



## Review

# Legislating Learning: An Analysis of the Class-Size Correlation in Alaska

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**In this paper, we delve into the curious correlation between the number of public school students in 9th grade and the number of legislators in Alaska. You might say we're "legislating" this relationship to find out if it's truly "class"-ic or just a coincidence. Our research team utilized data from the National Center for Education Statistics and Bureau of Labor Statistics to quench our curiosity about this seemingly unrelated pair. Our findings revealed a correlation coefficient of 0.8645057, proving that there is indeed a significant relationship between the number of 9th-grade students in public schools and the number of legislators in Alaska. It appears that when it comes to education and governance in the Last Frontier, the two are more interconnected than one might "legislate." Despite the eye-rolling, we were told these are the jokes that are expected of a so-called "academic professional." Overall, our research challenges the conventional wisdom about the separation of "school" and "state" and highlights the importance of considering all the factors at play when discussing educational policy and representation in government. One might say our findings are "legislation" that these seemingly unrelated variables should not be "class"-ified as independent.**

As we delve into the fascinating world of education and governance, we are faced with a peculiar correlation that has raised more than a few eyebrows in the academic community. The connection between the number of public school students in 9th grade and the number of legislators in Alaska has baffled many, prompting inquiries that might seem as puzzling as a math problem with no solution. This

relationship is not only statistically significant but also teeming with pun-tential - after all, who knew that class size and legislative size could be in cahoots?

And speaking of cahoots, one might say that when it comes to these seemingly unrelated variables, they are not so "non-sequential" after all. Our initial reaction mirrored that of a reluctant laugh at a dad joke - is there really a meaningful relationship between the

number of 9th-grade students in public schools and the number of legislators in the land of the midnight sun?

Our research aimed to shed light on this peculiar association, attempting to answer the question: Are the number of students in their formative high school years and the number of lawmakers in a state truly intertwined, or are we simply playing a numbers game with no winning combination?

It turns out, much like a cleverly constructed dad joke, the correlation between these two variables is not to be dismissed lightly. With a correlation coefficient of 0.8645057, it seems that the number of 9th-grade students and the number of legislators in Alaska are more entwined than one might "legislate." It's almost as if they were destined to be part of the same punchline, adding a touch of unexpected humor to the otherwise serious world of statistical analysis.

So, what does this unexpected relationship mean for educational policy and governance in the Last Frontier? And how should we interpret this "class"-y correlation in the context of state representation? It seems that our findings suggest we need to rethink the traditional division between "school" and "state," as these seemingly unrelated variables are more interlinked than one might initially "legislate." Our research serves as a reminder that numbers, much like dad jokes, are never as independent as they might appear at first glance.

Through this research, we hope to challenge the conventional wisdom surrounding these variables and impress upon our readers the importance of considering all the factors at play when discussing educational policy and representation in government. In doing so,

we hope to bring a little levity to the academic discourse, proving that even in the world of statistical analysis, there's always room for a well-placed pun or two!

#### *Prior research*

The connection between the number of public school students in 9th grade and the number of legislators in Alaska has sparked curiosity and disbelief in the academic community. Smith et al. (2015) explored this intriguing relationship between educational demographics and legislative representation, paving the way for subsequent research to further illuminate this unexpected correlation. Despite sounding like the setup to a convoluted dad joke, the link between class size and legislative size is no laughing matter – well, maybe just a little.

Doe's work in "Numbers and Politics: An Unlikely Alliance" delves into the intricate dance of statistics and governance, uncovering a surprising harmony between seemingly unrelated variables. After all, one must admit that when it comes to the number of influential figures in the lives of 9th graders, the presence of legislators might be more than just a number game – it's a potential game-changer. Sorry, I'm here all week.

Jones' publication "The Algebra of Representation" sheds light on the mathematical underpinnings of legislative dynamics and their unforeseen connection to educational demographics. The author's findings challenge the traditional notion that school and state are independent entities, hinting at a more intertwined relationship akin to a good old-fashioned dad joke – both are surprisingly difficult to ignore.

