DOCUMENT RESUME

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TITLE	Student Educational Radio: Village Extension. Project S.E.R.V.E.
INSTITUTION	Dillingham City School District, Alaska.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
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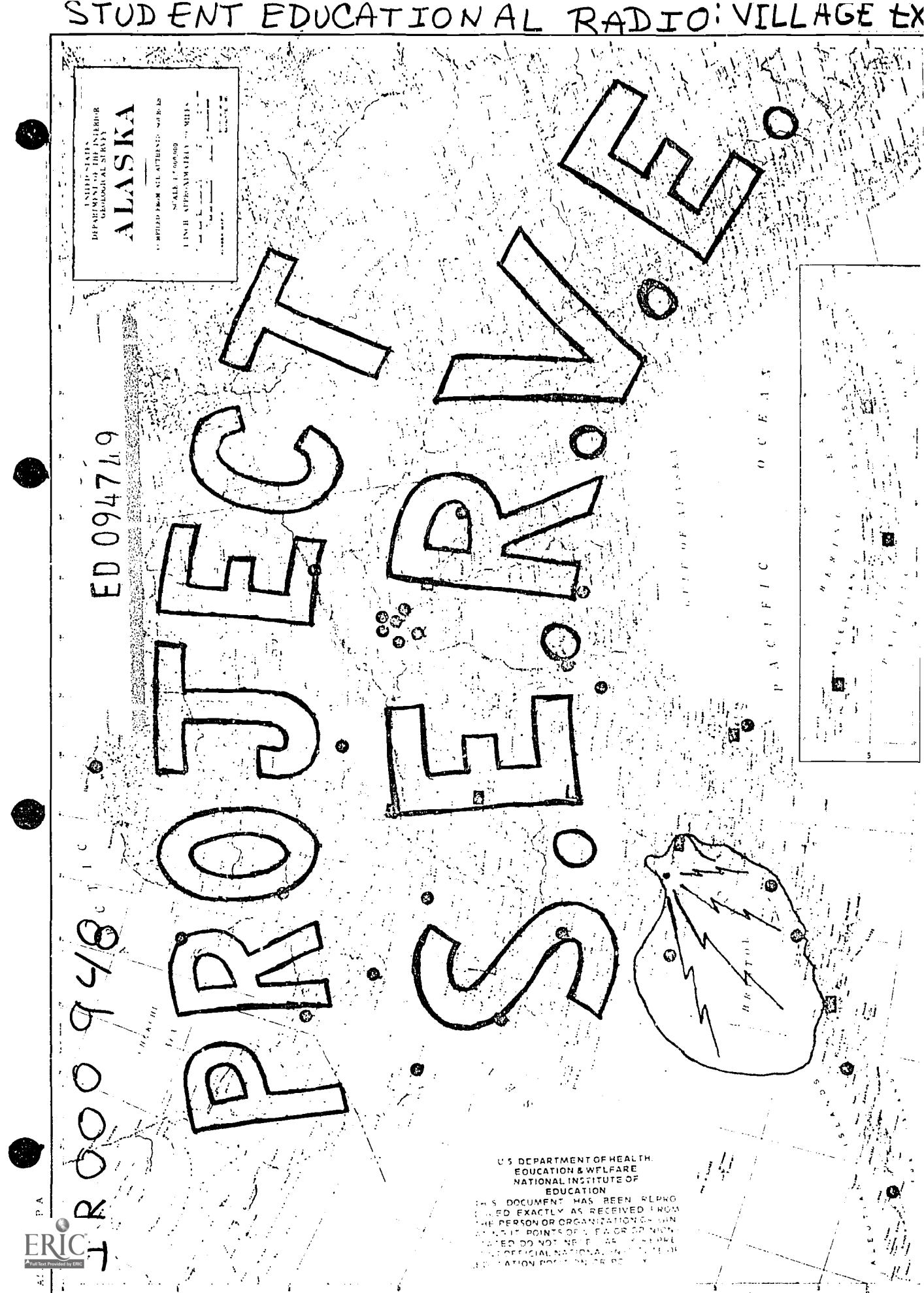
ABSTRACT

Dillingham High School, through Project SERVE (Student Education Radio: Village Extension), intends to bring 25 rural schools and villages in the Bristol Bay area of Alaska together utilizing educational radio. The objectives of the three-year project are to: (1) increase the number of graduating students choosing broadcasting as a vocation by 100%; (2) increase scores on standardized language achievement exams; and (3) to provide 75% of the target population with the opportunity to participate in a live and taped broadcast program. Students will work directly with language arts instructors and persons in media to improve language skills. Professionally-made taped broadcasts will be compared with local student efforts. During the second and third year of the program, an attempt will be made to bring into the village several professional radio personalities for workshops with students. During the third year, the program will be expanded to include a mobile broadcasting unit which will travel to all the villages in the area for a one to two week session of daily broadcasts, live from the elementary State-Operated Schools. Program material will be prepared by the local villages and school students. (WCM)

STUDENT EDUCATIONAL RADIO: VILLAGE EX



PROJECT

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PART I

STATISTICAL DATA

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
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SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

		PREVIOUS DOE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 1, 1972	July 1, 1973	$ 15,000.00
B.	Application for First Continuation Grant		July 1, 1973	July 1, 1974	$175,000.00* (estimated)
C.	Application for Second Continuation Grant		July 1, 1974	July 1, 1975	$ 75,000.00* (estimated)
D.	Total Title III Funds				$265,000.00
E.	End of Budget Period Report				

2. Complete the following items only is this report includes acquisition, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1. ☐ LEASING OF FACILITIES 2. ☐ ACQUISITION OF BUILT-IN EQUIPMENT 3. ☐ ACQUISITION OF FACILITIES

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY _____ 2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS _____

C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

$ _____

*See page 12 for clarification

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.

