds (124)
- resource (36-38), (57), (79)
- resource harvesting (37)
- resource money (57)
- resources (23), (53), (57), (58), (70), (79), (81-86), (112), (126), (134), (169)
- shortfall account (121), (122)
- shortfall appropriations (121)
- shortfall award (121)
- shortfall funding (120-123)
- small business (56)
- small business owners (56)
- Southeast Native Subsistence Commission (70), (74)
- sport harvest regulations (71)
- subsistence (36), (37), (41), (70-74), (76-81), (133), (136), (162)
- Subsistence Division (36), (37)
- subsistence gathering (81)
- subsistence law (70)
- subsistence policy (77), (78)
- subsistence user (70), (72)
- subsistence way of life (81), (133)
- tax (25), (34), (56)
- tax break (56)
- taxes (26), (28)
- timber (127), (153)
- timber industry (153)
- trapping (49)
- trawl fisheries (77)
- unemployment (56), (57), (69), (129), (131)

## Education

- 12th grade (50), (52), (100)
- academic achievement (144)
- accrediting agencies (146)
- achievement (142-144), (160)
- admissions policy (111)
- Alaska Department of Education (154)
- Alaska studies (154)
- Alaskan schools (143), (146), (147), (154)
- Alaskan students (143)
- artistic needs (46)
- bicultural program (48)
- bilingual education (111)
- bilingual teacher (49)
- boarding school (103)
- books (53), (58), (62)
- career (58), (97), (166)

career programs (58)  
 challenge (30), (92), (94), (96), (99), (167)  
 children (18), (19), (25), (37), (38), (47), (50-55), (58), (59),  
 (60-62), (65), (68), (80), (82), (86), (87), (98), (108), (110),  
 (112), (127), (130), (140), (142), (143-148), (155), (156), (158),  
 (167-170)  
 church school teacher (64)  
 classes (95), (96), (100), (109), (128)  
 classroom (47), (48), (50), (51), (53), (55), (56), (139)  
 college (19), (50), (52), (54), (57), (68), (91), (102), (103),  
 (108), (127), (147), (151)  
 cross-cultural communications skills (146), (154)  
 cross-cultural studies (154)  
 cross-cultural understanding (146)  
 cultural education program (51)  
 cultural emphasis (102)  
 cultural instructor (60), (62)  
 cultural programs (47)  
 culturally-learned behaviors (149)  
 curriculum (19), (47), (142), (154), (156), (157)  
 curriculum development (154)  
 drop-out rates (142)  
 dropout (19), (20), (101), (112)  
 dropout rate (19), (101)  
 dyslexia (54)  
 education (1), (2), (4), (5), (18), (20), (24), (35-37), (40),  
 (42), (44-46), (50), (51), (53), (54), (55), (57-60), (63), (65),  
 (67), (80), (89), (94), (96), (98-102), (104), (105), (108), (109),  
 (111), (112), (121), (126-128), (135), (138), (140), (141), (142),  
 (144-146), (150), (152-159), (170)  
 education achievement (142)  
 educational development (139), (155)  
 educational system (39), (52), (54)  
 free and appropriate education (53), (54)  
 grade point (143)  
 grades (50), (96), (101), (110), (128)  
 graduate (44), (46), (92), (108), (140)  
 graduates (108), (110)  
 graduation (97), (111)  
 graduations (110)  
 Headstart (50), (52), (61), (62)  
 higher education (53), (54)  
 homesickness (112)  
 human environment (147-149)  
 Indian Education Act in 1972 (140)  
 inherent abilities (143)  
 intellectual potential (144)  
 intelligence (50), (55)  
 IQ testing (144)  
 Johnson-O'Malley Act of 1935 (140)  
 Johnson-O'Malley funds (125), (135)  
 JOM (Johnson-O'Malley) (60), (63), (95)

