DOCUMENT RESUME

ED 036 353	32	RC 004 048

AUTHOR	MIDKIFF, JOHN; AND OTHERS
TITLE	ESEA TITLE I AND RURAL ALASKA - AN ACCOUNT OF THE THINGS WE DID, 1968-1969.
INSTITUTION	ALASKA STATE DEPT. OF EDUCATION, JUNEAU. OFFICE OF PUBLIC INFORMATION AND PUBLICATIONS.
SPONS AGENCY	OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF ELEMENTARY AND SECONDARY EDUCATION.
PUB DATE	69
NOTE	38P.
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$2.00
DESCRIPTORS	AUDIOVISUAL AIDS, BOARDING HOMES, COMMUNITY INVOLVEMENT, CULTURALLY DISADVANTAGED, *CURRICULUM DEVELOPMENT, *DISADVANTAGED YOUTH, *EDUCATIONALLY DISADVANTAGED, *FEDERAL PROGRAMS, LANGUAGE ARTS, LUNCH PROGRAMS, *RURAL EDUCATION, RURAL SCHOOLS, SPECIAL EDUCATION, TEACHING TECHNIQUES
IDENTIFIERS	ALASKA

ABSTRACT

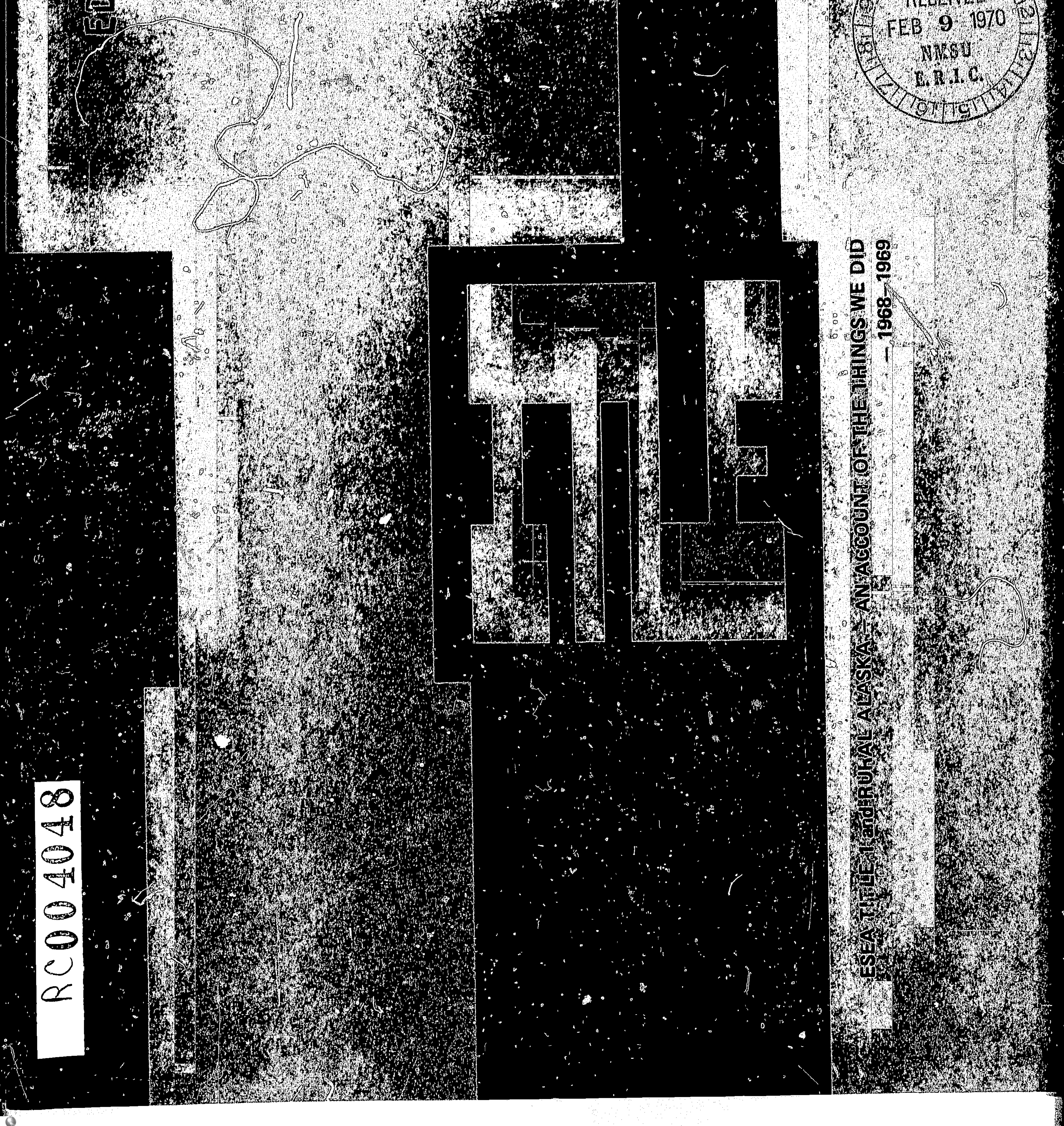
A REVIEW OF THE INNOVATIVE AND COMPREHENSIVE EDUCATIONAL PROGRAMS IN ALASKA, FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, IS FEATURED IN THIS DOCUMENT. A BRIEF SKETCH OF THE STATE OF ALASKA PROVIDES A BASIS OF UNDERSTANDING OF THE RURAL EDUCATION PROBLEMS ENCOUNTERED IN THIS LARGE STATE. EACH PROGRAM INSTITUTED IS DISCUSSED BY THE TEACHERS AND ADMINISTRATORS DIRECTLY INVOLVED, AND THOSE INVOLVED FEEL THAT THE FUTURE TITLE I FUNDS SHOULD ALLOW FOR MORE INNOVATIVE PROGRAM DEVELOPMENT. FURTHER, IT IS NOTED THAT THOSE PROGRAMS WHICH HAVE PROVED SUCCESSFUL WILL BE ABSORBED INTO THE EVERYDAY PROGRAM OF THE LOCAL SCHOOL DISTRICT AND FUNDED AT THE LOCAL LEVEL. (DB)

ED036353

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
FEB 9 1970
NMSU
E.R.I.C.



ESEA TITLE I and RURAL ALASKA — AN ACCOUNT OF THE THINGS WE DID — 1968–1969

RC004048

ED036353

BEING AN ACCOUNT OF THE USAGE OF TITLE I MONIES IN ALASKA'S STATE–OPERATED RURAL SCHOOLS

Dr. Cliff R. Hartman,
Commissioner of Education
Merle M. Armstrong, Director of
State-Operated Schools

Prepared by the Office of Public Information
and Publications
Department of Education
Alaska Office Building, Pouch F
Juneau, Alaska 99801

Bonnie Kaden, Coordinator

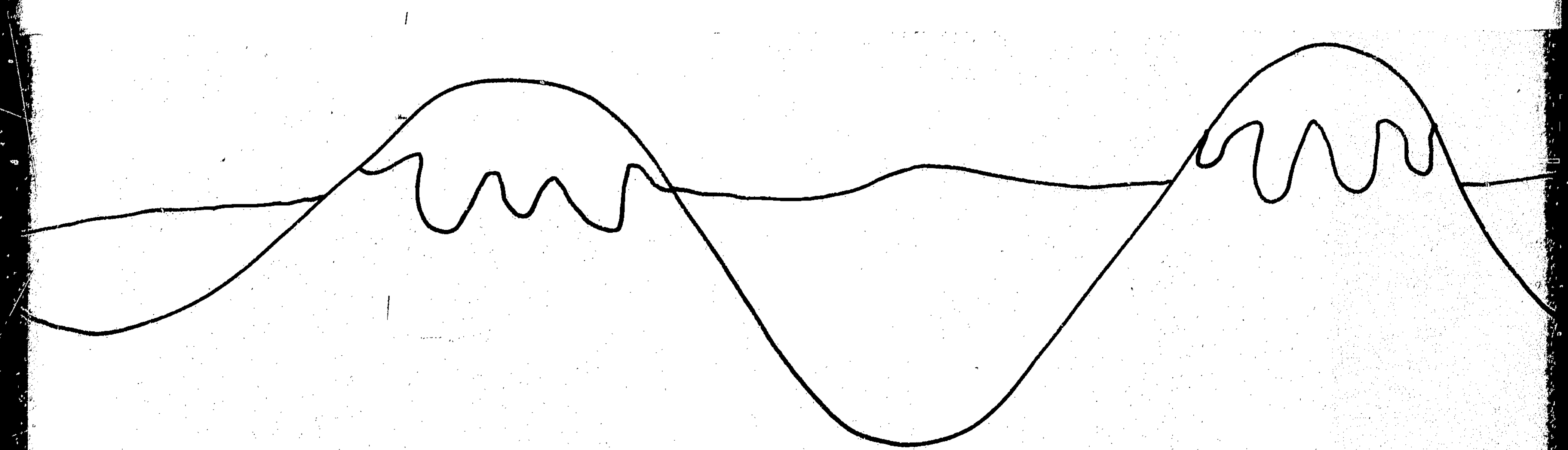
1969

CONTRIBUTING WRITERS:

JOHN MIDKIFF
ELIZABETH BEAMS
GERALDINE HURLEY
MARGARET JUSTICE
JOHN LADAKOS
JIM HARPER
LINDA COSTELLO
CAL CONLEY

CONTENTS

Modern Materials for Rural Children 6
Alaska's Instructional Supervisors 8
School Lunch Programs 10
Non-Graded Glennallen 13
St. Mary's Pre-School 16
Special Education 18
Reading Development 21
An Acculturation Program 24
Boarding Home Program 26
William E. Beltz Advisory School Board 28
Village Orientation 30
Curriculum Development 33
Teacher Training 37



IT'S A LONG, LONG WAY TO ATKA

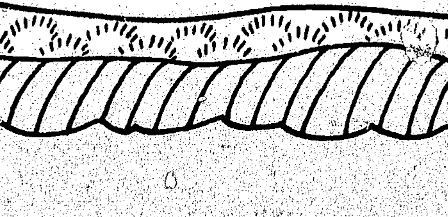
Land is Alaska's most conspicuous asset. Rugged mountains, torrential rivers, craggy coasts, and dense forests characterize Southeast Alaska. Windy, treeless wastes, and rolling tundra dominate the Western and Northern coasts. But, the geographic phenomenon that makes Alaska unique among the 50 states creates transportation and communication problems which modern technology is only now beginning to solve.

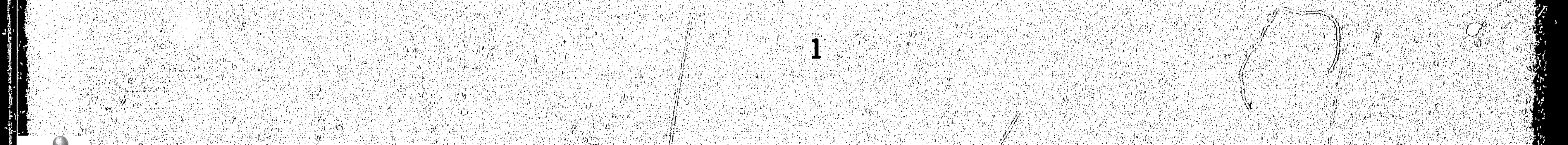
Much of Alaska's 586,000 square miles is sparsely populated wilderness. Villages scattered throughout this area average from 100 to 250 population. There are no roads connecting most of these villages. Transporation in Southeast Alaska is by boat and plane. Short distances, in the North and West may be covered in winter by snowmobiles and dog sleds (both common to Eskimo families), and in summer by boats and planes.

The Alaska Department of Education, through the Division of State-Operated Schools, operates 100 elementary schools in isolated villages scattered across the state. The village school of St. George for example, is located on an island in the Bering Sea. The school can be reached only by flying first to the equally isolated island of St. Paul.

To reach St. Paul from the State-Operated Schools' central office in Anchorage, planes must cross over the open waters of Cook Inlet, two glaciers — both 20 miles in length, the Chigmit Mountain Range, Lake Iliamna — 100 miles in length, the Kilbuck Mountain Range, Togiak Bay, Hagemeister Strait, Cape Pierce, and finally 350 miles of Bering Sea before setting down nearly 1,000 miles from Anchorage on the St. Paul Island landing strip. During the spring and early fall, a boat may be chartered from St. Paul to take the 50-mile ride over the Bering Sea to the St. George dock. In the winter, high winds and treacherous waves make the trip too dangerous to even attempt.

St. George is only one of the 100 villages where the Department of Education operates schools. Each location presents its own unique obstacles to communication.





...AND THAT'S ONLY PART OF IT

Geographical isolation is only one factor inhibiting the educational opportunities of rural Alaskans. Children are equally disadvantaged by cultural isolation.

In the majority of our remote Alaskan villages there are no streets, no sidewalks, no television sets, no elevators, no doctors, no dentists, no automobiles, no telephones, no trains, no parks, no hotels, no museums, no newspapers, no magazines, no restaurants, no zoos, no fenced back yards, no markets, no clothing stores and no electricity, sewage, or garbage disposal systems. The homes have only one or two rooms because of the need for economical warmth. Water is drawn from a local well or from the river; food is provided through fishing, hunting, or purchase from small general stores stocking only high priced staple foods for the bare necessities of life.

The village people have little comprehension (or need) of time as the major part of our American society sees it. Their lives revolve around days and seasons rather than minutes and hours. Their present day living, carried on from the past, necessarily centers around seasonal conditions. There has always been a seasonal time for picking berries, hunting, fishing, and trapping. There has been a seasonal time for building and repairing homes, for securing and hauling firewood, for cutting, hauling and stacking blocks of ice.

There was, in the past, a seasonal time for making family clothing, tools and household improvements. There was, in the past, a seasonal time for storytelling, worshipping, and for deep seated personal expression through song, dance and creative art. But, as our more affluent society moved into the village to "educate," these past seasonal family customs have disintegrated, leaving a void to be filled with receiving welfare checks and feeling guilty about behavior not accepted by Christian missionaries, social and welfare personnel, and school teachers who, in their ignorance, did not concern themselves with the unusual background and living conditions of the people with whom they worked.

These people were once nomadic in nature, moving from place to place where the necessities for life could be easily found. When trading posts, churches, stores, and schools, in that order, were built, these same people tended to cluster about them forsaking their roving ways. Modern tools, food and clothing became available through barter and later our monetary system. However, when wildlife became scarce, furs and food could no longer be taken from the land.

Power motors for boats, rifles, snow machines, gas powered saws, kitchen utensils, short wave radios, walkie talkies, stove and stove oil, simple furniture, bedding and clothing offered a great deal of leisure time and at the same time, caused an accumulation of household goods that further inhibited the family from moving about as in the past.

With the lack of any stable economic base in the villages, seasonal summer employment, now practiced frequently, splits the family units. Fathers leave the villages in the summer to work in construction, canneries, fire fighting units, and logging operations. The jobs are usually menial and are not sufficient to provide for the family's yearly needs. Since the summer months are consumed in this manner, the past processes of providing for food, clothing, homes, fuel and all the various and sundry necessities of life during this time have been neglected.