			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public			1038	330			1368	
		(2) Non-public			14				14	
B	Persons Served by Project	(1) Public			1038	330			1368	50
		(2) Non-public			14				14	
		(3) Not Enrolled					3250		3250	
C	Additional Persons Receiving Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2.

TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	1593	36	2933	70	4632

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL-CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED		100			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

PERSONNEL PAID BY TITLE III FUNDS

	TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/ SUPERVISION				1		
B.	TEACHER:						
	(1) PRE-KINDERGARTEN						
	(2) KINDERGARTEN						
	(3) GRADES 1-6						
	(4) GRADES 7-12						
	(5) OTHER						
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL				1		
E.	ALL NON-PROFESSIONAL						
F.	FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1) TOTAL NUMBER RETAINED _____			(2) TOTAL CALENDAR DAYS RETAINED _____		

SECTION D - continued

PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/ SUPERVISION			1			
B.	TEACHER:						
	(1) PRE-KINDERGARTEN						
	(2) KINDERGARTEN						
	(3) GRADES 1-6	2					
	(4) GRADES 7-12	2					
	(5) OTHER						
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL						
E.	ALL NON-PROFESSIONAL						
F.	FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1) TOTAL NUMBER RETAINED _____			(2) TOTAL CALENDAR DAYS RETAINED _____		

PART II

FINANCIAL: PROPOSED BUDGET SUMMARY

E 17-01

STATE DEPARTMENT OF EDUCATION
POUCH F
JUNEAU, ALASKA 99801

PART II
PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

E AND ADDRESS OF AGENCY	PROJECT NUMBER	GRANT NUMBER	STATE
Dillingham City School District			Alaska

C. I - EXPENDITURES	(Check one)		BUDGET PERIOD
	[X] PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES)	[ ] ESTIMATED EXPENDITURE REPORT [ ] FINAL EXPENDITURE REPORT	BEG: July 1, 1972 END: July 1, 1973

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
		SALARIES								
FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
1	2	3	4	5	6	7	8	9	10	11
ADMINISTRATION	100	$	$	$ 3000	$ 500	$ 500	$ -----	$	$ 4000	$
INSTRUCTION	200	5000			750	1250	-----		7000	
ATTENDANCE SERVICES	300						-----			
HEALTH SERVICES	400						-----			
PUPIL TRANSPORTATION SERVICES	500						-----			
OPERATION OF PLANT	600	1500			500		-----		2000	
MAINTENANCE OF PLANT	700	1000					-----		1000	
FIXED CHARGES	800						-----			
FOOD SERVICES	900						-----			
STUDENT-BODY ACTIVITIES	1000					1000	-----		1000	
COMMUNITY SERVICES	1100						-----			
CAPITAL OUTLAY (EQUIPMENT ONLY)	1200	-----	-----	-----	-----	-----		-----		
TOTAL →		$ 7500	$	$ 3000	$ 1750	$ 2750	$	$	$ 15,000	$
		$	$	$	$	$	$	$	$	$

EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
100	Engineering and Consultant fees 30 days		X		$100 per day	$3000
100	Surveying supplies - F.C.C. Application fees for above				$500	$ 500
100	Travel for above - Round trip fares - Anchorage/Dillingham			4	$115	$ 500

EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
200	Teacher Programming Co-ordinators		X	2	$5000	$5000
200	Tapes and expendable classroom supplies for development of broadcast materials - postage - etc.			150	$ 5	$ 750
200	Travel for above to village schools in project			25 fares	$ 50 (average)	$1250

NDITURE ACCOUNT NO.

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
600	Janitorial Service - electricity - heat		X			$1500
600	Janitorial Supplies					$ 500

EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
700	Repair - preventive maintenance - alignment of recording equipment				$1000	$1000

EXPENDITURE ACCOUNT NO.

Expense Class	Name & Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Budgeted Amount
		Full	Part			
1000	Travel for student program assistants to villages for taping sessions			20 round-trip	$50 (average)	$1000

PROPOSED BUDGET SUMMARY

EXPLANATION

During the first (planning) year of Project S.E.R.V.E., there are several contingencies which could make vast differences in the scope of necessary funding for the first operational (broadcasting) year. It is, therefore, not the purpose of this application to provide more than an estimated maximum amount for the operational years. A more accurate estimate of actual costs will follow at the end of the planning year.

Possibilities which may affect the funding are listed below in no particular priority:

1. A request now in from Governor Egan to the Alaska State Legislature for $50,000 to cover equipment costs for an educational broadcasting station in Dillingham.