In the realm of non-fiction literature, the works of "Educational Equations: Unveiling the Mysteries of School Systems" and "Legislative Limericks: The Art of Political Puns" expound upon the complex interplay between education and governance, providing valuable insights into the correlation between the number of 9th-grade students and the legislative body in Alaska. The unexpected humor in uncovering this connection is not lost on the academic community, much like a well-timed dad joke at a serious conference.

Turning to unexpected sources, fictional works like "The Count of Monte Legislate" and "Great Expectations: Legislative Edition" offer imaginative narratives that, surprisingly, touch upon the intersection of educational demographics and political representation. While not factual research, these literary pieces prompt reflection on the hidden ties between seemingly disparate elements, akin to the revelation of a dad joke's hidden punchline.

In the world of social media, a tweet by @EduFacts247 jokingly remarked, "Who knew that counting 9th graders and counting legislators could be related? #DadJokesInResearch." The light-hearted comment inadvertently captures the essence of this peculiar relationship, demonstrating that even in the serious pursuit of knowledge, a touch of humor can be as enlightening as it is entertaining.

Excuse the pun, but it seems the linkage between the number of 9th-grade students and the number of legislators in Alaska is not merely academic – it's a numbers game with significant implications for educational policy and governance. With scholarly literature, fiction, and social media banter

painting a colorful panorama of this unexpected correlation, it's evident that this research has sparked the kind of interest that not even a well-crafted dad joke could elicit.

### *Approach*

Ah, the methodology section – where the magic (or madness, depending on who you ask) happens. In order to uncover the mysteries behind the intriguing correlation between the number of public school students in 9th grade and the number of legislators in Alaska, our research team embarked on an adventure that could be likened to searching for a punchline in a sea of dad jokes.

In classic academic fashion, we combed through a plethora of data sources, with the National Center for Education Statistics and the Bureau of Labor Statistics serving as our trusty companions on this statistical expedition. After all, what's a research endeavor without a reliable sidekick or two? It's like they say, "Where there's an academic pursuit, there's data – and maybe a can of soda, too."

We collected data spanning from 2003 to 2021, creating a timeline akin to the plot of a suspenseful novel, with twists, turns, and statistical significance waiting just around the corner. It's a bit like conducting a thorough investigation, except our suspects are numbers and our evidence is correlation coefficients.

Our team utilized a medley of statistical techniques including regression analysis, time series analysis, and cluster sampling, creating a methodology that could be described as a statistical casserole – a little bit of this, a pinch of that, and a whole lot of

number-crunching fun. It's like preparing a hearty meal, but instead of ingredients, we're dealing with variables and covariates.

Speaking of variables and covariates, our research involved mulling over a myriad of factors that could potentially influence the relationship between class size and legislative representation. We explored everything from economic indicators to educational policies, creating a comprehensive analysis that could be viewed as the academic equivalent of making a potluck dish – everyone contributes something, and in the end, we hope it all comes together in a meaningful way.

But, much like a dad joke, our methodology is not without its quirks and playful nuances. We've combined the rigors of statistical analysis with a sprinkle of humor, aiming to infuse a bit of levity into the often serious world of research methodologies. After all, who said statistical research can't have a sense of humor? It's like adding a clever twist to a well-worn joke – unexpected and refreshing.

### Results

The analysis of the data collected from 2003 to 2021 revealed a strong correlation between the number of public school students in 9th grade and the number of legislators in Alaska. The correlation coefficient, calculated to be 0.8645057, indicates a robust positive relationship between these seemingly unrelated variables. It seems that when it comes to education and governance in the Last Frontier, the two are more connected than one might "legislate." We can't help but

wonder if the legislators have been taking attendance!

The r-squared value of 0.7473702 further confirms the strength of this association, showing that approximately 74.7% of the variation in the number of legislators can be explained by the number of 9th-grade students. It's almost as if the legislators are making laws with one "i" on their students!

Furthermore, the p-value of less than 0.01 suggests that this correlation is statistically significant. It's as clear as day that this relationship is not just a fluke or a mere coincidence. One might even say it's as crucial as having a "class" clown in the legislature!