The individuals who have somehow taken full advantage of educational opportunities and who have adjusted to the urban way of life leave the village and find full-time employment elsewhere. They may visit the village occasionally but the time spent is not long enough to establish any "significant other" models for the village children. And, as the well-educated, well-acculturated people move to live elsewhere, the villages are weakened.

In these villages, with their fragmented social and cultural life, Alaska's rural children begin preparing for their years in school. There is no question that the many problems arising from acculturation and cultural disintegration within the villages are deep, emotionally centered breeches that will continue to exist for many years to come.

THE TURNING POINT

With the passage of the Elementary and Secondary Education Act in 1965, Federal funds became available for school programs designed to help educationally and economically deprived children. During the past three years, the Division of State-Operated Schools of the Alaska Department of Education has used Title I funds to counteract the effects of geographical and cultural isolation and to improve opportunities for Alaska's rural children.

Educational disadvantages are of many sorts. Rural Alaskans are particularly handicapped by limited learning experiences and encouragement in the home, lack of attractive examples of learning in the community, poor health and improper diet, limited early language development when English is used as a second language, and lack of intercultural communications.

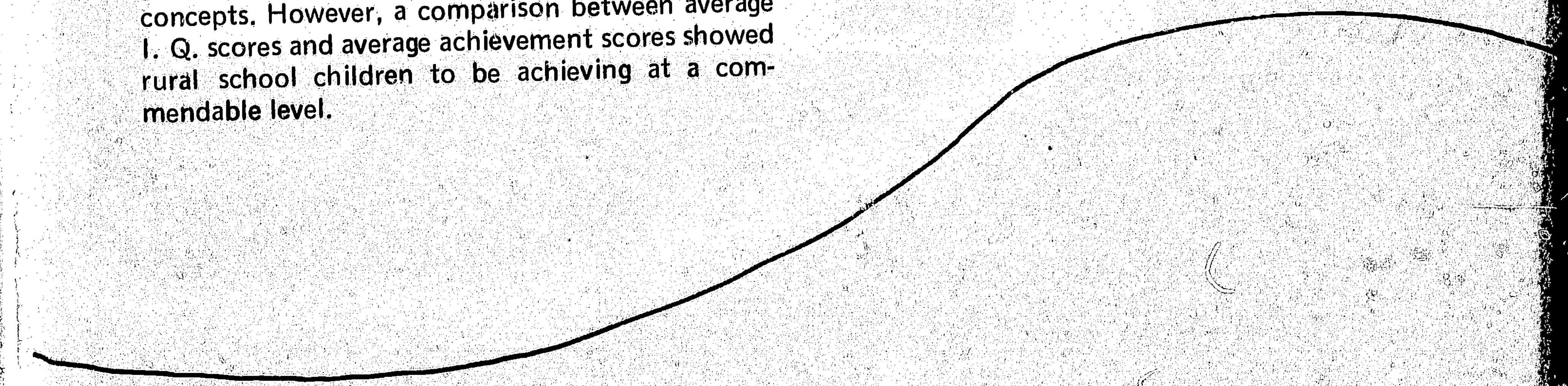
Because of the wide range of possible education handicaps, and the variety of contributing factors, disadvantaged children are found in most rural Alaskan localities. The patterns of problems are different, but the tragic impact upon the child remains whenever he suffers serious educational limitations.

A state-wide testing program was instituted in 1966 to discover the extent of such limitations. Achievement scores were compiled and analyzed so that compensatory programs could be developed. The skill areas showing least proficiency in all grades were vocabulary, reading and arithmetic concepts. However, a comparison between average I. Q. scores and average achievement scores showed rural school children to be achieving at a commendable level.

In addition to tests, reports of classroom teachers as well as observations of learning practices, attitudes, and interests of disadvantaged children were used to lay the foundation for Alaska's Title I programs.

During the past three years, Title I funds have allowed the Department of Education to design curriculum offerings geared to the social and cultural needs of rural children. Instruction has been gradually converted from school-oriented programs to child-oriented programs. Title I has provided funds to initiate projects, evaluate them, modify them, and finally to incorporate them as part of the regular school curriculum.

This report will enumerate the various Title I programs conducted during the 1968-69 school year. Our contributing writers are teachers and administrators working directly with school children in these programs. They were given the difficult task of singling out and reporting on just one child or one instance which best showed the impact of Title I funds in their school.



THE FUTURE

The future use of Title I funds will help develop additional projects specifically designed to alleviate the conditions which handicap rural Alaskans' learning achievement. The testing program will be broadened to cover some 5,000 youngsters. Statistics will be analyzed to bring to light the why's of poor classroom performances of educationally disadvantaged children. As programs prove successful, they will be absorbed into the regular school curriculum and adminstered under district funds, thus releasing the commitments on Title I funds for other priority needs.

The handicaps of disadvantaged children are profound and will not be overcome in a short time. Long-range plans rather than temporary makeshifts are required. Each child needs years of learning experiences which are meaningful to him which he can master at each stage of his development, and from which he can gain confidence and competence as he meets the challenges of a 20th century life.

ERIC

FILMS AND RECORDS ADD EXCITING NEW DIMENSION TO VILLAGE LIFE

A Pupil Enrichment Resource Center, located in the State-Operated Schools Division office in Anchorage, stores over 2,400 16mm films, 8,000 sets of filmstrips, 2,500 records, as well as many tapes, flat pictures, and curriculum kits for use in rural Alaskan schools. Materials are shipped by boat and plane from the Center to more than 500 teachers and 13,000 students in State-operated, private, and Bureau of Indian Affairs schools. Title I funds provided one professional staff member and six non-professional supportive staff members to operate the Center.

If children in remote villages are to have the same educational opportunities as those in urban centers, much compensatory education must take place. Communication and oral language skills must be developed without the aid of modern news media and community resources. The school alone must compensate for the lack of libraries, civic centers, movies, newspapers, radio, and television programs, and all the other outside-of-class learning experiences city children encounter daily.

Many rural Alaskan students come from primitive cultural backgrounds, and they are in the process of being exposed to and integrated into a more modern culture. The resource center facilitates this transition by supplementing regular curriculum materials with enrichment activities and various kinds of media. In remote school areas, the center provides the vehicle by which the "outside world" can be brought to young Alaskans.

School visitations were made by the Pupil Enrichment Resource Center staff so that they were familiar with the needs of each community. Throughout the year, the staff searched for materials suitable to particular areas. These were collected and cataloged to correlate with the culturally relevant curriculum materials being developed in the state. The staff helped teachers in finding and securing appropriate materials for a particular teaching purpose and produced specific audio-visual materials which were not otherwise obtainable. A revised comprehensive catalog of materials was developed and distributed to all teachers. The loose-leaf publication was supplemented as news services and materials became available. The staff also published "PERCY's News," a bi-monthly publication listing new acquisitions and tips for complete utilization of materials.

In addition to serving disadvantaged students in rural areas, the center helped improve instruction by keeping teachers informed of new materials and services available, and by encouraging them to innovate at the classroom level. Staff consultations assisted teachers in making their classroom communication more effective. They enabled the teachers to become more confident in using instructional equipment.

In many areas, the Pupil Enrichment Resource Center greatly improved school-community relations. The films, filmstrips, and records sent to the schools were the only ones parents and other villagers ever had access to. Many teachers operated instructional equipment during the evenings so that adults could view educational materials and benefit from them.

For the first 15 years of his life, Ray has lived in a village of about 60 inhabitants located on the banks of the Yukon River in Northwestern Alaska. His one-room, one-teacher school had grades one through eight.

School has been boring Ray for nine years. His lassitude survived five promotions; this fall he entered grade six. His doldrums started up again when he looked at his same old classmates — three first graders, one third grader, three fourth graders, four fifth graders, two seventh graders — and Ray!

Same old desk. Same old textbooks. Books, books, everywhere. Did he really have to waste another whole winter turning those stale pages?What did all these books have to do with him anyway?

Ray passed the first day gazing at something vaguely interesting. One whole side of the classroom was filled with new machines that must have been shipped in this summer.

Ray had never seen film projectors, tape recorders, record players, copiers, or filmstrip and slide projectors. He decided to put his apathy away for a little while and began learning to use them.

Social studies turned out to be "not bad" last fall when lessons were accompanied by 16 mm. films. Tapes and records dressed up the reading lesson, too. Ray found he could even order study prints and maps to go with whatever subjects interested him. More and more did as the school year progressed.

In December, Ray discovered he could produce transparencies, charts, and other materials to use on the new equipment. Gradually, he began helping the teacher organize materials and lessons for the younger members in his class.

English as a second language is getting easier for Ray due to his broad use and knowledge of media. By June, Ray had earned the title of Building Media Co-ordinator. He scheduled orders for films, filmstrips, and other materials, and supervised their return to the Anchorage center. Hepresentednew materials upon arrival to his class and even helped his teacher evaluate materials as to their appropriateness.

It only took Ray 9 months to finish the 6th grade. He's got a lot of fast work to do he says, in view of his newly chosen profession. "I think I want to be a school teacher when I grow up. I like to work with kids."

TRAVELING SUPERS KEEP BUSH TEACHERS UP–TO–DATE ON INNOVATIVE HAPPENINGS

The Division of State-Operated Schools of the Alaska Department of Education operates directly 100 schools — both elementary and secondary — in isolated rural areas throughout the State. The Division office, located in Anchorage, is responsible for their administration and for the development of programs based on the assessed needs of the students and schools. Title I, ESEA provided funds for an administrator to coordinate, plan, and develop programs pursuant to the provisions of Public Law 89-10. Four instructional supervisors were also funded to assess and evaluate the needs of particular rural areas and the federally funded programs operating in the schools.

The problems of administering schools in isolated, sparsely-populated areas are immense. Villages scattered throughout rural Alaska average from 100 to 250 population. There are no roads connecting most of these villages. Over 30 of Alaska's rural schools are one-teacher schools with students of all grades combined into one class. Other schools have from 2 to 40 teachers.

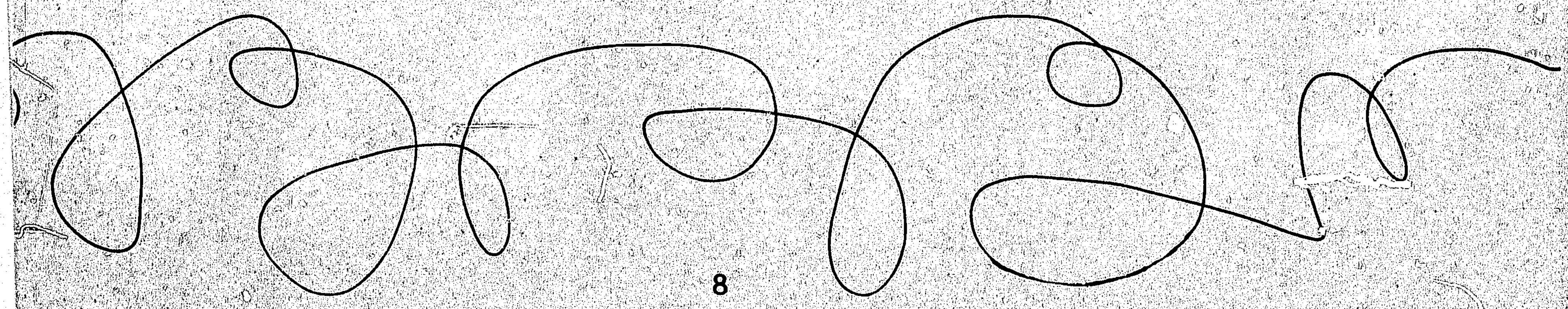
Geographical isolation precludes faculty get-togethers where educators can discuss common problems and needs. Professional journals, newspapers, and radio and television broadcasts which bring news of educational research and innovative classroom practices do not reach teachers in rural Alaska.

To counteract geographical isolation, the state was divided into four areas, and one instructional supervisor was assigned to each area. Each supervisor was a certified teacher with administrative experience in program assessment, pupil assessment, and curriculum development. The supervisors spent 75 per cent of their time in the field visiting schools in their area on a scheduled basis.

The supervisors organized and developed area workshops and other in-service training sessions for teachers. They assisted classroom teachers in developing techniques and educational programs for each child according to his individual capability, rate, and capacity. Program guidelines were established and instructional materials produced to meet the educational needs of the children in each area.

When the instructional supervisors made visitations to the various rural schools, they also spoke with the advisory school boards and with parents in the communities receiving Title I benefits. Direct communication between the community and the rural school became a vital part in program development and general administration.

As a result of this project, teachers were helped to deal with their pupils on a more individualized basis and were able to understand more clearly their problems. Progress of rural students as measured by teacher-developed tests more closely approximated that of non-rural students. Through area workshops and training sessions, the supervisors' up-to-date teaching techniques were shared with classroom teachers.



October 10, 1968

TRAVEL REPORT
FROM
AREA II SUPERVISOR

Report of visits to
Harnessville, Moose
Junction and
Taktutla Bay

School: Harnessville
Enrollment: 14

Worked with the first graders - one proved extremely high, one average, one extremely low. Set the high one on a direct course. She hardly needs a teacher - just needs books (the right ones) and a line of direction. Set the other two on their own individualized courses. Then set the teacher on his. Will check these by mail and by tape.

The teacher here sews beautifully with one more machine she would like to start an after school sewing class for the girls. Prefers a portable electric. Has one of own and will use it also. But one machine is not enough to begin a class. Can we borrow from a bigger school?

Worked with the brain-damaged child, found her teachable, outlined a beginning program for her. Later sent a few things she needed, from other schools, that were unavailable at Squaw Harbor. This child can learn to read and write, if the teacher will be patient and consistent.

The hot water heater floods instead of clicks off when its too hot. Suggest this be taken care of at once. It looks like a new tank is in order. Anyway I consider the present tank in dangerous condition.

Sent two new teather balls into the PERCY Athletic Cache since there were three only slightly used ones there.

Left Harnessville late afternoon. Charter flight to Moose Junction.

School: Moose Junction
Enrollment: 16

Grades 3, 4, 5, 6 and those selected by the teacher from grades 7 and 8 were individually tested by me. Results attached. The right reading book was placed in the hands of each child and hours into the night were spent on teaching techniques for reading.

The one seventh grade student, sophisticated far beyond her years, was led into fifth grade modern math and became enchanted by it.

Found that the teacher did not know how to operate the new equipment. She did not have the same last year and was anxious to learn. We spent a great deal of time going over it. She's now an experienced operator!

The over-head projector shows a dark shadow to the right. I couldn't adjust it. Besides it smokes. I took only the reflector part into Cold Bay to see if it would work on theirs. Had the same problem so will hand-carry to Anchorage for repair.

Sent a teather ball pole to Cold Bay. Moose Jct. had two, neither one out of the carton. And not much of a place to put one.

The lunch program here is on full swing.

Spent the evening talking over the school and the children's particular problems. Left early a.m. for Taktutla Bay.