2. The possibility of a combined television and radio broadcasting capability. A television relay antennae is being erected in Dillingham to receive and re-transmit a signal from King Salmon Air Force Base to the local population.

3. The question of a possible A.M. and F.M. station instead of A.M. only.

Budget summaries for a 5 KW A.M. station at Kotzebue have been submitted for use as guidelines for Project S.E.R.V.E. by Mr. Bob Arnold, Executive Director of Alaska Educational Broadcasting Commission. Mr. Arnold suggests that a 10% to 15% increase in these figures would be a more accurate assessment of actual costs (see Pages 13 and 14).

ESTIMATED OPERATING EXPENSES

KOTZEBUE RADIO - 5 KW A.M. RADIO STATION

$63,200

FY 1973

Personal Services			
Station Manager/Chief Engineer	17.0 (in thousands)		
Program Director	16.0		
Other Boardmen	5.0		
Secretary	3.5		
Total		41.5	
Benefits		6.0	
Total			47.5
Travel and Per diem			
Anchorage, NAEB Convention			1.0
Contractual			
Heat, water, electricity, rent	Furnished by B.I.A.		
Communications, etc.	9.2		
Total			9.2
Supplies			
Office	0.5		
Broadcasting + borrowed programs	5.0		
Total			5.5
Total			63.2

PROPOSED GRANT
TO
KOTZEBUE BROADCASTING

Personal Services			
Manager/engineer - 6 months	$8,500		
Program director - 4 months	5,300		
Secretary	900		
Total		14,700	
Benefits @ 14%		1,600	
Total			16,300
Travel and Per diem			
Board members (3 out of town/4 meetings @ $250)		1,000	
Manager/director		1,000	
Total			2,000
Contractual Services			
Legal Fees		1,000	
Engineering		1,700	
Bookkeeping		250	
Vehicle Insurance		250	
Total			3,200
Equipment			
Antenna, transmitter, studio equipment (local share)		18,000	
Vehicle		5,500	
Office equipment		700	
Office furniture		500	
Total			24,700
Supplies			
Office		500	
Broadcasting		3,300	
Total			3,800
Total			$50,000

PART III

NARRATIVE REPORT

INTRODUCTION

Ask any educator who has been in rural Alaskan schools for any length of time what are the most critical educational needs for his students and he will almost certainly include improved language skills, communications, and freedom of choice in a variety of educational experiences. It would seem obvious that techniques to meet these critical needs under one program would be in wide use in the rural areas. However, the fact remains that for the majority of the student population in rural Alaska, schools remain bound to traditions and programs which allow virtually no freedom of choice nor a chance to experience anything other than what is allocated for their "grade level."

Dillingham High School has sought to remedy this situation with its non-graded/trimester/mini-course curriculum. Project S.E.R.V.E. is intended to draw upon all the existing advantages of this program and utilizing educational broadcasting, bring this into some twenty-five rural schools and villages in the entire Bristol Bay area.

It is the feeling of the author that too often, educational radio is viewed only as a medium from which educational experiences are <u>received</u>. It is a basic premise of Project S.E.R.V.E. that an equal amount of learning experiences can be encountered from the <u>broadcasting</u> standpoint as well as from the <u>receiving</u> standpoint. Thus, it is planned that the radio station will be operated by the students themselves. A more detailed description of the actual operation of S.E.R.V.E. follows later in the narrative.

EVOLUTION OF THE PROGRAM

SCHOOL YEAR 1968-69

The basic concepts, which evolved into the non-graded/trimester/mini-course curriculum presently in operation at Dillingham High School, Dillingham, Alaska, were originated during the spring of 1969. It was felt at that time that many problems were occurring because of the inherent inflexibility of the curriculum then in operation.

This program (see Plate I) involved a traditional approach to high school curriculum, i.e., a rigid grade nine through grade twelve "class" system in most courses, utilizing a standard 55 minute, six period school day with all courses continuing for the full 180-day school year.

Seventh grade, eighth grade, and high school students were in separate courses but were taught by the same staff in the same building. This staff consisted of nine teachers for a total pupil population of 140 for grades seven through twelve.

Effective utilization of staff members was difficult under this organization as is evidenced by such situations as a single teacher during one class period being scheduled with some 60 students or roughly one-half the total student body in a study hall. Most of these students were in this situation simply because they could not schedule a course at that time. There were various reasons for this. Some students lacked the ability or prerequisites for some advanced courses offered during that time. Also, some teachers were not available to teach a class at that time because of their scheduled preparation period.