Kennedy Report on Native Education in 1968 (140)  
 kids (13), (19), (21), (37), (38), (49), (50), (59-62), (64), (65),  
 (66), (68), (80), (81), (99), (100), (110), (111), (112), (114),  
 (139), (158)  
 lack of interest (144), (145)  
 lack of motivation (144)  
 leadership training (61)  
 learning disability (54), (55)  
 majority children (144)  
 majority community (141), (142)  
 math (103)  
 Meriam report of 1928 (140)  
 minority children (144)  
 minority people (141)  
 misdiagnosis (55)  
 mislabeling (55), (56)  
 motivation (97), (144), (145)  
 Mt. Edgecumbe (84), (89), (91-104), (108-113), (128), (135), (136),  
 (157)  
 multicultural (51)  
 national averages (143)  
 Native and non-Native achievement (143)  
 Native children (19), (140), (142-144), (147), (148), (156), (169),  
 (170)  
 Native education (5), (65), (109), (140-142), (144), (155), (156)  
 Native students (52), (57), (91), (142-145), (147), (151), (152),  
 (154)  
 Native teachers (38), (48), (49), (51)  
 Native/non-Native relationships (153)  
 negative racial relationships (148)  
 neurologist (55)  
 non-Caucasian children (144)  
 non-Native (10), (38), (40), (91), (140), (142-145), (147), (150),  
 (151-153), (155)  
 non-Native children (140), (142), (144), (147)  
 non-Native parents (145), (155)  
 non-Natives (83), (162)  
 outcome-based education (44), (45)  
 parent involvement (45)  
 parental concern (145)  
 parental involvement (155), (156)  
 parents (47), (52), (56), (59), (60), (86), (94-96), (98), (101),  
 (109), (111), (113), (139), (141), (144), (145), (146), (155),  
 (160)  
 preschool (46)  
 professional development of teachers (154-156)  
 quality of education (96), (108)  
 reading program (19), (50)  
 reading skills (19)  
 remediation (54), (56)  
 rural students (114)  
 Russian Orthodox schools (64)

school (4), (18), (19), (33), (36-39), (41), (44), (45), (47), (48-53), (55-68), (91-93), (95), (97-103), (108), (109-113), (128), (135), (140-143), (145), (147), (154), (155), (157), (159), (160)  
 school boards (44)  
 school district (4), (33), (41), (44), (63), (141), (142), (145), (157)  
 school district policies (142)  
 school districts (33), (55), (141-143), (154), (157)  
 school system (18), (37), (39), (49-52), (61), (66), (67)  
 schooling experience (156)  
 science (103)  
 skills (29), (56), (96), (146), (154), (160)  
 special ed program (55)  
 special education (55)  
 state-mandated standardized tests (143)  
 student loan programs (53)  
 students (18), (52-54), (56-58), (61-63), (67), (91-98), (100-102), (108-114), (136), (142-147), (149-154), (157-160)  
 superintendents (36), (37), (41), (42)  
 teacher (18), (25), (39), (41), (48), (49), (54), (55), (63), (64), (98), (109), (111), (152), (156), (157)  
 teacher degrees (152)  
 teacher register (39)  
 teachers (19), (20), (36), (38-40), (42), (48), (49), (51), (56), (63), (94), (95), (99), (103), (108), (110), (112), (113), (142), (145-148), (150), (151), (153), (154-159)  
 teaching certificate (65)  
 test scores (144)  
 training (17), (56), (57), (61), (81), (121), (128), (146), (170)  
 training programs (17)  
 tribal college (127)  
 tuition (53), (57), (58)  
 two-year college (103)  
 University of Alaska (53), (109), (139), (140), (146), (151), (152), (154)  
 University of Fairbanks (92), (102)  
 urban schools (143), (147)  
 urban students (95)  
 vocational programs (99)

## **Governance**

93-638 contract and grant (17)

Alaska Legislature (70)  
 Alaska Native corporations (8), (152)  
 Alaska State Constitution (133), (134)  
 amendment (5), (8)  
 ANCSA (5), (8-10), (58), (126), (127), (130), (132), (138)  
 ANCSA corporations (10)