School: Taktutla Bay
Enrollment: 21

I made suggestions as to how the teacher could integrate new ideas and the new math knowledge that he has in his head into the old books. He is really steam rolling the math and doing a good job.

Set up a Reading Program for all grades. Tests results enclosed. Note gain last year. I checked reading books on hand against those needed to complete the basic series. Also checked those books being used by the individual students against which text and levels they should be using. Several changes were made.

Needs a regular typewriter. Can be a used one. I packed the old one and mailed it to PERCY for repairs.

Suggestions and corrections were made as to daily program and the integration of art with other subject. Saw some nice Art work here.

Since this school had 2 constellation sets I sent one to Nikolski who has none.

Fourteen children in Pitka's Point now settle for nothing less than a seven-course spread for their noontime meal. They have developed the rural schools lunch program into daily, full-fledged, balanced meals. The students have become "the talk of the town," if Pitka's Point, a collection of thirteen dwellings and 60 inhabitants, can rightly be called a town.

It all began last year with the children's attempt to zip up the school lunches with a few additional ingredients. The students learned to plan, advertise, and carry out special fund raising activities to purchase extra supplies. In one instance three older boys helped roll 50 oil drums up the bank of the Yukon and on up the hill to the school. They promptly placed their earnings in the student fund set aside for hot lunches.

Balanced meals were planned, supplies inventoried, serving portions computed, and, at times, meals were prepared by the students. The girls in the class baked all the bread and cookies after school and on their own time.

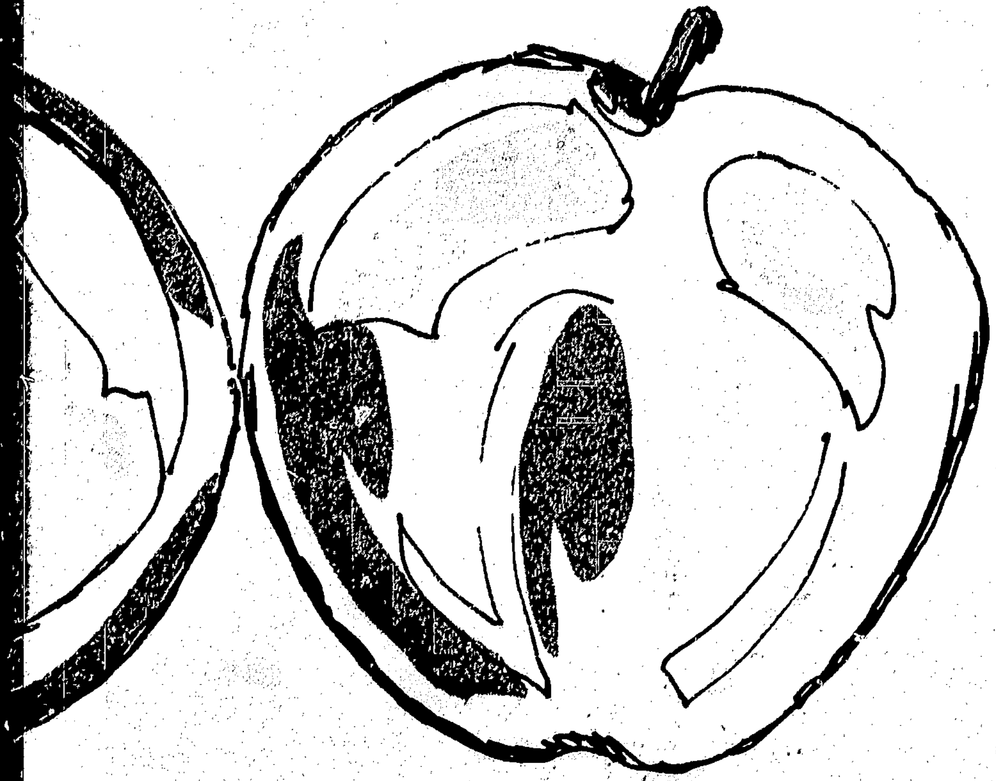
The class designed and constructed two large dining tables and benches because the youngsters disliked dining at their classroom desks.

Last March the children wanted to sample different roasts, so they completed an order for an eight-pound rolled roast and an eight-pound pork roast, the likes of which had never before been seen in Pitka's Point.

The last few weeks of school in the spring were spent working on a case lot order for summer delivery. The students' figures were all correct and they were able to order twice as much as last year and still have enough for fresh meat orders during the year.

From the close of the 1967-68 school year to the opening of school last September, the 14 Pitka's Point students collectively increased their weight by only 12 pounds. During a 4 1/2 week period last fall when the class was consuming the student-planned daily banquet, the same children collectively gained 77 pounds.

"The best part of all," says classroom teacher Geraldine Hurley, "is that they have developed a self-image that can't be topped. If someone could only devise tests to measure human characteristics such as spirit, generosity, sincerity, warmth, and initiative, you could bet that Pitka's Point's kids would wind up way out front!"



INDIVIDUAL GROWTH AND INTERESTS ARE NOT NECESSARILY DETERMINED BY AGE

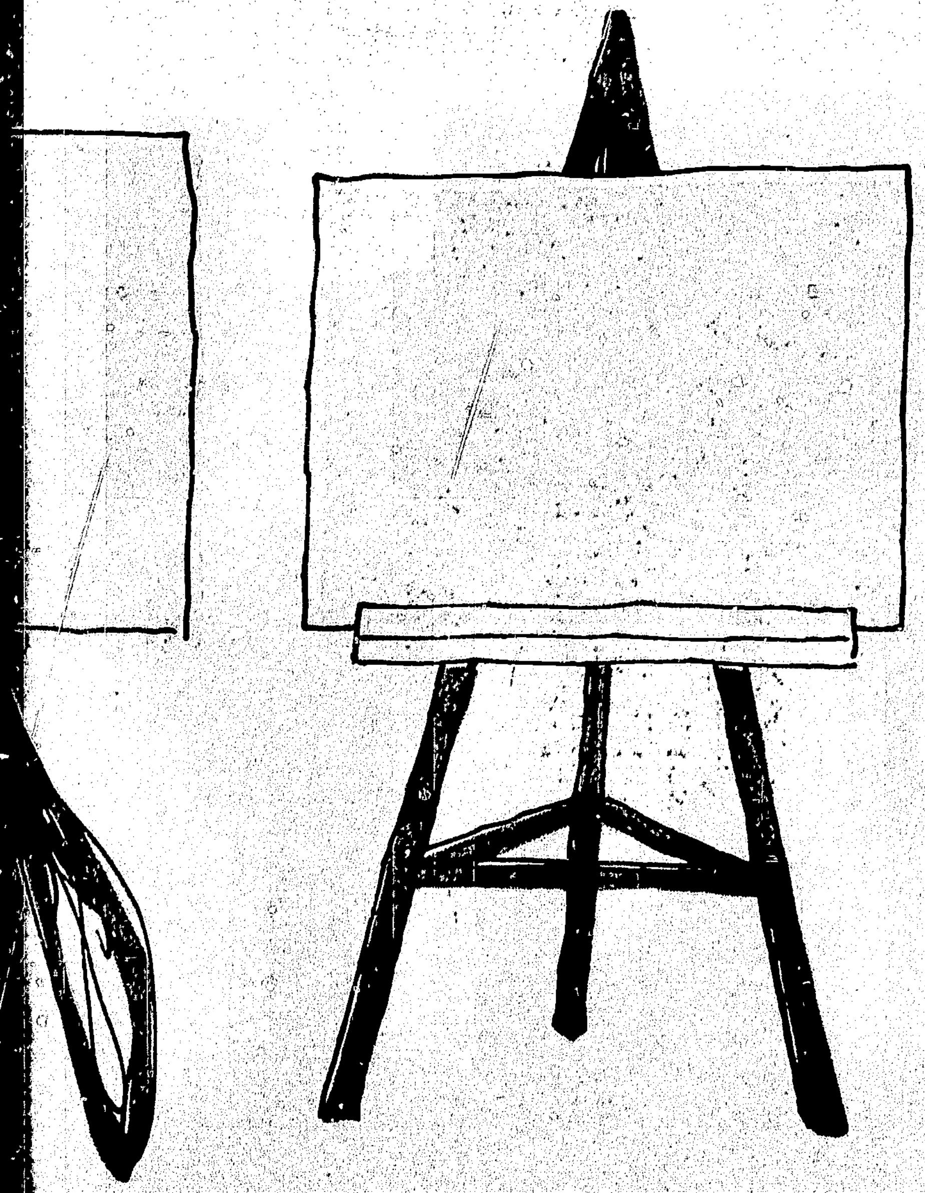
A pilot project funded under Title I brought a non-graded elementary program to 52 elementary children in grades two, three and four at the Glennallen State-operated school.

The achievement levels of children in many rural Alaska areas are widely varied. Traditional methods of instruction place children in specific grade levels according to their age and allow promotion to the next grade level only at the end of the school year. Such lock-step methods of instruction do not provide adequately for the individual needs of students. A non-graded program creates a vehicle for students to progress at their own individual rate, capability, and capacity. Relevant curriculum materials are developed making wide use of programmed materials.

Achievement scores from standardized tests given to Glennallen youngsters revealed that reading levels in the second grade class varied from students who could not read at all to those who read at a fourth grade level. Third graders' reading ability ranged again from those who could not read to those who read with sixth grade proficiency. Fourth graders' reading abilities varied from first to eighth grade levels. The same divergencies in mathematical skills were evident in the early elementary school children tested.

It was decided to experiment with a non-graded program that would offer an opportunity for the individual to progress at his own rate rather than having to compete with other students who move more rapidly, or to wait for slower students to catch up before going on in their educational program. The project was planned to run for a three-month period beginning in March. Title I funds hired a part-time teacher and six teacher aides to assist the regular classroom teachers.

All 52 children in the 3 grade levels were combined into one large fan-shaped room with no permanent room division. Movable room dividers, which were storage cabinets, made it possible to change seating arrangements easily. A folding stage and a library within the fan provided opportunities for independent reading and study, and group plays, speeches and special holiday programs.



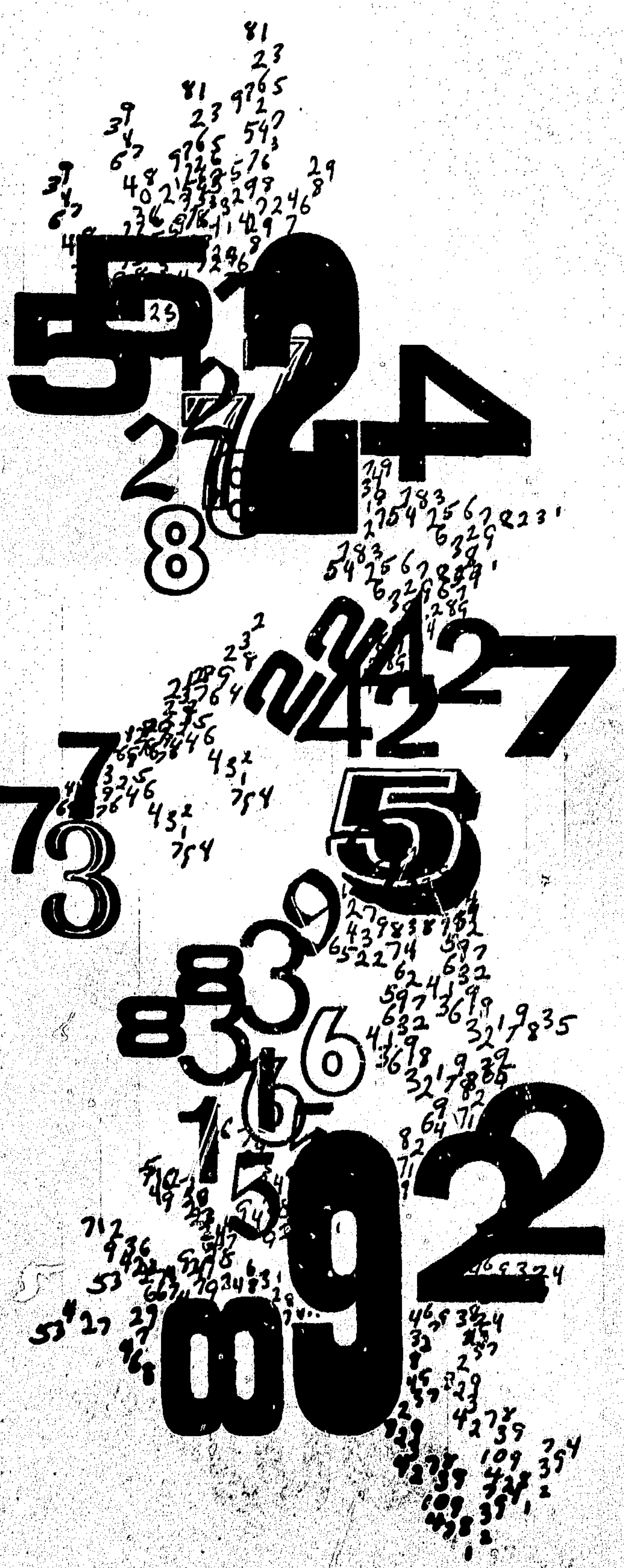
...the children's reading comprehension, oral expression, and other language arts skills improved markedly.

The four teachers and six teacher aides circulated through the fan helping children with their various subjects. The program coordinator established team teaching techniques. Three classroom teachers implemented the instructional program with emphasis on language arts, math and science. Each aide received special pre-program training on methods of giving individual help to each student. The teachers and aides studied the library facilities and Audio Visual equipment to determine its optimal use. Training emphasized individual differences of pupils and the way of helping students to set and reach goals. Use of the Sullivan Programmed Readers was studied so that teachers and aides could fully understand the benefits of programmed materials which allow pupils to progress at their own rate and on their own interest levels.

During the three-month period the program operated, parents were invited to visit the fan and become familiar with the concepts of a non-graded instructional program. PTA meetings and parent-teacher conferences keep the community informed of the students' progress.

Because of the individual help provided for each child, and the opportunity to progress at their own learning rates, the children's reading comprehension, written and oral expression, and other language arts skills improved markedly. Children developed skills in abstract reasoning and problem solving techniques. Their curiosity was stimulated and their inquiry increased, reinforced by individual attention. All children were able to function adequately according to their level of achievement.

It is hoped that Title I funds will be available again next year to expand the program to include kindergarten through fifth grade, and in following years, sixth through eighth grades. Teachers will continuously assess whether the non-graded program is functional and meets the needs of the youngsters attending school. Should pilot projects prove satisfactory, they will be the basis on which to develop the total elementary program into a completely non-graded structure.



Caroline is an eight-year-old second grader in Glennallen. Teachers used to find Caroline rather difficult to describe because lack of interest in school work made her "just average." Caroline wasn't a poor reader, but she wasn't a very good reader. You might say her work was fairly accurate, but she just didn't apply herself as completely as she might. Caroline always took the easiest way out of difficult tasks — even if it meant simply copying work done by other students. Mediocre described Caroline's school work and achievement rather well.