SCHEDULE 1968-69

PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD VI
Algebra II (6)	Algebra I	Plane Geometry	Eighth Math	Seventh Math	
	US History	Seventh Social (up)	Government (7)	Eighth Social (7)	World History (7)
French I (7)					
Journalism (2)		Eighth English (5)	English II (5)	English I	English III
		Vocational Home Economics (8)	Vocational Home Economics (8)	Home Economics II (3)	Home Economics I
Band & Chorus (gym)					Art Physical Education
Shop I (Shop)	Seventh English (up)	Shop II (Shop)	Mach. Drawing (Shop)		Shop I (Shop)
	English IV (4)	Guidance Study (4)	Health and P.E. I	Health and P.E. II	Jr. High P.E.
	Biology	Biology	Health and P.E. I	Health and P.E. II	Jr. High P.E.
Typing I	Business Math (3)	Office Prac. I (Shorthand)	Bookkeeping	Office Prac. II Typing II	General Business
Study Hall	Eighth Science	General Science	Seventh Science	Physics	

Plate I

Obviously, very little studying was accomplished and the teacher was forced to use two separate classrooms to contain this group. There were numerous other difficulties in scheduling and teaching under this arrangement. In courses which were set up for just a single grade level, "overloading" occurred frequently and a 35 to 1 pupil-teacher ratio in English and Social Studies classes was common. Students and teachers had no voice in determining course offerings. That is, students had almost no choice in courses they could take and teachers had no choice in courses they could offer.

It was decided that something should be worked out for the school year 1969-70 as an experiment for more effective use of the limited staff and a less rigid curriculum. One objective was to establish a schedule and curriculum which provided students and teachers with an active voice in determining their educational experiences.

An inherent part of this program would be a continuous evaluation, revision, and up-dating so that the traditional problem of an inflexible curriculum would not occur.

Smaller units of learning would be necessary to break down the existing framework to a more flexible structure.

In effect, it would be much more than just a new way of scheduling. It would be an entirely new way of looking at how educational experiences were occurring.

For the experiment, the concentration was on two major problem areas; English and Social Studies classes. It was felt that for these two areas to become more flexible, that the traditional grade 9 through

12 scheduling would have to be altered. Traditional year long courses (180 days) were broken into smaller units which teachers felt could be taught in one semester (90 day) sessions. Each course was given a brief description of the general content which would be attempted (see Plate II). A pre-requisite system was established for the advanced courses, but there was no "grade level" established for any English or Social Studies course. That is, any student in high school (grades 9-12) could sign up for any English or Social Studies course provided he displayed certain background preparation or was approved by the instructor.

There was an immediate problem in that with a very limited number of teachers in these two areas, all of the semester courses which teachers felt they were able to teach could still not be offered during the course of the year. For example, one teacher with two available periods for a year could only offer a possibility of four of the different courses (see Plate III--Schedule for 1969-70). The question was how to establish which of the 15 or 20 courses would be offered. The obvious answer was that the students themselves should decide which courses we should offer each semester determined by their needs. A student was not required to take any English or Social Studies course during a semester, or he might choose to take as many different ones as were offered. "Advisor/advisee" groups were established to make certain that students understood thoroughly the graduation requirements and how the new classes would work. The students were then given tally sheets on which they marked which courses they wanted to see offered at a given period and semester. The results were tabulated and the English and Social Studies classes for the 1969-70

ENGLISH COURSES

Eng 100	Practical Writing and Speaking
Eng 101	Beginning English Grammar
Eng 102	Advanced English Grammar
Eng 201	Beginning Composition
Eng 202	Advanced Composition
Eng 203	Creative Writing
Eng 204	Research
Eng 301	The Short Story and Poetry
Eng 302	The Novel
Eng 303	Classic Theater
Eng 304	Modern Theater
Eng 305	The Spoken Language

SOCIAL STUDIES

SS 200	Geography in History
SS 201	The History of Science
SS 202	Music Since the Renaissance
SS 203	Revolutions in History
SS 204	The American School and the Process of Education
SS 300	Participation in Democracy (Required)
SS 301	Economics and Politics in History
SS 302	American Bill of Rights
SS 303	The Development of Democratic Ideals
SS 304	Race in American History
SS 400	Conflict in History
SS 401	Current Events
SS 402	Dillingham Here and Now
SS 403	Psychology
SS 404	Research Projects

SCHEDULE 1969-70

PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD IV
	Algebra I	General Math	Algebra II	Eighth Math	Seventh Math
Chemistry	General Science		Biology	Seventh Science	Eighth Science
Ninth P.E.	Tenth P.E. boys	Biology	Seventh & Eighth P.E. - boys - MWF	Eighth Science	
Ninth P.E. girls	Tenth P.E. boys	English #1 102 English #2 204	Seventh & Eighth P.E. - girls - TTh	Elementary P.E.	
Seventh & Eighth Core Program			English #1 100 English #2 300 Social Studies #1 300 Social Studies #2 300	English #1 101 English #2 301 Soc. St. #1 202 Soc. St. #2 403	Journalism Soc. St. #1 203 Soc. St. #2 204
Industrial Arts II	English #1 101 English #2 305	English #1 101 English #2 101	Not offered first semester General Shop II only	General Shop I only Not offered second semester	Industrial Arts I
Home Economics II	Advanced Home Economics	Home Economics II	Seventh & Eighth Home Economics boys - TTh girls - MWF		Home Economics I
Bookkeeping	Economics	Typing I	General Business #1 only	General Business #2 only	Typing II
			Reading Lab #1 & #2	Reading Lab #1 & #2	Reading Lab #1 & #2
No Class					
Assistant					
Secretary					
Office					

#1 - indicates first semester only
#2 - indicates second semester only

Plate III

school year were established by student "majority rule." The semester course concept was also tried in other classes but not on this same basis.