ANILCA (6), (8), (14), (72), (165)  
 ballot (71)  
 Category II funding (120)  
 Central Council of Tlingit and Haida Indian Tribes of Alaska (166), (169), (170)  
 Central Council Tlingit and Haida (116)  
 Chilkat Indian Village IRA (132)  
 Chilkat Indian Village Tribe (134)  
 Compact (116-123)  
 court (83), (85), (92), (118), (150), (152), (169)  
 custody (113), (169)  
 decision making powers (134)  
 federal (17), (25), (26), (28), (30-32), (51), (52), (56), (57), (58), (72), (73), (77), (80), (87), (115), (118), (119), (120), (127), (133), (135), (150), (151), (152), (161), (162), (169)  
 federal government (25), (28), (57), (58), (73), (77), (80), (150), (151), (152)  
 first-tier tribes (121), (122)  
 governance (16-18), (80), (116-121), (134)  
 government (14), (17), (24-28), (45), (57), (58), (68), (73), (77), (80), (87), (115), (117), (129), (134), (135), (150-152), (158), (168)  
 government-to-government partnership (117)  
 I.R.A. (Indian Reorganization Act) (115), (133)  
 implementation (116), (120)  
 independent court-appointed advocate (169)  
 Indian legislation (72)  
 Indian Reorganization Act (see also IRA) (115), (134)  
 Indian Self-Determination Act (116)  
 Indian self-government (134)  
 initiative (70)  
 inter-government coordination (14)  
 IRA (Indian Reorganization Act) (121)  
 jail (83)  
 judicial proceedings (169)  
 Ketchikan Indian Corporation (KIC) (115), (117), (119), (120), (126)  
 KIC (115-117), (119), (121), (123), (124), (126)  
 laws (131), (161)  
 legislation (37), (72), (122), (161)  
 local control (44), (45)  
 Native corporations (8), (152), (153)  
 Office of Self-Governance (OSG) (17), (120), (1340)  
 PL 93-638 (116)  
 planning (6), (8-11), (130), (14), (20), (23), (24), (26), (121)  
 policy (70), (71), (77), (78), (111), (113), (118), (119), (133), (168)  
 prisons (129)  
 recognized tribes (31)  
 recommendation (8)  
 recommendations (2), (3), (16), (87), (129), (132), (169)

self-determination (17), (116), (118)  
 Self-Determination Contract (116)  
 self-governance (17), (116-121), (134)  
 Self-Governance Compact (116), (117), (119)  
 self-management (74)  
 signatories (116)  
 Signatory Tribes (119), (120), (122), (123)  
 Southeast Alaska Compact of Self-Governance (116)  
 Southeast Alaska Signatory Tribes (120), (122), (123)  
 sovereignty (78), (134)  
 state (2), (5), (8), (10), (11), (16), (17), (21-23), (27), (28),  
 (30-33), (36-40), (42), (51-54), (56), (58), (66), (67), (70-73),  
 (76), (77), (80), (83), (85), (87), (96), (99), (100), (102),  
 (110), (112), (115), (126), (127), (130), (131), (133-135), (138),  
 (140), (142), (143), (157), (159), (160-162), (168), (169)  
 state regulations (10), (73), (77)  
 Superior Courts (169)  
 treaty cessions (133)  
 tribal government (17), (58), (87), (115), (129), (135)  
 tribal government trust land (129)  
 tribal input (133)  
 tribal law (128)  
 tribal quotas (167)  
 tribal share formulas (124)  
 tribal shares (123), (124)  
 tribal sovereignty (78)  
 tribe (17), (86), (87), (116), (118), (123), (126), (127),  
 (132), (133), (134)  
 tribes (17), (31), (107), (116-123), (127), (133-135), (166),  
 (168), (169), (170)  
 U.S. Congress (2), (87)  
 U.S. Constitution (150)  
 U.S. Supreme Court (150)  
 vote (71), (73)

### **Health/Village Infrastructure**

acres (11), (124), (129)  
 Alaska Department of Environmental Conservation (ADEC) (7), (8),  
 (10), (11)  
 American Disabilities Act (111)  
 Angoon Planning and Zoning Commission (10)  
 basic needs (28)  
 BIA roads (7), (8)  
 child abuse (85), (86), (113), (160)  
 child abuse and neglect (85), (113)  
 child protection service (169)  
 child sexual abuse (85), (167)  
 child sexual abuse treatment (85)  
 coma (29)  
 community (4), (17), (25), (38), (42), (44), (45), (47),