Caroline's attitude toward school during her second year continued along the same lines. She was somewhat withdrawn, shy, and extremely quiet. She showed very little confidence in either herself or her school work. At age 8, Caroline was already on her way to becoming a school drop-out, or at least a student who would never experience the sense of accomplishment.

In March, when the non-graded program began, Sullivan Programmed Readers were introduced to Caroline. The Sullivan Program is developed with a linguistic approach to reading, which reinforced Caroline's spelling, writing, grammar and punctuation. The new texts were based on comprehension, and Caroline was delighted to do away with those embarrassing oral reading sessions. She began to gain self-confidence in reading and in all the subjects directly associated with reading.

Sometimes Caroline got lost in daily assignments, but there were always the instructional aides who worked in the non-graded classroom to help regenerate Caroline's newly-formed enthusiasm. She received the individual attention she needed to help her develop confidence in herself and her school work.

The freedom of working at her own speed and interest level challenged Caroline to such a degree that during the last two months in school, her achievement tests showed a gain of six months in spelling, seven months in reading, and one year in arithmetic.

If you asked the teachers in Glennallen today to describe Caroline, they'd have no trouble at all! Caroline's the little girl who's a bit reserved, but not really shy. You know, the one who has that cheerful...really, rather receptive outlook toward school. Oh yes, of course, Caroline's the girl who takes such pride and pleasure in doing her own school assignments.

EARLY PREPARATION ENSURES BETTER ADJUSTMENT TO SCHOOL

Title I funds helped initiate this year a pre-school program in Saint Mary's which provided planned activities and guidance for the healthy growth and development of 20 children.

Based on average family incomes of far less than $3,000 a year, the Saint Mary's area would be classified by national standards as a high poverty area. The children in this area are not prepared to do first grade work effectively when they reach school age.

The usual (expected) forms of communications (radio, television, magazines, books, newspapers, and conversations) are not available to Saint Mary's children. Inadequate diets and lack of family discipline characterize their pre-school development. Community housing, recreation, and health services do not exist. Physical growth and maturity are far behind standardized national testing norms. During their early years, the children are not being prepared to approach the school program with an assurance of success.

To assist each child to develop physically, intellectually, emotionally, and socially, a pre-school program was established as a permanent part of the overall educational program of the Saint Mary's School. This year, Title I funds paid the salary for a qualified pre-school instructor. The program will be funded entirely with district monies in the coming years.

The program was designed to meet the specific needs and interests of each of the 20 children enrolled. Through various group activities, each child was encouraged to work with his classmates and to become an acceptable group member. The children's abilities to listen and to take directions were cultivated. With the use of textual and visual materials the pre-school children were able to develop basic concepts in various subject areas. Through daily school experiences which encourage the children to explore, discover, and create, the children's knowledge of themselves and others deepened.

Students attended pre-school from 9 a.m. to 12 noon. In addition to the instructional program, the children's physical development was given priority attention. Mid-morning snacks were served to supplement and balance the children's daily diet. Physical examinations with emphasis on sight and hearing problems were conducted by local nurses and physicians. All physical disabilities were earmarked and referred to the Public Health Service for action.

Parents were informed of their child's progress through individually scheduled parent-teacher conferences. Parents were given instructions as to how they could assist the children and the program at home. The Saint Mary's School Board, a locally-elected five-member body, discussed the pre-school program at their regular and special meetings.

The pre-school teacher evaluated each child's progress upon completion of the school year. The evaluations indicated that the participating children were, at the end of the first year of the pre-school program, better prepared for the first grade. The sequence of learnings, started in the home and developed in pre-school, will continue to grow in succeeding years.

Little Mary was quite contrary. Her parents and grandparents made her so. The family was well-known and long established in the village of St. Mary's. They had waited years for a daughter, and when their six boys were well on their way to adolescence, at last Mary was born. Whenever Mary's parents and grandparents weren't showering her with attention, her older brothers were. All 250 residents of St. Mary's proudly watched Mary grow.

Mary entered the kindergarten program not knowing what is meant by sharing with others. Mary had learned earlier that she generally got her own way with her brothers, so most of her playmates before she started school were boys. In the classroom, however, she would allow no one to play with her. During activity periods, she would separate herself from the rest of the children.

The first months of school saw little change in Mary's emotional development. She continued to be very withdrawn, not only as far as the children were concerned, but also in her relationship with the kindergarten teacher. She rarely talked to her teacher, and only occasionally condescended to answer questions asked by her.

As time went by, Mary's determination to isolate herself began to weaken. She gradually started playing only with the boys. Although Mary still refused to answer questions, she would direct an occasional smile at the teacher.

In the last part of the second quarter, Mary started mixing with the girls in the class. The dolls in the classroom caught Mary's fancy. The boys found little delight in them, but Mary discovered the girls were most cooperative. Soon all four girls in the class were smothering their shared dolls with attention. When they put the dolls down for their naps, the girls busied themselves preparing imaginary afternoon snacks with the school's toy kitchen utensils. Mary made beautiful tea.

Mary's communication with her teacher also improved. Her smiles were replaced by vocal replies and by the end of the third quarter, Mary was volunteering simple stories in class.

As the school year neared completion, Mary took time from the games and classroom activities every day to ask her teacher why her class was not having school "twice a day" like the rest of the grade school students.

This year Mary is attending school twice a day. Because of her emotional, physical, and behavioral development in the pre-school program, Mary was able to avoid much anguish and loss of time during the opening weeks of the first grade year.

SPECIAL ATTENTION FOR SPECIAL STUDENTS

Although special education programs have been operating in Alaska's larger population centers for several years, small school enrollments and geographical isolation have prohibited establishing such programs in Alaska's State-operated rural schools. This year, Title I funds provided 9 special education teachers for 87 rural children in Bethel, Glennallen, and Northway.

These three State-operated schools draw over 1,000 children from a wide radius of geographically and culturally isolated areas. The remote location of each village prevents transferring handicapped students to Anchorage, or Fairbanks, for special instruction. The increasing concentration of population in these areas has resulted in communities with extreme cultural, physical, and educational deprivation. Previous lack of coordinated public health services and knowledge of good health practices have resulted in a broad range of handicapping conditions within each school's enrollment. The most common handicaps are loss of hearing, mental retardation and emotional deprivation caused by a multitude of factors in the underdeveloped physical and cultural environments.

Based on teachers' classroom evaluations, six special education teachers were placed at Bethel, two at Northway, and one at Glennallen to help 87 handicapped children. Title I funds were used to salary the teachers; State funds were used for program development and operational costs.

Teachers set up a specific plan, outlining content and techniques, for each student. Weekly plans setting forth general classroom goals and specific areas of instruction were submitted to the program administrator. Special students joined the rest of their schoolmates for physical education, health instruction, and vocational education.

Prior to the start of the school year, in-service orientation sessions were held for the special education teachers. Throughout the year, each teacher met weekly with the principal to discuss special education activities. In some instances, the students' progress was reported to the entire teaching staff at monthly faculty meetings.

A local chapter of the Association for Retarded Children was established in Bethel to bring together parents, agency representatives, and teachers to discuss students' progress and program development. In all three locations, community involvement was extensive, a factor which assisted the schools in providing necessary counsel and information to children and their families.

With the initiation of the special education program, classroom teachers were relieved of the responsibility of giving individual attention to the handicapped at the expense of the other children. Individual instruction by a specially-trained teacher helped students function at the maximum level within the limitations of their handicap. The self-esteem of the special education students improved as they realized relative degrees of achievement in basic social, vocational, and academic skills.

ERIC

Annie was unknown to most of her classmates in 1966. Her anxious eyes and frail body ventured only occasionally into the classroom. At best her attendance was erratic.

Whenever Annie did summon the courage to enter the school building, fear made her hide in the vestibule until the halls were cleared. She would then slip into her room quietly so as not to attract the attention of her teacher or classmates.

Annie's emotional problems were complicated by her profound hearing loss. She rarely spoke above a whisper, and the whispers could be understood only by a trained and attentive ear. In everyday classroom activities, Annie did not understand what was expected of her; confused, she usually declined to participate at all.

Although Annie was 10 years old last November, her achievement was far below that of her age group. In arithmetic for example, she faultered on problems grasped by most second graders. Her response to all mathematics operations was to add.

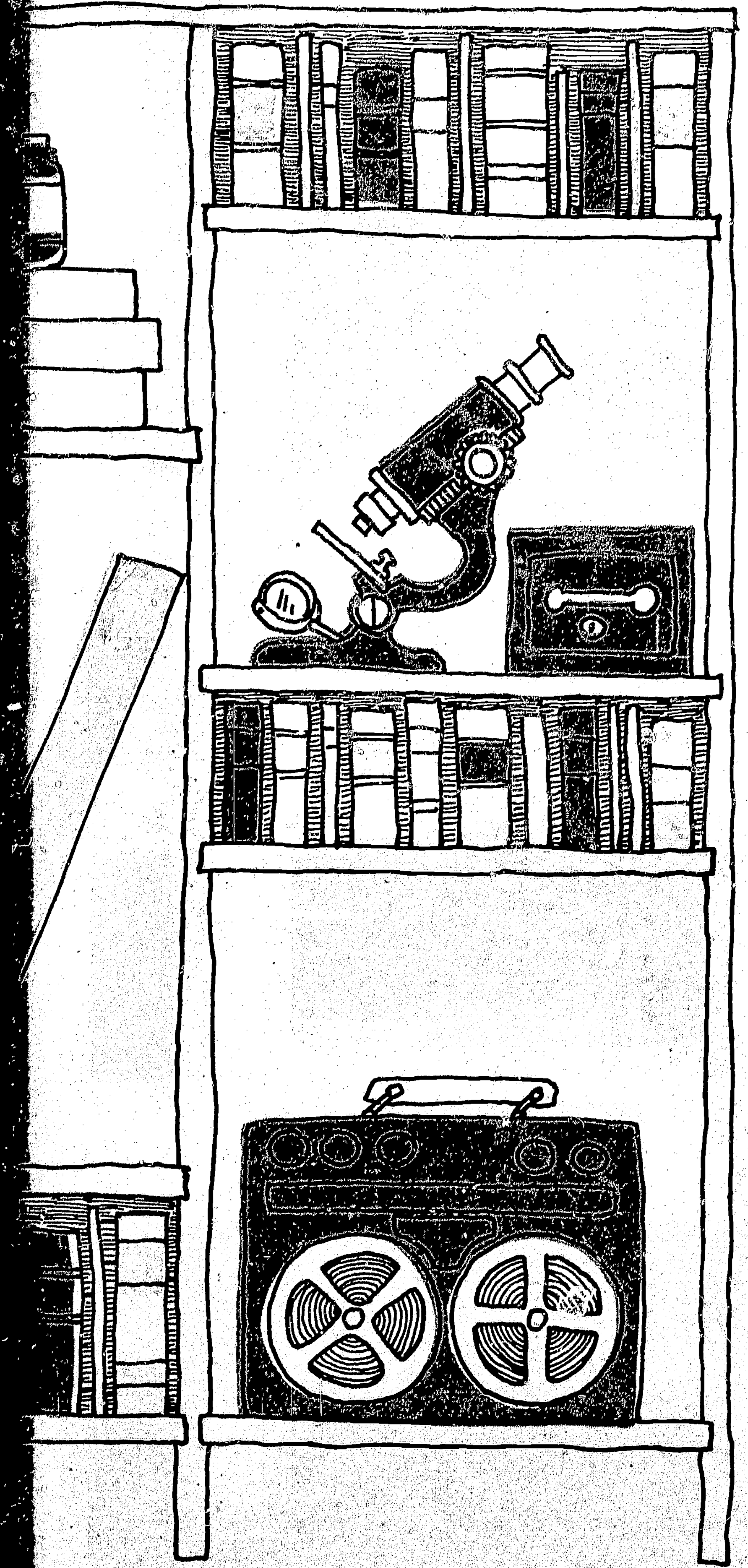
Annie began school last year learning to work with auditory trainers. She began building proper speech patterns through daily oral exercises with her teacher. So that she might be able to hear her own progress, Annie was assigned a portable amplifying unit.

Annie learned to discriminate vowel sounds first, then bit by bit the many perplexing consonants. She began to communicate orally and even learned limited lip reading skills.

Her progress in other subjects was equally remarkable. After she learned to add and subtract problems that required regrouping, she made a chart on her own of all the basic multiplication facts. Annie spent all of her free time for weeks learning to compute those she could not remember. Having overcome many of her social inhibitions, she now offered to participate daily, especially if she could demonstrate problems at the board!

Annie will enroll in special education classes again this year. She still needs the devoted time and patience of her special education teacher. Annie continues to ask repeatedly for assurance that she is doing her work properly.

This year, however, in most cases, — she is!



JOHNNY CAN READ

Title I funds initiated a reading development program for 30 students in grades 9-11 attending the State-operated high school in Tok, Alaska. These students were 2 years or more behind their classmates in reading abilities.

Reading ability tests administered throughout the State-operated schools showed that a large percentage of students attending the Tok High through the Boarding Home Program were two to five years below standard achievement levels in reading ability. These students come from remote villages where no secondary school opportunities are available. Isolation and lack of communications and media materials during their elementary years have resulted in underdeveloped language arts. These children were denied exposure to the kinds of language building experiences that children in more acculturated areas expect or take for granted.

The children boarding in homes in the Tok area and entering the local high school find they cannot achieve academic success as readily as their classmates. Reading ability is a much needed skill in all areas of instruction in a high school program. Students lacking this skill begin to fall behind their classmates; consequently they begin to lose confidence in themselves and develop a poor attitude toward school.

Cooperative English Tests were used as a basis for determining which students would participate in the Tok reading development program. A special reading course was developed with concentrated instruction in comprehension, speed, vocabulary, and oral and written expression. The group was divided according to relative ability into 3 classes of 10 students which met 50 minutes daily. A certified language arts teacher was hired to instruct all 3 classes. It was his responsibility to organize units of instruction on an individual basis, to maintain continuous pupil assessment, and to develop and prescribe individual materials according to each child's achievement.