Another area which was causing considerable scheduling problems was the junior high classes. The entire curriculum had to be built around the fact that the staff had to be used not only for the high school (9-12) but for seventh and eighth grade as well. These two grades were totally independent of each other except in P.E. and in effect, the high school schedule worked somewhat around their schedule.

In an attempt to resolve this problem, these two grades were scheduled in a three-hour, non-graded "core" program in Language Development using two instructors and an aide. The objectives here were:

1. To try to correct language problems encountered at this age level.
2. To dissolve another rigid grade level distinction as much as possible.
3. To provide a transition stage for further development of an individualized program for junior high students.

SCHOOL YEAR 1969-70

The experiment with the English and Social Studies courses was accepted very well by both students and teachers. The objective of providing a non-graded curriculum in these two areas was successfully accomplished.

The flexibility of scheduling was immediately evident; and since a student did not feel forced to take a course in these two areas each semester, class loads could be equalized more easily. "Mixing" the grade levels in these two areas provided opportunities for students to be in classes with other students they had never before been in classes with.

Student and teacher morale was boosted by the feeling of having some choice in establishing at least a part of the curriculum.

The project gave impetus to a series of curriculum revision meetings throughout the school year which provided an opportunity for teachers in other areas to investigate the possibility of doing similar programs. A student curriculum committee submitted suggested course offerings in any area they chose. These ideas were then co-ordinated with courses which the staff felt it could successfully offer.

Experiences with the semester courses during this school year showed that the idea was worth pursuing further. Teachers and students responded very favorably to the idea of new course offerings in English and Social Studies twice a year rather than only at the start.

Upon further investigation of state requirements for alotting credits, it was discovered that by dividing the regular 180 school days into 60-day segments of "trimesters," and running classes 63 minutes per day, that the state minimum time requirements could be met for 1/2 credit courses. The 63-minute time block could further be broken down into three 21-minute "modules" of time allowing further flexibility. A teacher might then be able to offer a course using as many or as few of these modules as he chose over a 60, 120, or 180 day time. Some courses might need 5 modules per day for 60 days; others might need only 1 module but 180 days.

The final result was a group of over 200 one-half credit "minicourses" in all areas which the staff of 10 teachers felt they could offer in a variety of time arrangements (see Plate IV--Course Listings). By means of a student "tally sheet," courses which were most in demand or needed

COURSES AVAILABLE
1970-71

AVIATION

- Aviation History
- Aviation Geography
- Aviation Math
- Navigation
- Aviation Economics
- Meteorology
- Model Aircraft Theory and Construction
- Communications
- Aviation Physics
- Wilderness Survival

VOCATIONAL PROGRAMS

- Shop Math
- Drafting I
- Drafting II
- Drafting III
- Theory and Construction of Stringed Instruments
- Modern Building Practices
- Modern Metal Technology
- Aircraft Maintenance for the Pilot
- Aircraft Maintenance and Repair
- Advanced Power Mechanics
- Marine Propulsion Systems
- Basic Auto Systems
- Electronics I
- Electronics II
- Graphic Arts
- Engine Repair & Maintenance
- Boat Building
- General Shop I
- Machine Woodworking
- General Shop III
- Jewelry & Lapidary
- Aviation I - Private Pilots Ground School
- Aviation II - Flight Training
- Oxygen-Acetylene Welding
- Marine Propulsion Systems
- Sporting goods Construction
- Auto Mechanics

SOCIAL STUDIES

- Geography in History
- The History of Science
- Music Since the Renaissance
- Revolutions in History
- The American School and the Process of Education
- Participation in Democracy
- Economics and Politics in History
- The American Bill of Rights
- The Development of American Ideals
- Race in American History
- Conflict in History
- Current Events
- Dillingham Here and Now
- Psychology
- Research Project
- 98.6 Seminar
- Council
- Film Making

SCIENCE

- Introduction to Matter Energy
- Earth Science (Sc 201)
- Earth Science (Sc 202)
- Physical Geology
- Mineralogy
- Geology Field Trip
- Practical Biology (Sc 206)
- Practical Biology (Sc 207)
- Chemistry I
- Chemistry II
- Physics I
- Physics II
- Science Seminar
- Oceanography
- Biology I
- Biology II
- Biological Studies

MATH
- Basics of Mathematics
- Personal Mathematics
- Introduction to the Fundamentals of Geometry
- Beginning Algebra
- Math 202 (Higher Math)
- Math 300 (Laws governing systems of Numbers)
- Math 301 (Laws governing systems of numbers)
- Math 400 (Trigonometric functions and complex numbers)
- Math 401 (Progressions and binomial expansions)
- Business Math
- Math 107 (Slide Rule)
- Mathematics of Navigation
- Plane Geometry
- Solid Geometry
- Speed Math

BUSINESS
- Economics 401 (Business Law and Communications)
- Consumer Economics 101
- Consumer Economics 102
- Typing 201
- Typing 202
- Typing 203 (Professional Typing)
- Typing 301
- Accounting 301
- Accounting 302
- Accounting 401
- Simulated Office Practice
- Legal & Medical Terminology for Secretaries
- Office Machines
- Salesmanship
- Retailing Fundamentals
- Merchandising and Advertising
- Economics 301
- Business Organization & Management
- Beginning Shorthand
- Intermediate Shorthand
- Advanced Shorthand