(48), (51), (71-75), (79-82), (87), (92), (98),  
 (100), (102), (121), (131), (133), (141), (142),  
 (145), (148), (153), (156)  
 Community and Regional Affairs (71)  
 community concerns (73)  
 contaminated (80), (81)  
 contamination (21)  
 daycare center (67)  
 dental clinic (81)  
 dental hygiene (82)  
 dentist (81), (87), (95)  
 diabetes (136)  
 disabilities (56), (111)  
 disability (54), (55)  
 disease (84)  
 doctor (67), (82), (160)  
 electricity (69)  
 environment (10), (19), (47), (147-149), (156), (160)  
 farmland (127)  
 ferry system (33), (34)  
 health (2), (11), (14), (21), (23), (24), (29-31), (81), (83),  
 (84), (87), (136), (138), (150), (164), (165), (168), (169)  
 health care (83), (136), (138)  
 health hazard (21)  
 Homesite Committee (6), (8), (14)  
 homesite planning process (6)  
 homesite program (6), (8-10), (13), (14)  
 homesites (6), (9), (14), (24)  
 hospital (84), (160)  
 house (7-9), (15), (72), (82), (122)  
 houses (8), (15), (47), (68), (72)  
 housing (3), (9), (68), (69)  
 housing shortage (9)  
 hygiene (82)  
 IHS (Indian Health Service) (84)  
 incest survivor (159)  
 land (5-7), (9), (10), (14), (16), (22), (24), (46), (53), (57),  
 (73), (129), (136), (150), (152), (153)  
 land area (6)  
 land lottery (16)  
 land transfers (150)  
 lands (5), (9), (72-74), (77), (127)  
 MRI (Magnetic Resonance Imaging) (55)  
 nurse (67), (113)  
 nutrition program (29)  
 out-of-home care (169)  
 PHS (7), (8)  
 plot of land (7)  
 public health expense (84)  
 raw sewage (20), (21)  
 right-of-ways (12), (13)  
 road (12), (15), (24), (28)

roads (7-9), (12), (15), (21), (24), (28), (77)  
safety problems (111)  
Sandor, Commissioner John (ADEC) (22), (28)  
sewage (7), (8), (10), (11), (13), (20), (21), (27-29)  
sewage disposal (7), (10)  
sewage treatment plant (11)  
sewer treatment plant (20)  
sexual abuse (85), (86), (167)  
teenage pregnancy (136)  
transportation (35), (53), (58)  
water (7-11), (13), (15), (20-22), (24), (27), (28), (80),  
    (115), (127)  
water and sewage disposal system (7)  
zoning (10), (11), (13), (14), (23), (24), (26)

### Social/Cultural

acculturation (149)  
Aid for Families with Dependent Children (66), (67), (69)  
Aleut culture (100)  
American Indian (31), (134)  
assistance (17), (53), (58), (66), (67), (69), (117), (136), (137)  
attitudes (141), (147)  
behavior (141), (149)  
bicultural program (48)  
bicultural society (140)  
bilingual tradition (64)  
birthright (136)  
children (18), (19), (25), (37), (38), (47), (50-55), (58), (59),  
    (60-62), (65), (68), (80), (82), (86), (87), (98), (108), (110),  
    (112), (127), (130), (140), (142), (143-148), (155), (156), (158),  
    (167-170)  
church (64), (66)  
cross-cultural communications skills (146), (154)  
cross-cultural studies (154)  
cross-cultural understanding (146)  
cultural (2), (47), (49), (51), (60-62), (77), (96), (102),  
    (139), (146), (149-151), (153-156), (170)  
cultural background (146)  
cultural backgrounds (47)  
cultural context (149)  
cultural differences (149), (155)  
cultural diversity (146), (150), (153)  
cultural education program (51)  
cultural emphasis (102)  
cultural genocide (77)  
cultural group (149)  
cultural instructor (60), (62)  
cultural knowledge (139), (154)  
cultural programs (47)  
cultural traditions (151)