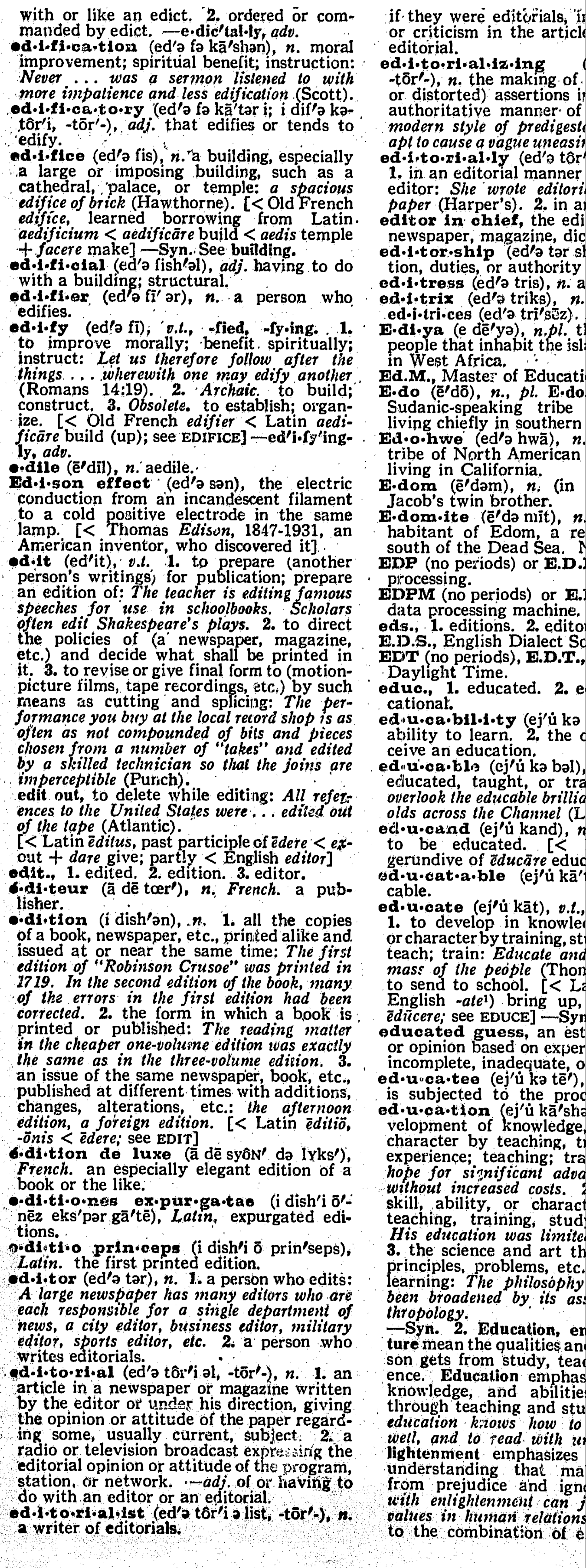
ERIC Full Text Provided by ERIC

The key factor...was that the program built up the students' confidence...

The course was designed so that each child, regardless of his achievement level in relation to the other students, would increase six months or more in comprehension skills, 50 per cent in his rate of speed reading, and 25 per cent in his vocabulary power. The course necessitates each student to write in complete sentences about his chosen reading selections. The small size of the groups facilitated growth in the students' ability to express themselves through casual classroom discussions.

Statistical compilation of the students' progress provided an effective evaluation of the program. Comprehensive achievement was measured by pencil and paper tests, standardized tests, oral tests, and standard profile charts. Reading speed was determined by reading rate tests. Written expression was measured by student compositions. Teacher observations documented improvements in oral expression and use of new vocabulary.

Students enrolled in the program discovered that they could read, that they could achieve, and that school was, in fact, of value to them. The regular school program was not hindered because of under-achievers which might have tended to hold back the regular sequence of instruction. A key factor in the success of the Tok reading program was that the program built up the students' confidences by teaching at their instructional level. High interest, low vocabulary materials resulted in increased reading which in turn expanded and broadened each student educationally and socially.



with or like an edict. 2. ordered or commanded by edict. —**e·dic′tal·ly,** *adv.*

ed·i·fi·ca·tion (ed′ə fə kā′shən), *n.* moral improvement; spiritual benefit; instruction: *Never . . . was a sermon listened to with more impatience and less edification* (Scott).

ed·i·fi·ca·to·ry (ed′ə fə kā′tər i; i dif′ə kə-tôr′i, -tōr′-), *adj.* that edifies or tends to edify.

ed·i·fice (ed′ə fis), *n.* a building, especially a large or imposing building, such as a cathedral, palace, or temple: *a spacious edifice of brick* (Hawthorne). [< Old French *edifice,* learned borrowing from Latin *aedificium* < *aedificāre* build < *aedis* temple + *facere* make] —**Syn.** See **building.**

ed·i·fi·cial (ed′ə fish′əl), *adj.* having to do with a building; structural.

ed·i·fi·er (ed′ə fī′ ər), *n.* a person who edifies.

ed·i·fy (ed′ə fī), *v.t.,* **-fied, -fy·ing.** **1.** to improve morally; benefit spiritually; instruct: *Let us therefore follow after the things . . . wherewith one may edify another* (Romans 14:19). **2.** *Archaic.* to build; construct. **3.** *Obsolete.* to establish; organize. [< Old French *edifier* < Latin *aedificāre* build (up); see EDIFICE] —**ed′i·fy′ing·ly,** *adv.*

e·dile (ē′dīl), *n.* aedile.

Ed·i·son effect (ed′ə sən), the electric conduction from an incandescent filament to a cold positive electrode in the same lamp. [< Thomas *Edison,* 1847-1931, an American inventor, who discovered it]

ed·it (ed′it), *v.t.* **1.** to prepare (another person's writings) for publication; prepare an edition of: *The teacher is editing famous speeches for use in schoolbooks. Scholars often edit Shakespeare's plays.* **2.** to direct the policies of (a newspaper, magazine, etc.) and decide what shall be printed in it. **3.** to revise or give final form to (motion-picture films, tape recordings, etc.) by such means as cutting and splicing: *The performance you buy at the local record shop is as often as not compounded of bits and pieces chosen from a number of "takes" and edited by a skilled technician so that the joins are imperceptible* (Punch).

edit out, to delete while editing: *All references to the United States were . . . edited out of the tape* (Atlantic).

[< Latin *ēditus,* past participle of *ēdere* < *ex-* out + *dare* give; partly < English *editor*]

edit., **1.** edited. **2.** edition. **3.** editor.

é·di·teur (ā dē tœr′), *n. French.* a publisher.

e·di·tion (i dish′ən), *n.* **1.** all the copies of a book, newspaper, etc., printed alike and issued at or near the same time: *The first edition of "Robinson Crusoe" was printed in 1719. In the second edition of the book, many of the errors in the first edition had been corrected.* **2.** the form in which a book is printed or published: *The reading matter in the cheaper one-volume edition was exactly the same as in the three-volume edition.* **3.** an issue of the same newspaper, book, etc., published at different times with additions, changes, alterations, etc.: *the afternoon edition, a foreign edition.* [< Latin *ēditiō, -ōnis* < *ēdere;* see EDIT]

é·di·tion de luxe (ā dē syôɴ′ də lʏks′), *French.* an especially elegant edition of a book or the like.

e·di·ti·o·nes ex·pur·ga·tae (i dish′i ō′-nēz eks′pər gā′tē), *Latin.* expurgated editions.

e·di·ti·o prin·ceps (i dish′i ō prin′seps), *Latin.* the first printed edition.

ed·i·tor (ed′ə tər), *n.* **1.** a person who edits: *A large newspaper has many editors who are each responsible for a single department of news, a city editor, business editor, military editor, sports editor, etc.* **2.** a person who writes editorials.

ed·i·to·ri·al (ed′ə tôr′i əl, -tōr′-), *n.* **1.** an article in a newspaper or magazine written by the editor or under his direction, giving the opinion or attitude of the paper regarding some, usually current, subject. **2.** a radio or television broadcast expressing the editorial opinion or attitude of the program, station, or network. —*adj.* of or having to do with an editor or an editorial.

ed·i·to·ri·al·ist (ed′ə tôr′i ə list, -tōr′-), *n.* a writer of editorials.

if they were editorials, i
or criticism in the articl
editorial.
ed·i·to·ri·al·iz·ing (
-tōr′-), *n.* the making of
or distorted) assertions i
authoritative manner of
modern style of predigest
apt to cause a vague uneasi
ed·i·to·ri·al·ly (ed′ə tôr′
1. in an editorial manner
editor: *She wrote editori*
paper (Harper's). **2.** in a
editor in chief, the edi
newspaper, magazine, dic
ed·i·tor·ship (ed′ə tər sh
tion, duties, or authority
ed·i·tress (ed′ə tris), *n.* a
ed·i·trix (ed′ə triks), *n.*
ed·i·tri·ces (ed′ə trī′sēz).
E·di·ya (e dē′yə), *n.pl.* t
people that inhabit the isl
in West Africa.
Ed.M., Master of Educati
E·do (ē′dō), *n., pl.* **E·do**
Sudanic-speaking tribe
living chiefly in southern
Ed·o·hwe (ed′ə hwā), *n.*
tribe of North American
living in California.
E·dom (ē′dəm), *n.* (in
Jacob's twin brother.
E·dom·ite (ē′də mīt), *n.*
habitant of Edom, a re
south of the Dead Sea.
EDP (no periods) or **E.D.**
processing.
EDPM (no periods) or **E.**
data processing machine.
eds., **1.** editions. **2.** edito
E.D.S., English Dialect Sc
EDT (no periods), **E.D.T.,**
Daylight Time.
educ., **1.** educated. **2.** e
cational.
ed·u·ca·bil·i·ty (ej′ů kə
ability to learn. **2.** the c
ceive an education.
ed·u·ca·ble (ej′ů kə bəl),
educated, taught, or tra
overlook the educable brillia
olds across the Channel (L
ed·u·cand (ej′ů kand), *n*
to be educated. [<
gerundive of *ēducāre* educ
ed·u·cat·a·ble (ej′ů kā′
cable.
ed·u·cate (ej′ů kāt), *v.t.,*
1. to develop in knowle
or character by training, st
teach; train: *Educate and*
mass of the people (Thon
to send to school. [< La
English *-ate*¹) bring up,
ēdūcere; see EDUCE] —Syn
educated guess, an est
or opinion based on exper
incomplete, inadequate, o
ed·u·ca·tee (ej′ů kə tē′),
is subjected to the proc
ed·u·ca·tion (ej′ů kā′sha
velopment of knowledge,
character by teaching, t
experience; teaching; tra
hope for significant adva
without increased costs.
skill, ability, or charact
teaching, training, stud
His education was limite
3. the science and art th
principles, problems, etc.
learning: *The philosophy*
been broadened by its as
thropology.
—**Syn.** **2. Education, en**
ture mean the qualities an
son gets from study, tea
ence. **Education** emphas
knowledge, and abilitie
through teaching and stu
education knows how to
well, and to read with u
lightenment emphasizes
understanding that ma
from prejudice and ign
with enlightenment can
values in human relations
to the combination of e

Walter was still angry when he entered school last fall. He'd been angry for eight years, and eight years is a long time to carry a grudge. Walter had just enrolled for his ninth year of failure, daily humiliation and frustration.

Walter was beginning high school in Tok with elementary level reading skills. Tired of being a "real flop" in all of his subjects, he had learned to vent his embarrassment on his teachers, his classmates, and school in general in the form of snarls and resentment. School was really dumb anyway. His classes were too big and besides there were "always too many smart kids."

Walter was rather uneasy when he scowled around his 9th grade English class and found only 10 enemies; so, for the first three weeks he refused to discuss anything.

Walter's teacher encouraged the class to do individual work. She made basic reading assignments, but allowed freedom in the approach to it. Walter was promptly lost in indecision, but to his amazement, so were all the other students.

The class was then sub-divided into two groups of five. The teacher began emphasizing group reading and group activities. As Walter became acquainted with his teacher and his classmates, he realized everyone read as slowly as he did. He consented to give brief answers to direct questions.

Walter had long looked at books as a symbol of his failure. Newspapers, however, were different. He didn't get to see many of those in Tok, and he wanted to take one home and read it to his family. But there were so many strange words. Walter's teacher offered him his own dictionary to keep at his desk, and then spent a week showing him how to find the words he didn't know.

The newspaper must have made a great hit with his family. Walter began carrying them home quite regularly.

Gradually Walter started showing interest in the boxes of new books which arrived periodically at the school. He didn't want to read them; he just thought he'd help put them on the shelves. By the second half of the school year, Walter was checking books out of the library and taking them home at night with his newspapers. He favored short stories over novels, because, "You don't have to wait so long to get to the end."

Walter is reading his way through the 10th grade this year. He's still angry. Nobody ever writes books about Tok. School is maybe not so bad, though.

EXTENDING THE CLASSROOM BEYOND THE VILLAGE

Senior students graduating this year from Saint Mary's Boarding High School participated in an enrichment program funded by a Title I grant. The project was a continuation of two previous Title I programs designed for students' cultural enrichment and exposure to vocational opportunities.

This year's project was designed for the enrichment of Southern Eskimo and Ingalik Indian children. Students boarding at Saint Mary's come from the areas surrounding the lower Yukon and Kuskokwim Rivers. Geographical isolation creates a severe barrier to inter-cultural communication. There are no roads or railroads to facilitate physical communication. Due to long years of isolation, there is little or no knowledge of the modern American culture.

The students have a continuing need for self-evaluation of their own environment as a part of the overall American environment. Formal education had not provided the young people with the ability to develop their own resources or to adjust to the strange life outside their ethnic-cultural area. It is particularly urgent for these students that concepts learned in the classroom be put to practical use. In order for vocational ideals to mature, students must be exposed to the 20th century world of business and technology.

Based on evaluation of the previous years' programs and on community needs, which became evident during recent attempts in the area to establish local city governments, it was decided that this year's Title I program would concentrate on preparing the 23 graduating seniors for a responsible entry into the adult world. Through study, discussion, and field trips, students would gain a better understanding of American government and its relationship to various vocational fields.

In their civics class, students began last fall studying national political and social issues directly affecting their lives, such as the native land claims. Practical research was combined with classroom discussion. A library of cultural anthropology resources was established, including a section on state and local governments. Students researched last year's legislative bills and began following those in progress this session. Elective courses were instituted in local anthropology, home economics, and vocational education. Field trips were planned to give the students an opportunity to observe the machinery of government and business at work and to give relativity to their studies.

Central to this year's planning was a visit to the State Capitol to observe the Legislature in action, to become acquainted with the intricate business of law making, and to learn of the facilities and job opportunities in the State Judicial and Executive branches of government.

In March 1969, the Saint Mary's senior class visited Anchorage, Fairbanks, Juneau, and Sitka. In each city students visited commercial, industrial, cultural, and public service enterprises talking with personnel and observing facilities and operations.

Rural Alaskan students particularly need a sound understanding of local government and its relationship to state and federal government. The St. Mary's acculturation project introduced students to the many vocational opportunities in politics and public service. It is anticipated that exposure to State Capitol and other urban center activities will encourage Saint Mary's students to undertake political careers or to find means of assisting the development of other native Alaskans through public service occupations.

The Mall Shopping Center was another experience! There were several stores in one big building. The place was just packed with all kinds of people and the merchandise was an entity of food, clothing, and all sorts of hardware. There was even a restaurent there!

I was surprised to see the many products made, which I did not think could be made of furs, such as: skirts and vests, ties, hair bows, neck bows for many, the latest fashion in hats, and the colors which they dyed them was beautiful!

were preserved in different bottles of all sizis. It was the first time for many of us to see so many various types of fish and to learn their names.

I was surprised to know that the lettersorters had to memorize all the zip codes, and the types of jobs within a post office.

Then we went to the State Building to listen in on a Senate meeting. The President of the Senate called the meeting into order. First of the secretary read all the messages from the House of Representative and then from the office of the governor. She then read the bills that were introduced by the Senators.

