

pipes which were laid on the surface of the ground in May and removed in September. When the city took over the system, the water supply was made city-wide by warming the water and by keeping it moving at three feet per second in a recirculating system. Heat is supplied at three points to offset heat loss.

THE UNIVERSITY OF ALASKA

The University of Alaska is the centre of higher education for the entire state and is also an important economic force in the Fairbanks area. Founded in 1917, the university thus celebrates its first half century in 1967, the year of Alaska's centennial. It is estimated that there will be 4,242 students in 1970, and 6,000 in 1972. The university employs approximately 570 persons, of whom 300 are full-time professional employees.

The heart of the 2,250-acre campus includes 23 major buildings. Among these is the world-famous Geophysical Institute, the centre of scientific activity extending into remote areas of Alaska, the Arctic Ocean, and several foreign countries. Various federal agencies have their own buildings on the campus. There are residence halls for nearly 1,000 students, and married-student apartments for 50 families. A new and larger museum is planned.

TOURISM

In 1963 and 1964 a survey was made of summer travel to Alaska. It was discovered that in the latter year, of the 70,854 persons who visited Alaska in the summer, 33,805 (47.7 per cent) came to Fairbanks. It is expected that this proportion will increase with further improvements in Alaska's road system. The Alaska Highway is considered one of the most scenic travel routes in the United States. The traffic entering Alaska by this road has increased from 12,675 vehicles carrying 33,261 passengers in 1956, to 25,235 vehicles with 70,478 passengers in 1965.

The importance of the Fairbanks International Airport as a gateway to the city will be enhanced if the Civil Aeronautics Board grants Pan American World Airways a great circle route from the eastern states to Japan via Fairbanks: especially if, in

conjunction with this, the right for travellers to stop over in Fairbanks, and local traffic rights between the Orient and Fairbanks, are also granted. The application of Pan American World Airways is being supported by the City of Fairbanks, the Fairbanks North Star Borough, and the Fairbanks Chamber of Commerce. If these applications are successful, the effect may be seen not only in expanded facilities at the airport itself, but also in greater year-round use of hotel accommodation in Fairbanks and in a general increase in the trade and stature of the town. Pan American forecasts that by 1970 the traffic will justify two transits daily with the new Boeing 747 400-passenger jets, plus two transits daily with Boeing 707's.

The Alaska State Centennial Exposition, marking the 100th anniversary of the purchase of Alaska by the United States, is located in Fairbanks, and has been open since the end of May. Some of the major exhibition buildings are to remain as permanent features of a Centennial Park which will enhance the attraction of the city as a centre for the continually growing tourist industry.

Francis R. Eels

ASSOCIATE EDITOR

ALASKA REVIEW OF BUSINESS
AND ECONOMIC CONDITIONS

The College Orientation Program for Alaska Natives (COPAN)

A major problem of education in developing areas is that of ensuring a smooth transition for students who are moving from high school to university. In the closely knit village world of traditional society, a student's failure at university is more than an individual problem; it involves his whole family and his village. Many of the difficulties that students from traditional societies encounter at university are less intellectual than they are cultural. In Alaska, the native students come to the university from the life of the village and are thrust into a totally new milieu. City life, campus life, student life: all these make demands on the student that can be

baffling and confusing. In addition, English is very often the student's second language.

At the University of Alaska, near Fairbanks, the COPAN program, under the direction of Professor Lee Salisbury, Associate Professor of Speech, Drama, and Radio, is attempting to bridge the gap between the world of the village and the world of the university. The program will be entering its fourth year in the summer of 1967 and is supported by the United States Office of Education, the Bureau of Indian Affairs, and the University of Alaska.

In the Final Report for COPAN-66, Professor Salisbury specifies the goals of the program as follows:

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

Fourteen volunteer high school students took part in the program in 1966; most were from rural areas.

The COPAN program in 1966 comprised a mixture of formal lectures, seminars, visits, discussions, movies, and individual experiences. Courses in English and Anthropology were given, and in most cases the students lived with families. Writing assignments were tied in with assigned readings (of books such as *The Catcher in the Rye*) and movie showings (for example, *Twelve Angry Men*). The COPAN-66 Report contains some incisive comments on the readings and the movies, as well as some selections from student essays. One student, writing of prison, noted: "Jail was certainly

better than the conditions at the place that was supposed to be my 'home'." Another states: "The Caucasians were more intellectual and had many opportunities, but then they were also greedy and selfish." Of his home town in May, one student wrote lyrically: "... everything seems to be suffocating in the embrace of a season that lasts too long."