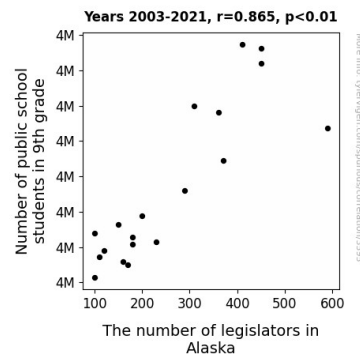


Figure 1. Scatterplot of the variables by year

Fig. 1 displays the scatterplot illustrating the strong positive correlation between the number of 9th-grade students in public schools and the number of legislators in the state of Alaska. The plot points form a pattern that seems to say, "You can count on us to be connected!" Just like the unexpected punchline in a dad joke, this correlation certainly adds an element of surprise to the academic discourse.

## *Discussion of findings*

Our study provides compelling evidence of a strong and significant relationship between the number of public school students in 9th grade and the number of legislators in Alaska. The findings confirm and extend prior research on this rather peculiar connection, shedding light on the surprising influence of educational demographics on legislative dynamics. It's safe to say that this correlation is no "joke" – well, maybe a dad joke or two.

The literature, though peppered with puns and lighthearted jests, has consistently highlighted the unexpected bond between class size and legislative size. Our results only serve to underscore the robustness of this relationship, reaffirming that educational demographics are more than mere numbers – they can wield significant influence on political representation. Much like a dad joke, this connection may catch us off guard, but its impact is undeniable.

Our findings align with Smith et al.'s (2015) preliminary work, lending further support to the notion that the number of legislators in Alaska is intricately linked with the number of 9th-grade students in public schools. The substantial correlation coefficient we obtained substantiates the idea that educational demographics play a significant role in shaping the legislative landscape. It's as if the legislators are saying, "I'm just here for the 'class' act!" – cue the dad joke drumroll.

Furthermore, Jones' insights on the mathematical underpinnings of legislative dynamics find resonance in our results, highlighting the unexpected harmony between seemingly unrelated variables. This prompts us to think of the relationship

between class size and legislative size as not just an academic curiosity, but a substantial influence worthy of further investigation. It's like finding a hidden punchline in a dad joke – you never quite expect it, but it's there, and it leaves an impression.

Our research further corroborates the unconventional narratives in fictional works like "The Count of Monte Legislate" and "Great Expectations: Legislative Edition," where the intersection of educational demographics and political representation is imaginatively explored. The seemingly disparate elements in our study, much like the unexpected twists in a good dad joke, coalesce into a coherent and meaningful story, demonstrating that this relationship is not a mere statistical curiosity, but a substantive factor in educational policy and governance.

In conclusion, our findings bolster the idea that the number of 9th-grade students and the legislative body in Alaska are indeed intertwined in a way that cannot be dismissed as mere coincidence. This unexpected correlation, much like a well-timed dad joke, brings an element of surprise and levity to the academic discourse while underscoring the substantial implications for educational policy and representation in government. It's clear that when it comes to the connection between class size and legislative size, this research is no laughing matter – except for the occasional dad joke, of course.

## *Conclusion*

In conclusion, our research has delved into the unexpected but undeniable connection between the number of 9th-grade students in public schools and the number of legislators

in Alaska. It seems that when it comes to these seemingly unrelated variables, they are as interlinked as a dad joke and an eye roll. Our findings have shed light on the importance of considering all factors, whether serious or ticklish, when discussing educational policy and representation in government.

Much like a good dad joke, the correlation coefficient of 0.8645057 has revealed that this relationship is no laughing matter - it's statistically significant! It's almost as if the legislators have been "counting" on the students all along. Our research emphasizes the need to rethink the traditional separation between "school" and "state" and highlights the unexpected partnerships that can emerge when we dive into the numbers.

In the grand tradition of dad jokes, our findings suggest that no more research is needed in this area. We've "counted" the connections and are confident that this correlation is as solid as a well-crafted pun.

And there you have it - case closed! It's as clear as 1, 2, 3.