THE BOARDING HOME HELPS STUDENTS ADJUST TO A NEW CULTURE

The Alaska Boarding Home Program was initiated in 1966 to offer secondary education opportunities to rural students who did not have a high school available to them. Under this program, students live in private homes and attend the local high school in the community in which they are located. Title I funds paid for approximately 1/3 of the total operational costs of this program.

High school opportunities in rural Alaska for many eighth grade graduates are minimal. Schools in isolated villages scattered across the State offer grades 1-8. Geographical isolation and sparse population prohibit establishing local high school programs. Family earnings far below $3,000 a year prevent parents from financing private high school programs for their children. The Bureau of Indian Affairs and the Department of Education operate boarding high schools for rural Alaskans. These facilities are filled to capacity and, last year alone, over 250 students faced becoming "push-outs," rather than drop-outs.

With the initiation of the Boarding Home Program, for the first time in Alaska, all students desiring to continue their secondary education were provided the opportunity to do so.

The enrollment statistics speak for the success of the program. In 1966, 110 students were enrolled; in 1967, 260 were enrolled; and last year, 350 students participated in the program. Title I funds, in addition to other federal and state funds, pay boarding and travel costs. Often, the students' financial situation warrants extra funds to help purchase clothing, pay fees and medical expenses, and secure tutorial help.

This year, full-time home-school coordinators were appointed in cities serving the largest number of students. Part-time liaison officers were hired in all other areas having boarding students. At the beginning of the school year, a Title I workshop brought liaison officers and co-ordinators together for an in-depth study of the Boarding Home Program. During the year, the co-ordinator's job was to visit students periodically, checking on his school progress and attendance and taking care of problems regarding the student and his home, his school, and his community.

Rural school teachers counsel with village parents concerning the Boarding Home Program and the importance of education beyond the eighth grade level for their children. In the communities in which students are placed, coordinators and liaison officers inform residents of the purpose and the operation of the program. Three handbooks have been developed — one for students, one for coordinators and liaison officers, and one for prospective boarding parents — containing program information and outlining the responsibilities of those who work in or are benefited by the Boarding Home Program.

The percentage of drop-outs in this program is 25-30 per cent each year. Children return to their villages because of homesickness, educational deficiencies in basic skills, and because they have difficulty adjusting to a new home and family, a new school, and a new life. In spite of the relatively high percentage of drop-outs, the Boarding Home Program has greatly increased the secondary school enrollment of native Alaskans. The holding power of the schools has been strengthened, thus the drop-out rate has actually decreased.

The enrollment of dormitory schools operated by the State and the Bureau of Indian Affairs is generally 100 per cent native. Students enrolled in the Boarding Home Program have the opportunity to attend school on an integrated basis. The program assists students in making a cultural transition as students live in private homes and attend schools in a pluralistic environment.

Alice is not sure where her home is. She spent her elementary school years shifting between schools, homes, and families in small villages scattered along the Kuskokwim River.

Alice's father lives in Sleetmute, her mother in Stony River. For the past eight years, Alice lived in one village, then the other, taking her fears and loneliness with her through one fragmented experience after another. And just when Alice would seem to be settled down and making new friends, she would be sent to live with relatives in yet another town.

Alice entered the Boarding Home Program with very little sense of identity and very little self pride. Her life had precluded these. She lacked any basis to even begin seeking the emotional security other 15-year-olds were refining.

In school, Alice seemed to have little difficulty. Her achievement was just average compared to her other ninth grade classmates.

The home-school coordinator in the town where Alice was attending school noticed, however, that she had few friends. Alice was very withdrawn, and spoke only to the two children in her school who came from Stony River.

The coordinator began visiting Alice's boarding home and found that Alice was having trouble adjusting to living with a large "family" of strangers. She spent her evenings crying silently in her room.

At first, Alice declined invitations to go shopping with her coordinator. But when the clothes she brought to school with her began to fall apart, she had to summon the courage for a Sears shopping spree.

Alice and her coordinator became close friends. Even weekly trips to the movies, shopping and coke dates, however, weren't enough to help Alice over her severe emotional problems.

Softly-spoken pleas and repeated encouragement finally convinced Alice to seek counseling through medical and community resources. Meanwhile, the coordinator set to work to soothe Alice's after-school worries. She was re-placed in a smaller home, and grew to love the three-year-old baby of her young boarding parents. She could study at night or just sit and talk with the other boarding student who shared her new home.

Although Alice's professional counseling took her out of school many hours each week, her grades began to come up from a C average to B's, and finally toward the end of the school year, to A's.

Alice returned to high school this year, and greeted her many friends with laughter and conversation. If her numerous school and community activities don't take too much of her time, she'll probably start out the school year with A's.

VILLAGE INVOLVEMENT IN POLICY-MAKING

An advisory school board for Alaska's first State-operated boarding high school was organized this year under a project grant from Title I of the Elementary and Secondary Education Act.

The Department of Education, through the Division of State-Operated Schools, opened the Wm. E. Beltz Regional Boarding High School at Nome, Alaska, in September 1966 for students living in areas north of the Yukon River where no secondary schools were available. The school complex consists of academic and vocational facilities, a food service and cafeteria building, and a dormitory which houses 160 to 170 students.

The method of gaining entrance to either the BIA or State Boarding Programs is for an eligible candidate to complete a written application and then hope to be accepted at the school of his choice. Although the students do receive help and guidance from village day school teachers and from older students who return from the boarding schools during the summer, the weaknesses of this method of placement are quite evident.

The Title I program initiated this year to help ease the students' transition was designed to create village involvement in the regional school operation.

Past and present methods of Alaskan rural secondary education organization allow practically no local involvement. Parents have very little, if anything, to say about where their children will go to school or of what the educational programs will consist. This leads not only to disinterest and apathy on the part of the parent, but to an undemocratic situation.

To reach the goal of village involvement in secondary education, an Advisory School Board for the Beltz School was organized this fall. The Board was representative of all the villages having students at the school. One member of each village, elected by the residents, made up the thirty-member Board.

The Advisory School Board's first meeting was in September 26-28 at the Beltz School. The State paid the travel of the members from the village to the school and back. The Board inspected the physical plant, received information and reports concerning curriculum development and revision, was informed of fiscal matters, reviewed dormitory operations, was queried as to their opinions concerning educational needs of the students, and was updated on educational changes occurring. The group elected an executive committee which met an additional three times during the school year in Nome.

The immediate objectives of the program were accomplished this year. Extensive comments from parents showing approval of or dissatisfaction with dormitory policies were used to revise boarding school manuals and student handbooks. Through the establishment of an advisory school board, communications with the villages improved and parental involvement in school procedures increased. The Board became involved in present plans for the development of an arctic and sub-arctic curriculum.

The Advisory School Board will be a continuing project at the Wm. E. Beltz school. Long-range effects of the program will be seen in years to come. If students reflect parental attitudes and aspire to their goals, more parental participation in educational goals should produce more positive attitudes toward secondary education in the students.

M I N U T E S
WILLIAM E. BELTZ ADVISORY SCHOOL BOARD
November 21, 1968

The William E. Beltz Advisory School Board met November 21, 1968, at the William E. Beltz Regional High School in Nome. The meeting was called to order at 9:00 a.m. by the president, Vincent Schurnch with the following members present:

James Omnik, Point Hope; John Henry, Stebbins; Vincent Schurnch, Kiana; Alexander Niksik, St. Michael; Ernest Nylin, Elim; Nita Thomas, Buckland; Laura Sun, Shungnak; Gretchen Booth, Noatak; Michael Tickett, Kobuk; Mildred Sampson, Noorvik; Rita Olanna, Brevig Mission; John Kulowiyi, N.E. Cape; Caleb Dotomain, Shaktoolik; Albert Kimoktoak, Koyuk; Alvin Owletuek, Fortuna Ledge; David Kagak, Wainwright; and Wilbur Beans, Mountain Village.

Ice fog prevented Viola Norton of Kotzebue from attending and Willis Walunga's plane was grounded in Gambell, St. Lawrence Island.

Mr. Schurnch asked the group to consider the feasibility of having a longer Christmas vacation next year so that students might come home. Recommendations were called for.

The following comments were made regarding Christmas vacation for the Beltz students:

(1) Many of the families cannot afford to pay transportation for students to come home.

(2) The morale of those who cannot go home gets very low and many lose interest in school.

(3) Perhaps parents could pay half the transportation and village councils could pay half.

(4) Extra staff would need to be hired to stay with those students who could not get home.

(5) Weather often prohibits planes from flying into and out of villages. The delay in students returning to school would cause school to re-open late, and lost school time would have to be made up during the spring. It was felt that many parents would object to school being in session late in the spring because the children have to go to the fish camps with them and need to get out early.

The board resolved that in view of the problems involved, there should not be an extended Christmas vacation.

ACTION TAKEN

Mr. George White, Superintendent of Beltz School, asked the board: "Do you want your children educated to live in Anchorage or in the village?" The following comments were received:

"Our children should learn the same courses that children in Anchorage do."

"They should learn good English so they can get good jobs, but they should not forget how to speak Eskimo. Teachers should teach Eskimo language."

"I don't want my child to live in Anchorage. He should live in the village. School should teach about the herds and sea mammals so he will be a good hunter."

"Children should have good academic courses so they can get a scholarship to go to college. Parents can't afford to send children to college."

"I wish my child knew how to walk on ice. I can walk on ice. My father taught me. My son is not home. He is here with you. You should teach him how to walk on ice."

"Children should learn to live in the village, but they cannot get jobs in the village so they will go away to Anchorage. You should teach him to get a job. He should know how to fix cars and airplanes."

"All she knows how to cook are things she eats at school. She should learn how to cook Eskimo foods."

"History is important to learn, but children should learn Eskimo history."

TOWARD BETTER MUTUAL UNDERSTANDING

Title I funds were also used to continue an orientation program for students entering the William E. Beltz high school in Nome. Each year, approximately 50 students from Eskimo villages surrounding the Nome area leave their homes (often for the first time) to begin their secondary education. By deciding to leave the village and attend a boarding high school, the native child brings upon himself tremendous acculturation problems.

To illustrate the situation of the student, imagine an adolescent coming from an area isolated most of the year except by air. He lives in a cozy one- or two-room house. He spends his after-school hours in cheerful activities with his parents and brothers and sisters (most Eskimo children come from large, closely-knit families). All of his relatives live within two steps of his front door. Although he has never visited other villages or cities, he has shared the thrill and communion of hunting and fishing trips with his friends and their fathers. His education to date has been in a small but modern schoolhouse. His class is small, consisting only of his brothers and sisters and his childhood companions. His one teacher knows him well, and helps him individually to master his various subjects.

The student who is leaving the above described situation takes an airplane ride to the city of Nome. He lands at a concrete and asphalt airport and is taken in an automobile or bus to the Beltz school. He is ushered into a large, awesome building complex with hundreds of rooms. In the long, glaring corridors, which strangers around him call his "new home," he is confronted with a group of unknown students, teachers, and counselors bigger than the whole population of his village. He is restricted by a barrage of rules for which he sees no reason, and has only strange, white teachers and counselors in whom he might confide.

To help ease student-teacher relations, the Title I Village Orientation Program has been instituted. This program is designed to familiarize the school staff with the home and living conditions in the students' villages. The Orientation Program also introduces the native student and family to school personnel and boarding school living while he is still in the village.

The school superintendent, boarding supervisors and counselors visit each new student, his family, his neighbors and village council during the summer vacation before the opening of school in September. Visitors take 35 mm. slides and 8 mm. loops and projectors, plus other visual aids describing the school.

The Beltz staff acquaint the student with what he might expect upon reaching Nome, what it is like to live in a dormitory, who else will be in school, what subjects he will take and what recreation is available, what is expected of the students in regard to rules and regulations, and foods he will become accustomed to eating. The visitors give the same information to the family and village council and in turn develop a complete dossier on the village, family dwelling and medical and academic history of the students.

This method of acquainting the Beltz staff with the students' home environment, and, on the other hand, of acquainting students and parents with boarding school procedures, has led to a better mutual understanding. The long-range goal of this program is, of course, to reduce the number of students who leave school because adjustment problems have led to unhappiness and poor achievement.

The challenge of living and teaching in rural Alaska brought Karen to Nome in the Fall of 1966. Karen had two years of highly successful and rewarding teaching experiences in Madison, Wisconsin. She looked forward to the same in Nome.

The first day of classes filled Karen's head with why's. "Why don't they smile? Can they ALL really be so shy? Why don't they talk to me? Why can't I even spot the vocal ones — the ones who'll be class leaders? Why do they all look so scared? What could possibly be so awesome about this 'little' town, this 'little' school?"

Karen was asked that first evening to go with some of the other teachers to the airport to pick up the hand-made fur parkas and mukluks which students self-consciously slipped out of and left behind before coming to the school.

"Why would they discard these things? They're beautiful!"

The school year continued to be as perplexing as the opening days. Karen's students would never raise their hands in class. When she asked them direct questions, they always knew the answers. They were prepared, but they just didn't seem to want to compete with one another.

Even at the end of the year, Karen's students refused to give personal testimony of their experiences or to express their feelings and ideas. What does a teacher have to do to get them to talk about their heritage, their homes and parents and villages?

Karen was asked by the superintendent to accompany several students at the close of school from Nome to their villages. She was to visit students entering high school in the Fall and their parents.

Karen hopped on the charter plane armed with pictures, films, and carefully constructed speeches about the William E. Beltz High School. To her surprise, the youngsters didn't want to know about Beltz. They wanted to know what high school was. So did their parents.

"And I thought Nome was small," mused Karen as she flew into and out of tiny groups of tiny houses.

Last year, Karen returned to Beltz for her second year of teaching. The first few days of classes, the children she had met in the spring smiled shyly at her. Many came to her with problems, seeking a familiar face and understanding.

Karen delivered fewer lectures in her classes last year, and used many more visual teaching aids. She understood her students' apprehensions and seemed to have more patience encouraging student leadership in class discussions.

Karen was a teacher experienced in individualized instruction. But during her second year at Beltz, she developed "personalized instruction." When talking to students, she called their brothers and sisters by name. She talked about things of interest in each community she had seen and asked the students to correct or confirm her impressions.

Quite often they did.

MAKING THE SUBJECT FIT THE STUDENT

Through various projects, Title I, ESEA has helped develop curriculum materials specifically for Alaska rural school children. Rural Alaskan children come to school with experiences different than those of children in urban areas and in communities in the other 49 states. Traditional textbooks, written for metropolitan schools may be interesting to students in Sacramento and Baltimore, but they confuse and, in fact, frustrate Alaskan school children.

An Eskimo girl finds it hard to understand why Dick and Jane get into an automobile or train and go visit grandmother, who lives several hundred miles away. In her village, which she has never left, it is customary for the entire family, including the grandmother, to live together.

A small boy living 250 miles up the Kuskokwim River in western Alaska has never seen a policeman. Since he has always wandered around the village by himself, he cannot understand the book he is learning to read which says that Dick needs a policeman to help him cross the street.

While children in mathematics classes in many American cities may find it interesting to compute how much faster Harry and his father, working together, can paint the family garage than one or the other of them working alone, such examples only confound and discourage children in Alaska's rural villages.