VIDEO RECORDING

LEATHERCRAFT
- Leathercraft 100
- Leathercraft 101
- Leathercraft 301

MUSIC
- Mixed Chorus
- Small Vocal Ensembles
- Operetta Workshop
- Allied Arts
- Band
- General Music

LANGUAGE ARTS
- Asian Studies
- Journalism
- Practical Writing & Speaking
- Beginning English Grammar
- Advanced English Grammar
- Beginning Composition
- Advanced Composition
- Creative Writing
- Research
- Short Story & Poetry
- The Novel
- Classical Theater
- Modern Theater
- The Spoken Language
- Debate
- Basic English
- Yearbook Production
- Career Opportunities
- Reading Lab

PHYSICAL EDUCATION

- Cross Country Skiing
- Introduction to Physical Education
- Folk & Square Dancing
- Softball, Track, and Field (Girls)
- Soccer, Speedball, & Field Hockey (Girls)
- Volleyball & Basketball (Girls)
- Modern Dance (Girls)
- Advanced Modern Dance (Girls)
- Body Mechanics (Girls)
- Ballroom Dancing (Co-ed)
- Roller & Ice Skating
- Tennis
- Drill Team (Girls)
- Recreational Activities
- Physical Fitness (Boys)
- Weight Lifting
- Soccer and Football (Boys)
- Elements of Track & Field (Boys)
- Wrestling (Boys)
- Tumbling, Gymnastics, Trampoline
- First Aid & Safety
- Basketball & Volleyball
- Hunter Safety
- Riflery
- Badminton & Table Tennis
- Archery
- Advanced Tumbling, Gymnastics, & Trampoline

HOME ECONOMICS

- Beginning Sewing
- Needlework
- Upholstery & Wood Finishing
- Child Development
- Meal Planning and Preparation
- Food Preparation and Baking
- Making a Cloth Parka
- Beginning Skin Sewing
- Housing
- Boys Food Class
- Boys Sewing Class (Beginning)
- Boys Sewing Class (Advanced)
- Grooming & Health
- Orientation to Hospital Nursing Service
- Nurse's Aide
- Food Service
- Advanced Sewing
- Intermediate Sewing
- Management and Consumer Buying
- Child Development
- Orientation to Health Careers
- Nursery or Day Care Center

COURSE DESCRIPTION EXAMPLES

The following are examples of course descriptions found in the Course Description Catalog:

AVIATION ECONOMICS - The impact of aviation on area economics will be discussed along with the employment possibilities of the industry. Bristol Bay aviation will be discussed in detail. Representatives of aviation industries will be guest speakers.

THEORY AND CONSTRUCTION OF STRINGED INSTRUMENTS - A study of the history and theory of the Guitar and other stringed instruments and the actual construction of a quality instrument by each student.
Prerequisite for Course: Advanced Woodworking
General Science

COUNCIL - Students are elected to this course by the entire student body. One-half credit in Social Studies will be given for participation. Students who are elected to this course will determine what the class will study, when the course will meet, how grades (and/or IF grades) will be given, how the class will operate, and what the instructor will do to help.
Prerequisite for Course: Election to the Course by the Student Body

PHYSICS I - Matter and the laws governing the behavior of matter. Investigation into the laws of motion. A study of the different forms of energy and their relationship to each other.
Prerequisite for Course: Science 100

PERSONAL TYPING - An introductory typing course for students who have no typing experience. They will learn the basic typing techniques, how to write personal letters, themes, etc., but will not be required to attain more than 20 words per minute proficiency.

BASICS OF MATHEMATICS - Including a review of: fractions, decimals, and percent and measurement. For the student who needs further work in fundamentals.

FIRST TRIMESTER

8:45 9:06	9:06 9:27	9:27 9:48	9:51 10:12	10:12 10:33	10:33 10:54	10:57 11:18	11:18 11:39	11:39 12:00	12:0 12:2	12:2 12:42	12:42 1:03	1:03 1:24	1:24 1:45	1:48 2:09	2:09 2:30	2:30 2:51	2:54 3:15	3:15 3:36	3:36 3:57
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Jewelry & Lapidary			Machine Woodworking			General Shop													
Construction of Stringed Instruments			Electronics I			Drafting						Aviation							
Orientation to Nursing			Beginning Sewing											Junior High Home Economics Group #2			Child Development		
Library Service																			
Science 100			Science 200			Chemistry I								Junior High Science - Gr #3			Science 203		
Math 102			Math 101			Math 200								Junior High Math - Gr #1			Math 100		
Introduction to PE - boys			Basketball & Volleyball			Tumbling & Gymnastics								Hunter Safety			Elem PE - MWF Jr.Hi.PE - TTh		
Introduction to PE - girls			Modern Dance			Ballroom Dancing						Career Opportunities		Archery			Same as Above		
Elementary Music												Band		Elementary Music			General Music JrHi - MWF		
Consumer Economics			Typing 201 Section 1			Typing 201 Section 2								Typing 203			Accounting 301		
Simulated Office Practice - 2 hour blocks of time to be scheduled by the instructor																			
Jr.Hi.Social Studies - Gr#2			Jr.Hi.Social Studies - Gr#1			Jr.Hi.Social Studies - Gr#3						Auto Mechanics							
Jr.Hi.English Group #1			Jr.Hi.English Group #3			Jr.Hi.English Group #2								English 203			Psychology		
Social Studies 202			Social Studies 300			Social Studies 98.6								English 201			Journalism Blizzard Production		