In the Anthropology and Native Culture Seminar, the students were exposed to the life of other cultures, and had informal coffee-hour sessions with guest speakers who discussed topics ranging from "Educational Television and the Samoan Experiment" to "Native Land Claims." A university orientation class reviewed the skills needed for success in college, skills such as note-taking and effective methods of study, and the students were made familiar with the concept of the university and the facilities and services available to them on campus.

Testing, which ran into some cross-cultural problems, was carried out; from the tests it was found that the students' attitude towards themselves and towards university life had improved.

A program like COPAN, which will continue under its present auspices until 1968, cannot be readily evaluated. Alaska's native students have only recently begun to enter university life in significant numbers. The COPAN program is only in its third year, and remains experimental. The results of the program will be seen in future years, as students proceed through university.

From the point of view of the students involved in COPAN-66, the program was a success. They provided clear and lucid answers to a detailed questionnaire on the form and content of the project. And in discussions about the project with Alaskans familiar with it, I found wide admiration for its achievements. It seems to be successful in its main objective of easing the considerable strain involved in making the transition from traditional and high school life to campus and university life. The combination in COPAN of formal and informal education seems to work well with native Alaskan students. But, equally important is the fact that the project is under the direction of an individual who is highly sensitive to both the values and the way of life of native students.

The COPAN-66 report states (p.25):

Western education, for the student of a different cultural background, can be a threatening experience, for he must reconcile each new concept he is taught with his *own* conceptual framework before he accepts it. This is a slow, painful process which requires the patience and understanding of the teacher. It can take place only in an atmosphere of mutual trust and respect. The sad alternative to this kind of learning is manifested in the common attitude of many native students: "You have to choose—whether you're going to be white or Native."

This statement needs to be kept firmly in mind when education is touted as the panacea for all the North's ills. From the COPAN project may come ideas and experiences that will enable other traditional students to create a synthesis of their own culture and Western culture by enabling them to understand the strengths and weaknesses of both ways of life, while at the same time increasing their own personal sense of confidence and self-worth.

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The Massey Medal, 1967

The Massey Medal of the Royal Canadian Geographical Society was this year awarded to Dr. John Ross Mackay for his distinguished contribution to knowledge of the physical geography of Canada, in particular the influence of glaciers on land forms.

Dr. Mackay is past president of the Canadian Association of Geographers and chairman of the Canadian Committee of the International Geographical Union. He is a Fellow of the Arctic Institute of North America and was chairman of its Board of Governors in 1965.

Institute of Arctic Biology, University of Alaska

The Institute of Arctic Biology has undergone some important changes in the past two years. It is now housed in the new Bioscience Building, fully equipped for research in zoophysiology and environmental biology. Special laboratory areas are devoted to radiobiology, nutrition, biochemistry, histology, metabolic physiology, neurophysiology, in addition to shops, inside and outside animal quarters, controlled environment rooms, photographic rooms, library, and offices. The numerous Alaskan populations living in circumstances that are still natural continue to provide unique material for studies of organisms and related environments.

The Institute is developing a program in human ecology in co-operation with the Physiology Section of the Arctic Health Research Laboratory which will occupy its new quarters on the University campus later this spring. The Departments of Biology and of Wildlife Management occupy the Bioscience Building jointly with the Institute of Arctic Biology. Together, these associations provide a stimulating intellectual environment as well as a wealth of facilities for biological research.

The professional staff of the Institute has expanded to cover many important fields of interest in environmental physiology. Graduate students are currently enrolled in research programs towards the Ph.D. in zoophysiology, zoochemistry, human ecology and biomathematics. Inquiries from interested students with a Master of Science degree or equivalent post-graduate experience are encouraged.

Anthropology of the North: Translations from Russian Sources, No. 7.

"Lieutenant Zagoskin's Travels in Russian America, 1842-1844: The First Ethnographic and Geographic Investigations in the Yukon and Kuskokwim Valleys of Alaska," has just been published. It is the latest volume in the Arctic Institute's "Anthropology of the North" series, edited by Henry N. Michael.