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## A College Extension Program for Disadvantaged Minorities

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A COLLEGE EXTENSION PROGRAM

FOR

DISADVANTAGED MINORITIES

A

Proposal

Submitted to

THE HILL FAMILY FOUNDATION

by

GEORGE FOX COLLEGE

June 18, 1974

*Project to concentrate  
on Kotelunas and  
suggest other curricula  
involvement as  
candidate of concern.*

PROGRAM TITLE: A College Extension  
Program for  
Disadvantaged Minorities

INSTITUTION: George Fox College  
Newberg, Oregon 97132

PRESIDENT: David C. LeShana, Ph.D.

PROGRAM DIRECTOR: Roy P. Clark, M.M.Ed.  
Director of Extension Services

PROGRAM LOCATION: George Fox College Kotzebue Center  
Kotzebue, Alaska 99752  
*(Other centers being studied)*

PROGRAM TIME FRAME: Three school years 1974-1977  
Beginning September 1974  
*Through June 1977*

A COLLEGE EXTENSION PROGRAM

FOR

DISADVANTAGED MINORITIES

This is a proposal to the HILL FAMILY FOUNDATION for consideration of a grant to George Fox College, Newberg, Oregon, for the purpose of developing and implementing an extension program to provide higher education opportunities for disadvantaged minority groups. Specifically this program has concentrated on servicing the Eskimos of northwest Alaska with an extension center at Kotzebue just inside the Arctic Circle. *Other centers are planned for the future. Minority groups in Oregon and Washington.*

THE INSTITUTION

George Fox College is a fully accredited private liberal arts institution with a Quaker tradition of humanitarian service and concern. In response to an invitation from native church and community leaders <sup>in the Arctic area</sup> the college began a program of college extension courses in Kotzebue, ~~which~~ <sup>which and</sup> for the past two years has had impressive success in drawing response from native people. A copy of the report of this year's program is appended to this proposal.

During the past year this innovative program of "carrying the college to the people" has been assisted by a grant from the Eli Lilly Endowment of Indianapolis. Because of a severe decline in the stock market and consequent depletion of available resources, the Lilly Foundation has recently notified George Fox college with regret that they were cutting back on their project involvements and would be unable to provide assistance for the coming year. Hence this search for alternative funding for this important program.

Quakers have been pioneers in educational and welfare work among the Alaskan natives for almost a century. As a Quaker liberal arts institution George Fox College reflects this philosophic commitment and sensitivity to human needs and the historic concern for the welfare of minority groups. While George Fox College operates under the auspices of the Friends (Quaker) Church in the Pacific Northwest, its program is non-sectarian. The identity which the college has with the native church constituency in northwest Alaska creates a natural climate of rapport with the community and provides an atmosphere of good will and cooperation in which the college can effectively serve the ~~community~~ <sup>native people</sup>.

## THE NEED

(3)

Kotzebue is a community of almost two thousand Eskimos and is the trade and cultural center for all the Kobuk and Noatak basin in northwest Alaska. The native people are basically intelligent and adaptive, but in the past have had meager educational opportunities. The educational level of the average native adult is about the fifth grade. The natives live almost on a poverty level and hence unable to pay the cost of adequate education. The Bureau of Indian Affairs (BIA) has in recent years established an elementary and secondary schools in the area, providing standard education for the youth. But opportunities for post-secondary and adult education in the Alaskan "bush" areas are very limited.

Efforts to bring the Eskimo out of his native environment for college training in the lower states have met with limited success. The cultural displacement has resulted in problems of adjustment in many cases. This eliminates the possibilities for young adults with jobs and families who want and need further training but cannot travel.

## THE PROGRAM

George Fox College responded to this challenge with pioneer vision and daring, and established an innovative program of extension courses in the native community which was adapted to the people at the point of their needs and interests. The native society is in the throes of economic transition from subsistence living to a moneyed economy, so ~~the~~ a major thrust of the program has been with courses in business and economics. The native community has been heavily laden with human "people-problems" of alcoholism, delinquency, and broken families, so the college offered a block of courses in the understanding of human behavior. The rapid transition of native society from primitive culture to modern technology has created a vacuum in native leadership, so the college conducted seminars designed to encourage, develop, and equip the native to become an effective leader in his community.