for state graduation requirements were placed in the first trimester schedule. All courses were non-graded through the ninth grade level and the junior high students were divided into three non-graded groups and given several times during the day when they could schedule into regular high school courses. This was done as an experiment to see if non-grading for the entire seventh through twelfth grade could be accomplished.

SCHOOL YEAR 1970-71

The first trimester was attempted with an attitude of excitement and willingness to try a new approach to solving old problems of joyless drudgery in education. No one expected total success. A Japanese Study Program was also being attempted at the same time the total curriculum was being revamped. Twenty-eight junior and senior students would visit Japan on another experimental program to see what effect a visit to a foreign country would have on the motivation, sophistication, and entire lives of students from rural Alaska.*

Teachers and students accustomed to full-year courses had to adjust their thinking to 60-day minicourses. Programs progressed with a livelier pace and in some cases, teachers found that a course planned for 60 days had to be extended to 120 days. Others felt that courses planned for two trimesters could be successfully completed in one. Priorities and prerequisites were scrutinized, and in general, the whole traditional system of teaching, learning, grading, scheduling, planning, etc., was

*These students have completed a semester's work at the University of Alaska. From information available, it is quite evident that this is the highest percentage of any group from a rural Alaskan school in the history of the University to complete a semester's work. A full evaluation of this program may be obtained upon request.

analyzed for both its advantages and disadvantages.

During the first and second trimesters, student tally sheets were again used to determine which courses the students needed or desired to take the succeeding trimester. A problem in obtaining some sort of an accurate tabulation from students having unlimited choice (except where prerequisites prevented) was partially solved by asking students to indicate five course choices by using the number of the period desired. This unfortunately, eliminated some flexibility with the 21-minute modules, and this problem is still unresolved. It may be that some computer assistance with this type of scheduling may be necessary to fully realize its flexibility.

One very interesting and encouraging solution to conflicts in scheduling is being tried in several areas. "Seminar" courses in independent study have been working quite effectively. In these courses, students simply register for "Science," "Math," or any general subject area. They then pursue any topic in that area at their own pace toward a goal which they have set for themselves with the counselling of the instructor. This eliminates the problem of having to place a course, which is in demand, at any specific period of the day. The student is given credit in whatever area he concentrates in upon completion of his goal.

Independent study has much to offer and should be pursued further. It is the most effective way of breaking down the "six period" school day for those students who do not learn most effectively in the rigid, structured setting.

PROJECTIONS

The reaction to the programs at Dillingham High School appear to be

generally favorable from students, teachers, and "outside" evaluators.

Variations of the trimester, minicourse concept are being attempted elsewhere in the nation. Unfortunately, in most cases it has not been generally used as the primary vehicle for a curriculum. Too often it is merely tried on a two or three week basis as an "enrichment" program to the "regular" program which evidently has not provided youngsters what it should or it would not need "enriching." It lends itself well to the year-round school concept with very distinct possibilities for the voucher system and differentiated staffing.

The momentum generated by the programs this year at Dillingham High School should be taken advantage of with continuing innovation, experimentation, and evaluation; for in a world where existing knowledge doubles every five years, educators and education cannot afford to remain static. Students must learn <u>how</u> to learn, not just an accumulation of facts which will be obsolete when they leave the high school.

ABSTRACT

A. Objectives:

1. To increase by 100% the number of graduating students choosing some area of the broadcasting field for a vocation.

2. To increase by a significant degree scores on standardized language achievement exams for those students involved in the program either directly (broadcasting) or indirectly (receiving).

3. To provide an opportunity for 75% of the target student population to actually broadcast a live and a taped program.

B. Activities for Attaining the Objectives Will Be:

1. Students will program 80% - 90% of all broadcasts.

2. Students will be involved during the first year in the planning program.

3. Students will be employed as assistants for actually setting up electronic equipment.

4. Students will be employed as assistants in the managerial process of station operation.

5. Students will be used as disc jockeys, newscasters, radio play actors and directors, advertising personnel, etc.

Students will be working directly with language arts instructors and persons in the media field to improve language deficiencies noted by themselves in broadcasts. Written communications will be taped for broadcast and scrutinized by students for language errors. Comparisons of professionally-made taped broadcasts with local student efforts will be done. An attempt will be made to bring into the village several professional radio personalities during the second and third year of the program for workshops with students.

6. The first year will be devoted to planning, F.C.C. applications, equipment installation, and student programming courses.

7. The second year will be involved with local (Dillingham High School) broadcasting only. Local High School students and Boarding Students from surrounding villages will be involved in this at the Dillingham Broadcasting Station. Elementary students in 25 villages will receive daily educational broadcasts from Dillingham during the second year of the project. Taped programs will be submitted from the village schools for broadcast from Dillingham.