culturally appropriate (47), (169)  
 culturally appropriate resources (169)  
 culturally diverse (146)  
 culturally oriented (45)  
 culturally-learned behaviors (149)  
 culture (46), (51), (61-63), (71), (72), (95), (99-101),  
     (136), (139), (140), (157), (158), (163), (167),  
     (169), (170)  
 culture shock (51)  
 cultures (99), (149), (151), (155), (158)  
 customary and traditional use (162)  
 customs (47)  
 dance song (61)  
 Department of Family and Youth Services (see also DFYS) (86), (169)  
 drum circle (61)  
 dysfunctional (111), (112), (136)  
 elderly (24), (25), (63), (69), (137)  
 Elderly Alaskans Commission (63)  
 elderly housing (69)  
 elderly people (24), (63), (137)  
 elders (39), (137)  
 ethnic groups (110)  
 ethnicity (169)  
 ethnocentric (71), (73), (149)  
 extended family (86), (137)  
 families (47), (52), (68), (72), (81), (95), (112), (130), (136),  
     (139), (159), (168), (170)  
 family (60), (72), (86), (92), (95-97), (99), (100), (102),  
     (103), (111), (125), (126), (134), (137), (157),  
     (159), (169)  
 family service counselor (125)  
 food stamps (137)  
 genocide (77), (161)  
 grandchildren (25)  
 grandmother (95-97), (138)  
 Great Spirit (163), (165)  
 guardian ad litem (169)  
 Indian Child Welfare Act (ICWA) (131), (168-170)  
 Indian culture (61), (62)  
 kids (13), (19), (21), (37), (38), (49), (50), (59-62), (64), (65),  
     (66), (68), (80), (81), (99), (100), (110), (111), (112), (114),  
     (139), (158)  
 language (24), (51-53), (64), (83), (91), (95), (100), (101),  
     (119), (122), (124), (128), (135), (157), (158), (161), (163)  
 languages (64-66), (109)  
 lifestyle (93), (146), (162)  
 multicultural (51)  
 Native child welfare proceedings (169)  
 Native children (19), (140), (142-144), (147), (148), (156), (169),  
     (170)  
 Native parents (141), (144-146), (155)  
 Native people (3), (24), (53), (65), (81-83), (133), (139),

(140), (141), (142), (144), (145), (150-153), (155)  
 Native tongue (24), (52)  
 Native ways (128)  
 parents (47), (52), (56), (59), (60), (86), (94-96), (98), (101),  
 (109), (111), (113), (139), (141), (144), (145), (146), (155),  
 (160)  
 prejudice (77), (78), (141)  
 prejudicial attitudes (141)  
 public assistance programs (66)  
 race relations (148), (156)  
 racial group (144)  
 racial tensions (148)  
 senior center (29), (30), (49)  
 seniors (30), (34), (157)  
 social (42), (29), (31), (85), (112), (113), (137), (142),  
 (150), (168), (169)  
 social dissonance (142)  
 social problems (112)  
 social security (137)  
 social services (31), (150), (168), (169)  
 social setting (142)  
 socialization (149)  
 society (41), (46), (140), (146), (152)  
 Southeast Native Subsistence Commission (70), (74)  
 subsistence (36), (37), (41), (70-74), (76-81), (133), (136),  
 (162)  
 Subsistence Division (36), (37)  
 subsistence gathering (81)  
 subsistence law (70)  
 subsistence policy (77), (78)  
 subsistence user (70), (72)  
 subsistence way of life (81), (133)  
 Title 6 (30-32), (35)  
 traditional and customary areas (133)  
 traditional harvest methods (73)  
 traditional methods (73-75)  
 traditional tribes (134)  
 traditions (48), (140), (151)  
 western culture (63)  
 western society (46)  
 westernized (100), (149)

### **Miscellaneous**

abalone (74), (75)  
 affirmative action (130)  
 basketball (94)  
 beading (49), (95)  
 berries (164)  
 berry picking (49)  
 bingo (136)

Civil Rights Act (78)  
 clan hunters (72)  
 dance song (61)  
 deer (72-74), (76)  
 diet (50)  
 dried fish (164)  
 eagle (126), (167)  
 fish camps (95)  
 food (33-35), (50), (74), (81), (97), (137), (164), (165),  
     (167)  
 halibut (75), (76)  
 harvest patterns (71), (73)  
 herring roe (149)  
 hooligan oil (136)  
 hunter (50), (72)  
 hunters (72), (74)  
 indigenous history (74)  
 marine disasters (166)  
 meals (29), (34)  
 moccasins (60)  
 mountain goats (164)  
 Native foods (50)  
 pollack (77)  
 potlatch (164)  
 reindeer (50)  
 sea cucumbers (74), (75)  
 sea otters (76)  
 sea urchins (74), (76)  
 seagull eggs (164)  
 seal (76), (161), (164)  
 seal and sea lion populations (76)  
 seal oil (164)  
 seaweed (74), (136), (164)  
 sewing (60), (63)  
 smokehouse (75), (76)  
 sockeye (71), (72)  
 unresolved grief (86)  
 USDA food (33)  
 village (2), (3), (10), (20-22), (25-27), (49), (83), (91),  
     (93), (95-97), (100), (103), (108), (110), (112),  
     (113), (114), (115), (133), (134), (136), (158)  
 villages (22), (28), (64), (91), (93), (94), (110), (114),  
     (125), (138), (139), (157), (166)

END OF INDEX