Alaska Readers Workshop

When village students begin to learn to read, they are confused by the things "model children" do in their readers. Because the importance of the textbook material is questionable to them, the words are not only difficult to comprehend, but the importance of learning is also vague. As a result, teachers end up "explaining half the American culture" before they can proceed to teaching language arts skills.

Last fall, first graders in 10 rural villages began using Alaska Readers to make learning to read easier. The readers were written by Mrs. Virginia Jones, an experienced authoress of children's textbooks, contracted for this purpose by the Northwest Regional Educational Laboratory. The readers are a basic text for grades 1-3, and are based on settings and events familiar to Alaskan children. They are illustrated with realistic line drawings of native children, villages, and scenes typical of Arctic life. The readers are being developed operatively by the Northwest Regional Educational Laboratory and the Alaska Rural Schools Project, along with teaching staffs of BIA and State-Operated Schools.

The readers for the three primary grades are divided into two levels. Each level is made up of language development units and includes instructional stories, exercises, and supplementary books. Much of the material is semi-programmed, making it possible for each student to progress at his own pace. An Alaska Holiday Book, a Resource Book of poems, music stories and games, Teachers' Manual, and other teaching materials accompany the series. The texts were produced in limited numbers at the laboratory headquarters in Portland, Oregon and delivered last fall to 10 rural locations where they were field tested during the year. Test areas included all four minority groups — Athapascan, Eskimo, Aleut, and Indian — found in rural Alaska.

Last year, the first 12 levels were tested by over 100 first graders in the 10 schools. Next year the texts will be used in the first and second grades, and the following year, all three levels will be used. At the end of the third year of trial use, the Readers effectiveness will be measured and needed revisions will then be made so that the texts can be made available for general use in Alaskan schools.

A two-week Alaska Readers Workshop, funded under Title I, ESEA, was held in August, 1969. Mrs. Jones, Reader Authoress, conducted the workshop activities. The first week of the workshop was held for those who had been field testing the first grade materials. The Readers effectiveness was examined, and evaluation statistics compiled for the 1968-69 pilot test. Teaching plans for the second year's tests were also designed. During the second week, additional teachers who will use the second level joined the group. Experienced teachers from the first year test were group leaders for the second week of the workshop.

Upon completion of the workshop, teachers felt prepared to field test the materials in grades one and two. It is anticipated that with the effective use of the Alaska Readers, the State-operated schools will have a basic series in which reading development skills will be achieved. Rural youngsters will learn to read, write, listen, and speak with a high degree of attainment. The relevance of the materials to their own environment will further create a positive attitude toward school and develop self-confidence and pride in the children using them.

Modern Math Workshop

Iowa Tests of Basic Skills administered throughout the State-operated schools revealed that, in addition to reading skills, rural students scored very low in arithmetic concepts. The establishment of a comprehensive modern mathematics program for rural village schools was given priority based on the standardized test results and the professional judgment of the State-Operated Schools staff.

A workshop was conducted during August 1968 to train 25 teachers in modern math concepts, and during the 68-69 school year these teachers then spent the remainder of the year analyzing classroom response and noting concepts in the texts which needed to be tied to the experiences of their students.

Small group area workshops held throughout the year brought teachers together to study new ways of presenting modern math. Math and science specialists from Ft. Wainwright, the Department of Education, and the University of Alaska conducted the workshops along with the instructional staff of the State-Operated Schools.

Since the implementation of the modern math curriculum in the elementary grades, the staff has become increasingly aware of the need for additional materials more suitable for the instruction of the educationally disadvantaged and culturally different children in rural Alaska.

This year, during the first two weeks of June, six members of the rural schools math evaluation team met with instructional supervisors and mathematics consultants to develop a guideline to assist teachers in making the change to the new materials and implementing the new math program. The guideline included refinements and suggestions from teachers based on their experiences with educationally and culturally disadvantaged children.

Proof: (1) *s. a. s.*
(2) 3.08
(3) 3.06, 3.07, 3.08
(4) $\angle E'CG \cong \angle BCG$ (Construction)
$\overline{E'C} \cong \overline{BC}$ (Construction)
$\overline{CG} \cong \overline{CG}$ (5.12)
so $\Delta E'CG \cong \Delta BCG$ (*s. a. s.*)
(5) 10.14 or 10.15
(6) $m\overline{GB} = m\overline{GE'}$ (c.p. c. t. c., 2.37)
$(m\overline{AG} + m\overline{GB}) > m\overline{AE'}$ (Step 5, 5.07)
Since $m\overline{AB} = m\overline{AG} + m\overline{GB}$ (2.35)
and $m\overline{AE'} = m\overline{DE}$ (*c. p. c. t. c.* in step 1, 2.37),
then $m\overline{AB} > m\overline{DE}$ (5.07).

At the Title I math workshop, participants developed a blueprint for teachers to follow, and made suggestions for supplemental activities and for effective use of mathematical visual aids. Emphasis was given to modern math techniques teachers can use to work closely with individual students and to permit students to work independently, according to their own rate of accomplishment. It is anticipated that with the publication of this guideline, classroom teachers will better utilize time, plan and organize the math program for their students.

Rural School Manual

A third Title I workshop held during the 1969 summer produced a general manual for rural teachers. The manual is a basic document advising village teachers how to organize and get off to a good start at the beginning of the school year, means of assessing pupil achievement in terms of their culture and background, ways to organize classroom and curriculum structure according to their pupils and the area in which they are teaching, and hints on establishing good community relationships.

Six experienced rural teachers were selected to work with the State-Operated Schools instructional supervisors. The workshop was held during the first two weeks in June, and the new manuals readied for printing and distributed during the summer months by the central office staff. The Rural Schools Handbook is the finished product of the Title I workshop; its effectiveness will be evaluated after the first year of use in the State-operated rural schools next year.

NEW TEACHING ENVIRONMENTS REQUIRE NEW TEACHING TECHNIQUES

Teachers new to the State of Alaska face many areas of conflict between the culture in which they were raised and educated, and the culture in which they will begin teaching. Many have had no previous experience in rural education or in the education of disadvantaged children. New teachers need to develop an understanding of the cultural change taking place in Alaska as well as a respect for the Native peoples involved in it. Many patterns of oral language development are unique to Alaska. Rural areas have many language disparities. Thus, training in teaching English as a second language is highly specialized and necessary. Studies in the cultural anthropology of Alaska help develop a deeper appreciation of the village where the teachers live and the people with whom they work.

Title I funds helped fund an eight-week teacher training institute held at the University of Alaska. The institute, conducted by the Alaska Rural School Project, trained 25 teachers new to the State who had been contracted to begin teaching in a State-operated rural school in the fall.

The Alaska Rural School Project is funded by a Ford Foundation grant. Title I funds for the teacher training institute supplement this grant. Twenty-five selected teachers attend the institute starting in June and ending in August. They spend six weeks in formal instruction. Classes are held in a model rural school classroom furnished with the instructional materials, supplies, and equipment teachers find at their new assignment. The last two weeks of the program are devoted to field training in an Alaskan village where teachers are acquainted with the community and the school facility.

In the three years the institute has been in operation, teacher response has been highly favorable. Participants stated that training in special media and techniques for small schools led to improved classroom organization and planning. Training helped teachers make more extensive use of their immediate environment in teaching and to enlist the active involvement of parents and other adults in the education of the village children. Because of the understanding gained of the children's acculturation problems, teachers who attended the Rural School Project institute more actively supported the development and use of culturally relevant curriculum materials. The training tended to raise teacher expectations for learning among Native children. This, in turn, was translated into a higher degree of self-satisfaction and achievement in their students.

New Teacher Orientation

The teachers attending the institute and all other teachers new to the State-operated school system are brought together for another Title I teacher orientation program during the last week of August. The orientation is designed to prepare new teachers with techniques, insights, and attitudes necessary for successful teaching in the culturally atypical and often disadvantaged surroundings of rural Alaska. The program is conducted by the central staff of the State-Operated Schools, assisted by consultants in specialty areas and experienced rural teachers.

Following the general sessions, small groups are established so that concurrent activities can be scheduled. Through lectures, demonstrations, and workshop activities, techniques of teaching language arts and modern mathematics are reviewed with emphasis on cultural experiences unique to Alaska. The State-Operated Schools instructional supervisors orient new teachers to the people and customs they will encounter, and attempts to build an appreciation for these people and for the children that they will be teaching.

Due to the vast distances from the central office to the rural school locations and the subsequent communication limitations, the orientation activity is of particular value to new teachers. Teachers learn what is expected of them, what to expect in the village, and what to expect from their students so that they may begin developing insight and attitudes necessary for a successful teaching year.

Student Teaching in Rural Alaska

The needs of rural students are unique and demanding. The teacher choosing rural education as a career field must develop highly specialized skills to deal with the tremendous geographic, communication, economic, and cultural isolation. Methods and theories learned in elementary education courses do not often apply to rural Alaskan settings. Highly romanticized conceptions of Alaska, the 49th State and last frontier, bring prospective teachers to rural areas who are entirely unprepared to face teaching and living experiences tempered by the awesome, ever-present isolation factors.

Alaska is always in need of qualified, experienced teachers for the rural locations. A Title I project experimented this year with one method of providing prospective teachers with in-the-field preparation and training for rural teaching. Through a contractual arrangement with Eastern Washington State College, eleven elementary education majors completed their student teaching assignments in Alaskan villages.

The prospective cadet teachers submitted letters of application to the college director of student teaching. The director of student teaching evaluated the applications together with other college records and made recommendations to the Director of State-Operated Schools for placement. Seven cadets were assigned to rural areas during the winter quarter and four cadets were assigned during the spring quarter. The student teachers were under the supervision of master teachers in the State-operated school system. Through observation and task performance, the student teachers were able to gain an appreciation for the ethnic population and an understanding of geographic isolation, climatic conditions, and cultural deprivation of rural communities. Student teachers acquired first hand knowledge of rural Alaskan children which would enable them to better meet their need if they would contract to teach for the full school year.

Cadet teaching experience should develop good teaching techniques beneficial to Alaskan youngsters. It is anticipated that the Division of State-Operated Schools will be able to recruit 80 per cent of the cadets for future assignments in rural school locations.

In-Service Training in Teaching Reading

A program designed to develop language skills in disadvantaged rural students by demonstrating to teachers the techniques of using children's literature to develop reading comprehension was initiated under a Title I grant in 20 rural schools this year.

A district-wide testing program indicated that rural school children's reading and vocabulary skills were underdeveloped. Low achievement scores on the Iowa Tests of Basic Skills were used as a criteria to select the 20 schools to participate. Many youngsters in these areas enter school speaking non-standard, quite limited English or hesitant English utilized as a second language. Therefore, programs designed to improve reading and language skills take high priority.

To insure that children in the target areas receive continual "top-notch" instruction in language arts, the Title I project provided in-service training in teaching techniques developed and advocated by reading specialists and professional educational agencies. Demonstration lessons using children's literature were presented to the classes in the 20 schools by a contracted consultant from the University of Alaska. Through observation, teachers were able to develop a better understanding of the nature of reading comprehension and how it might be more effectively taught. The demonstration lessons were also intended to interest and motivate the children with a desire to read. In addition to improving their language skills, reading introduces rural youth to the people and places outside their immediate environment.

The consultant traveled to the various schools and read stories to pupils. Separate presentations were made to the primary and intermediate grades. Following the readings, discussions were elicited by "inquiry approach" teaching. Students were encouraged to express their ideas, and, if time permitted to indulge in creative writing. Emphasis in the demonstration lessons was on vocabulary and organization of thought.

Teacher-consultant discussions centered on the possibility of developing effective language skills during periods other than the basal reading lesson. Teachers were encouraged to use demonstrated techniques during science and social studies lessons, in fact during any activity in which the pupil engages in reading or listening to material and then is asked to recall, organize and react to the ideas presented.

A most interesting response obtained from teachers evaluation of the project was the frequent open admission that their present techniques were not acceptable, and that ideas gleaned from the observation would be incorporated into their future teaching. The experience will help the teachers become more effective in the areas of thinking and reading comprehension. This, in turn, will lead to the improvement of language skills in Alaska's disadvantaged rural students.

Area Workshops

A comprehensive system of small group workshops for teachers in rural Alaska was initiated this year under Title I, ESEA with the thought of the activity becoming an integrated part of the overall State-Operated Schools program. Throughout the year, teachers from various rural areas were brought together to discuss pupil evaluation, curriculum development, teacher training, and classroom organization.

Evaluating the needs of rural Alaskan school children, designing curriculum materials to meet these needs, and training teachers to use materials effectively are crucial parts of the on-going instructional program in State-operated schools. The improvement of instruction is a never ending process; workshops are continuously designed to update teaching techniques and classroom materials.

Through teacher interaction at the group meetings, ideas and strategies may be exchanged that can be beneficial to the teachers themselves and to the young people they teach. The presentation of modern instructional techniques is aimed at bringing to light varying approaches to instruction and to demonstrate how certain techniques will produce desired results. Title I, ESEA is being utilized to initiate area workshops; gradually district moneys will absorb the workshop costs.

Teachers began the year by evaluating the achievement of their students. Individual and class abilities were diagnosed and the extent of learning over short and relatively long periods of time was determined. Teachers compiled statistics and obtained measures for comparative purposes. Both standardized tests and informal teacher observations were used for this purpose.

Through the instructional supervisors' visitations to the various schools, participants were selected and workshop locations established according to the evaluations and to the type of assistance necessary to meet the needs of the rural children.

Four area workshops were held this year with 92 teachers participating. Education specialists from Ft. Wainwright and the University of Alaska helped conduct the workshops along with the State-Operated Schools curriculum and instruction staff. New ways of presenting modern math and of tying this subject to the experiences of rural youth were studied. Teaching techniques to accompany the newly-adopted Addison-Wesley modern math series were reviewed.

Equally important were studies of methods to individualize instuction. Each area group decided upon procedures for testing students to determine achievement levels for multi-age grouping, and for utilizing community resources to make materials more culturally relevant. A media specialist demonstrated effective use of instructional media and resources with small groups and individuals. Means of de-emphasizing grade levels were established.

Although the chief objective of the area small group workshops was to improve classroom instruction, the immediate effects of the project were more obvious.

Teachers were the recipients of many new techniques and ideas that were beneficial to them in their classroom instruction. The workshops assisted the State-Operated schools central office in gathering suggestions for improving the curriculum for the elementary rural schools. Communications between the rural schools and the central office were so improved that a feeling of teamwork was created from the many fragmented and isolated programs. A more cohesive educational philosophy for the overall State-Operated school program was an outgrowth of this Title I project.

For the first 15 years of his life, Ray has lived in a village of about 60 inhabitants located on the banks of the Yukon River in Northwestern Alaska. His one-room, one-teacher school had grades one through eight.

School has been boring Ray for nine years. His lassitude survived five promotions; this fall he entered grade six. His doldrums started up again when he looked at his same old classmates — three first graders, one third grader, three fourth graders, four fifth graders, two seventh graders — and Ray!