The response of the people to these courses has led us to believe that our program was meeting a vital need in the Arctic community. The courses were offered on a collegiate level by highly qualified teachers giving valid credit for those eligible for college work. Those adults ineligible for lack of secondary school background were welcomed as audit students, thus sharing in the learning experience. The program in this way serviced the community as both extension courses and adult continuing education.

## THE PROPOSAL

George Fox College has a viable program already set up and functional. But as a private liberal arts institution striving for fiscal stability and economy in its operation there are no budget funds available to implement this vision of outreach to minority groups.

The college will provide the administrative expertise and qualified faculty to effectively implement the extension courses. Program ~~plans~~<sup>prospectus</sup> for the Kotzebue Center includes plans for offering the equivalent of at least one year of college work (45 term hours) in the native community, with enough variety for a general education pattern in liberal arts studies.

Courses are programmed in "mini-term sequence". Professors from the college adjunct faculty travel to the native community for short-term commitments of three to four weeks of highly concentrated courses. This pattern is workable and adaptable to the life-style of the native community. The program is under the direct supervision of an extension director who is directly accountable to the academic council and the dean of the college, thus assuring quality control, academic standards, and fiscal responsibility.

When George Fox College began the extension program among the Eskimo people, it was envisioned that a period of at least five years would be necessary to develop the program to the point where it could become self-sustaining. The hope that this goal might be realized is based upon the following observations:

1. There is a growing educational awareness in the native society as more young people finish high school, more young adults complete GED equivalency, and more college courses are offered to meet specific community needs.
2. The economic level of the native community is rising, with more industries, more employment, and more emphasis upon training and preparation.
3. There is more stress upon the need for trained natives to become leaders in their society, with the need for understanding of contemporary trends and problems. All these provide a growing educational market among the native people.

## OTHER EXTENSION CENTERS

Preliminary contacts and inquiries concerning the feasibility of expanding this extension program to service other minority groups have been made. Considerations have been given to planning programs for the following disadvantaged minority ~~groups~~ <sup>communities</sup>:

1. The Klamath Indians in southern Oregon with a ~~center~~ learning center at Sprague River where the Friends have a mission and service point. Quakers have been involved in the welfare of the Indians on the Klamath reservation for almost a half-century and have a rapport with the native community.
2. The predominantly black Albina ghetto community of inner-city Portland. College students and faculty have been actively involved in rehabilitation, construction, and recreation projects with these minority people for several years.
3. The Chicano farm labor communities of the Oregon Willamette Valley. Formerly migrant crop laborers, these Spanish-American families have formed settled communities and have become permanent residents. A number of college students and faculty have already become involved in programs of service for these disadvantaged people.

## FIELD EXPERIENCE

The extension program for minority groups could directly benefit the resident campus as an avenue of cultural enrichment and understanding by providing opportunities for inter-cultural field experience for college students.

The college proposes to offer academic credit to a select number of qualified students for field experience in the native communities. Preliminary contacts have already been made for placing students for learning and service experience in alcohol studies, rehabilitation, drug education and control, student teaching, recreational supervision, teen-center operation, and studies in native arts and crafts.

## SELF-INSTRUCTION PROGRAMS

George Fox College educators have been innovators and pioneers in developing an electronic self-learning technology called the "Slide-Sponder" and programming courses for its use. These have ~~been~~ proven highly effective in native communities. The self-paced program of individualized instruction is extremely adaptable to minority groups. Thus George Fox College has the expertise and the philosophic commitment to implement this proposal.

## FINANCIAL SUMMARY

The budget needs represented in this proposal for the operation of the George Fox College extension program for disadvantaged minorities are:

### ANNUAL BUDGET:

Administrative planning and supervision	\$12,000
Secretarial and office expense	5,700
Instructional salaries	14,125
Fringe benefits @ 11%	3,500
Travel and transportation costs	6,800
Per diem maintenance for personnel	3,600
Printing, mailing, and promotion	500
Audio-visual instructional materials	1,500
Electronic self-instruction programs & media	4,200
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Annual operational needs	\$51,425
Less estimated student fees and tuition	5,000
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Annual funding requested	\$46,425

George Fox College requests the HILL FAMILY FOUNDATION to consider a grant to provide a three-year continuity ~~of~~ to enable this extension program for minority education to become established on a solid basis.

Three-year total funding requested in this proposal \$139,275

*George Fox College Extension Program*