Same old desk. Same old textbooks. Books, books, everywhere. Did he really have to waste another whole winter turning those stale pages?What did all these books have to do with him anyway?

Ray passed the first day gazing at something vaguely interesting. One whole side of the classroom was filled with new machines that must have been shipped in this summer.

Ray had never seen film projectors, tape recorders, record players, copiers, or filmstrip and slide projectors. He decided to put his apathy away for a little while and began learning to use them.

Social studies turned out to be "not bad" last fall when lessons were accompanied by 16 mm. films. Tapes and records dressed up the reading lesson, too. Ray found he could even order study prints and maps to go with whatever subjects interested him. More and more did as the school year progressed.

In December, Ray discovered he could produce transparencies, charts, and other materials to use on the new equipment. Gradually, he began helping the teacher organize materials and lessons for the younger members in his class.

English as a second language is getting easier for Ray due to his broad use and knowledge of media. By June, Ray had earned the title of Building Media Co-ordinator. He scheduled orders for films, filmstrips, and other materials, and supervised their return to the Anchorage center. He presented new materials upon arrival to his class and even helped his teacher evaluate materials as to their appropriateness.

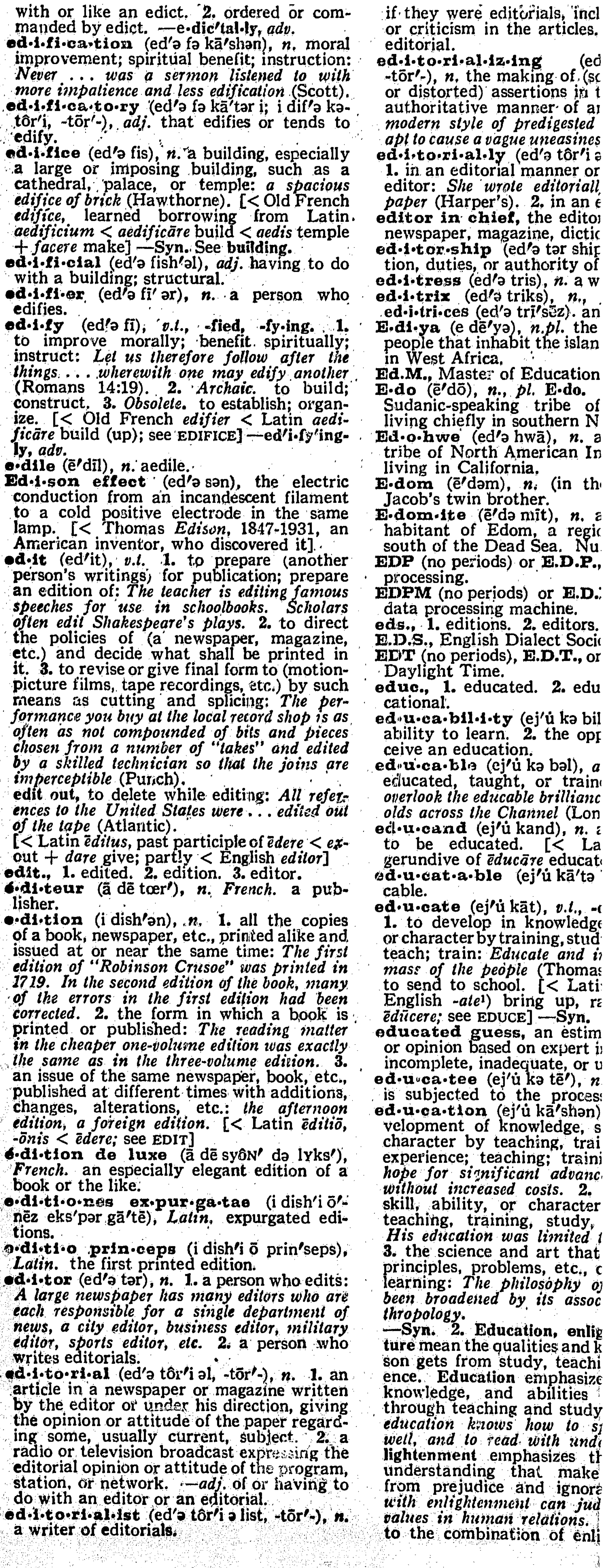
It only took Ray 9 months to finish the 6th grade. He's got a lot of fast work to do he says, in view of his newly chosen profession. "I think I want to be a school teacher when I grow up. I like to work with kids."

The key factor...was that the program built up the students' confidence...

The course was designed so that each child, regardless of his achievement level in relation to the other students, would increase six months or more in comprehension skills, 50 per cent in his rate of speed reading, and 25 per cent in his vocabulary power. The course necessitates each student to write in complete sentences about his chosen reading selections. The small size of the groups facilitated growth in the students' ability to express themselves through casual classroom discussions.

Statistical compilation of the students' progress provided an effective evaluation of the program. Comprehensive achievement was measured by pencil and paper tests, standardized tests, oral tests, and standard profile charts. Reading speed was determined by reading rate tests. Written expression was measured by student compositions. Teacher observations documented improvements in oral expression and use of new vocabulary.

Students enrolled in the program discovered that they could read, that they could achieve, and that school was, in fact, of value to them. The regular school program was not hindered because of under-achievers which might have tended to hold back the regular sequence of instruction. A key factor in the success of the Tok reading program was that the program built up the students' confidences by teaching at their instructional level. High interest, low vocabulary materials resulted in increased reading which in turn expanded and broadened each student educationally and socially.



with or like an edict. 2. ordered or commanded by edict. —**e·dic'tal·ly,** *adv.*

ed·i·fi·ca·tion (ed'ə fə kā'shən), *n.* moral improvement; spiritual benefit; instruction: *Never . . . was a sermon listened to with more impatience and less edification* (Scott).

ed·i·fi·ca·to·ry (ed'ə fə kā'tər i; i dif'ə kə-tôr'i, -tōr'-), *adj.* that edifies or tends to edify.

ed·i·fice (ed'ə fis), *n.* a building, especially a large or imposing building, such as a cathedral, palace, or temple: *a spacious edifice of brick* (Hawthorne). [< Old French *edifice,* learned borrowing from Latin *aedificium* < *aedificāre* build < *aedis* temple + *facere* make] —**Syn.** See **building.**

ed·i·fi·cial (ed'ə fish'əl), *adj.* having to do with a building; structural.

ed·i·fi·er (ed'ə fī' ər), *n.* a person who edifies.

ed·i·fy (ed'ə fī), *v.t.,* **-fied, -fy·ing.** **1.** to improve morally; benefit spiritually; instruct: *Let us therefore follow after the things . . . wherewith one may edify another* (Romans 14:19). **2.** *Archaic.* to build; construct. **3.** *Obsolete.* to establish; organize. [< Old French *edifier* < Latin *aedificāre* build (up); see EDIFICE] —**ed'i·fy'ing·ly,** *adv.*

e·dile (ē'dīl), *n.* aedile.

Ed·i·son effect (ed'ə sən), the electric conduction from an incandescent filament to a cold positive electrode in the same lamp. [< Thomas *Edison,* 1847-1931, an American inventor, who discovered it]

ed·it (ed'it), *v.t.* **1.** to prepare (another person's writings) for publication; prepare an edition of: *The teacher is editing famous speeches for use in schoolbooks. Scholars often edit Shakespeare's plays.* **2.** to direct the policies of (a newspaper, magazine, etc.) and decide what shall be printed in it. **3.** to revise or give final form to (motion-picture films, tape recordings, etc.) by such means as cutting and splicing: *The performance you buy at the local record shop is as often as not compounded of bits and pieces chosen from a number of "takes" and edited by a skilled technician so that the joins are imperceptible* (Punch).

edit out, to delete while editing: *All references to the United States were . . . edited out of the tape* (Atlantic).

[< Latin *ēditus,* past participle of *ēdere* < *ex-* out + *dare* give; partly < English *editor*]

edit., **1.** edited. **2.** edition. **3.** editor.

é·di·teur (ā dē tœr'), *n. French.* a publisher.

e·di·tion (i dish'ən), *n.* **1.** all the copies of a book, newspaper, etc., printed alike and issued at or near the same time: *The first edition of "Robinson Crusoe" was printed in 1719. In the second edition of the book, many of the errors in the first edition had been corrected.* **2.** the form in which a book is printed or published: *The reading matter in the cheaper one-volume edition was exactly the same as in the three-volume edition.* **3.** an issue of the same newspaper, book, etc., published at different times with additions, changes, alterations, etc.: *the afternoon edition, a foreign edition.* [< Latin *ēditiō, -ōnis* < *ēdere;* see EDIT]

é·di·tion de luxe (ā dē syôɴ' də lʏks'), *French.* an especially elegant edition of a book or the like.

e·di·ti·o·nes ex·pur·ga·tae (i dish'i ō'-nēz eks'pər gā'tē), *Latin,* expurgated editions.

e·di·ti·o prin·ceps (i dish'i ō prin'seps), *Latin.* the first printed edition.

ed·i·tor (ed'ə tər), *n.* **1.** a person who edits: *A large newspaper has many editors who are each responsible for a single department of news, a city editor, business editor, military editor, sports editor, etc.* **2.** a person who writes editorials.

ed·i·to·ri·al (ed'ə tôr'i əl, -tōr'-), *n.* **1.** an article in a newspaper or magazine written by the editor or under his direction, giving the opinion or attitude of the paper regarding some, usually current, subject. **2.** a radio or television broadcast expressing the editorial opinion or attitude of the program, station, or network. —*adj.* of or having to do with an editor or an editorial.

ed·i·to·ri·al·ist (ed'ə tôr'i ə list, -tōr'-), *n.* a writer of editorials.

if they were editorials, incl
or criticism in the articles.
editorial.
ed·i·to·ri·al·iz·ing (ed
-tōr'-), *n.* the making of (sc
or distorted) assertions in t
authoritative manner of a
modern style of predigested
apt to cause a vague uneasines
ed·i·to·ri·al·ly (ed'ə tôr'i ə
1. in an editorial manner or
editor: *She wrote editoriall*
paper (Harper's). **2.** in an e
editor in chief, the edito
newspaper, magazine, dictio
ed·i·tor·ship (ed'ə tər shi
tion, duties, or authority of
ed·i·tress (ed'ə tris), *n.* a w
ed·i·trix (ed'ə triks), *n.,*
ed·i·tri·ces (ed'ə trī'sēz). an
E·di·ya (e dē'yə), *n.pl.* the
people that inhabit the islan
in West Africa.
Ed.M., Master of Education
E·do (ē'dō), *n., pl.* **E·do.**
Sudanic-speaking tribe of
living chiefly in southern N
Ed·o·hwe (ed'ə hwā), *n.* a
tribe of North American In
living in California.
E·dom (ē'dəm), *n.* (in th
Jacob's twin brother.
E·dom·ite (ē'də mīt), *n.* a
habitant of Edom, a regi
south of the Dead Sea. Nu
EDP (no periods) or **E.D.P.,**
processing.
EDPM (no periods) or **E.D.**
data processing machine.
eds., **1.** editions. **2.** editors.
E.D.S., English Dialect Soci
EDT (no periods), **E.D.T.,** or
Daylight Time.
educ., **1.** educated. **2.** edu
cational.
ed·u·ca·bil·i·ty (ej'u̇ kə bil
ability to learn. **2.** the op
ceive an education.
ed·u·ca·ble (ej'u̇ kə bəl), *a*
educated, taught, or train
overlook the educable brillianc
olds across the Channel (Lon
ed·u·cand (ej'u̇ kand), *n.* a
to be educated. [< La
gerundive of *ēducāre* educat
ed·u·cat·a·ble (ej'u̇ kā'tə
cable.
ed·u·cate (ej'u̇ kāt), *v.t.,*
1. to develop in knowledge
or character by training, stud
teach; train: *Educate and i*
mass of the people (Thoma
to send to school. [< Lati
English *-ate*¹) bring up, r
ēdūcere; see EDUCE] —**Syn.**
educated guess, an estim
or opinion based on expert i
incomplete, inadequate, or u
ed·u·ca·tee (ej'u̇ kə tē'), *n*
is subjected to the proces
ed·u·ca·tion (ej'u̇ kā'shən)
velopment of knowledge, s
character by teaching, trai
experience; teaching; traini
hope for significant advanc
without increased costs. **2.**
skill, ability, or character
teaching, training, study,
His education was limited
3. the science and art that
principles, problems, etc., c
learning: *The philosophy o*
been broadened by its assoc
thropology.
—**Syn.** **2. Education, enli**
ture mean the qualities and k
son gets from study, teachi
ence. **Education** emphasiz
knowledge, and abilities
through teaching and study
education knows how to s
well, and to read with und
lightenment emphasizes t
understanding that make
from prejudice and ignor
with enlightenment can jud
values in human relations.
to the combination of enl

tion of the educationally disadvantaged and culturally different children in rural Alaska.

This year, during the first two weeks of June, six members of the rural schools math evaluation team met with instructional supervisors and mathematics consultants to develop a guideline to assist teachers in making the change to the new materials and implementing the new math program. The guideline included refinements and suggestions from teachers based on their experiences with educationally and culturally disadvantaged children.

Proof: (1) *s. a. s.*
(2) 3.08
(3) 3.06, 3.07, 3.08
(4) $\angle E'CG \cong \angle BCG$ (Construction)
$\overline{E'C} \cong \overline{BC}$ (Construction)
$\overline{CG} \cong \overline{CG}$ (5.12)
so $\Delta E'CG \cong \Delta BCG$ (*s. a. s.*)
(5) 10.14 or 10.15
(6) $m\overline{GB} = m\overline{GE'}$ (c. p. c. t. c., 2.37)
$(m\overline{AG} + m\overline{GB}) > m\overline{AE'}$ (Step 5, 5.07)
Since $m\overline{AB} = m\overline{AG} + m\overline{GB}$ (2.35)
and $m\overline{AE'} = m\overline{DE}$ (*c. p. c. t. c.* in step 1, 2.37),
then $m\overline{AB} > m\overline{DE}$ (5.07).

At the Title I math workshop, participants developed a blueprint for teachers to follow, and made suggestions for supplemental activities and for effective use of mathematical visual aids. Emphasis was given to modern math techniques teachers can use to work closely with individual students and to permit students to work independently, according to their own rate of accomplishment. It is anticipated that with the publication of this guideline, classroom teachers will better utilize time, plan and organize the math program for their students.

Rural School Manual

A third Title I workshop held during the 1969 summer produced a general manual for rural teachers. The manual is a basic document advising village teachers how to organize and get off to a good start at the beginning of the school year, means of assessing pupil achievement in terms of their culture and background, ways to organize classroom and curriculum structure according to their pupils and the area in which they are teaching, and hints on establishing good community relationships.

Six experienced rural teachers were selected to work with the State-Operated Schools instructional supervisors. The workshop was held during the first two weeks in June, and the new manuals readied for printing and distributed during the summer months by the central office staff. The Rural Schools Handbook is the finished product of the Title I workshop; its effectiveness will be evaluated after the first year of use in the State-operated rural schools next year.