8. During the third year, the program will be expanded to include a mobile broadcasting unit which will travel to all the villages in the area for a one to two week session of daily broadcasts, live from the elementary State-Operated Schools. This mobile unit will transmit signals back to the centrally-located transmitter in Dillingham to be relayed to all other schools in the area. Program material will be prepared by the local villages and school students.

EVALUATION

1. Records will be kept after each year of operation on selection of professions by graduating seniors.

2. The California Achievement Tests will be utilized as a pre-test and post-test for this objective. Scores from the planning year (non-broadcast year) will be compared to scores during broadcast years for gains in language skills.

3. A simple tally of student population will provide information as to percentage of actual student population who are involved in broadcasting live and taped programs.

DISSEMINATION

Dissemination of information about Project S.E.R.V.E. will be done exclusively via live broadcasts over the radio station and written news releases to other stations, newspapers, and schools.

OPERATION OF PROJECT S.E.R.V.E.

Project S.E.R.V.E. can only be successful if there is adequate participation by students in the planning of program material. Thus, the first year of the program, a planning year, will be devoted exclusively to the following areas:

1. Student Programming Courses - Under the trimester system, special courses will be established for school year 1972-73 in which all available information will be utilized in establishing what types of educational programs will be broadcast during the first year (1973-74) of actual broadcasting.

Virtually every major supplier of prepared broadcasting materials has been contacted and catalogues received.

Students will also be preparing tapes during the planning year for broadcast the first year of operation. It is expected that some type of actual broadcast material will come from each mini-course in all subject areas offered during school year 1972-73 and not just from the special classes offered for organizing programs. The special classes will serve as co-ordinating sessions to bring together all materials submitted from the entire school and organize them into available broadcasting devices.

Utilization of bi-lingual programming is planned as an integral part of each day's broadcasting.

2. Installation of Equipment - Of major importance to the first year's operation of S.E.R.V.E. is obviously the successful installation

and alignment of the radio broadcasting equipment. The Alaska Educational Broadcasting Commission through Mr. Bob Arnold, Executive Director, is actively supporting this project and has promised engineering assistance for installation of equipment and F.C.C. applications. As a further indication of his interest and support of Project S.E.R.V.E., Mr. Arnold has through Governor Egan requested that the legislature provide necessary funding for equipment costs for a 5000-watt A.M. station in Dillingham. Should this request be funded, costs for the project would be a co-operative venture between State and Federal funds. Notification of State funding would come during the summer of 1972 before the first planning year.

It is planned that students enrolled in the electronics courses at Dillingham High School during the planning year will be directly involved in the installation and alignment of the radio broadcasting equipment. There will also be some remodeling necessary for the area being considered for a studio. Students in the carpentry classes at Dillingham High School will be directly responsible for the design and re-modeling of the studio.

SECOND YEAR - 1973-74

The second year of the program will be the first year of actual broadcasting. Utilizing all of the programming prepared during the first planning year, broadcasting will take place from Dillingham reaching schools (some 500-1000 students) and communities as far away as Port Heiden. Students from Dillingham as well as some 80-100 boarding students, representing virtually all of the villages receiving the broadcasts, will be in charge of the daily broadcasts.

It is also planned that during the first year of broadcasting taped programs from all of the various rural schools will be a regular feature of the programming. Much of this material will be broadcast in the native language.

THIRD YEAR - 1974-75

During the third year, the program will be expanded to include a mobile broadcasting/recording unit which will travel to all the villages served in the area for a one to two week session of daily broadcasts. These broadcasts will be transmitted back to the centrally-located transmitter when possible to be relayed to all other schools in the target area. Program material will be prepared by the local villages and school students and if live broadcasting is prohibitive because of distance from the central transmitter, the roving unit will tape the programs and return them to the Dillingham studio as soon as possible for broadcast. Students from Dillingham High School will be involved in the roving unit with an adult program supervisor. Major responsibility for programs transmitted live or taped in the village schools will be borne by the students from Dillingham High School.

CONTINUATION OF THE PROGRAM

There are three possibilities for a continuation of Project S.E.R.V.E. following termination of federal funding.

1. The local school district will be able to continue the cost of operation through regular school programs.

2. The State of Alaska through the Educational Broadcasting Commission

could bear the cost of operation as is being done elsewhere in the state.

3. A combination of local and state funding for the operation of the station could be utilized.

RELATED CORRESPONDENCE

AND

SUPPORTIVE DATA

UNIVERSITY OF ALASKA
COLLEGE, ALASKA 99701

May 17, 1971

Mr. Bob Cherry, Dist. Principal
Dillingham City Schools
P.O. Box 202
Dillingham, Alaska 99576

Dear Bob:

I have received a copy of your letter of April 5 to Ron Bedard at the State Department of Education. In that letter, you indicated your desire to request Title III ESEA funds to assist in the construction and operation of an AM radio station for the Dillingham area, operated from the school.

I'll be happy to do whatever I can to assist you in the above endeavor. As you may know, I have recently resigned from my position with the Educational Broadcasting Commission and will shortly assume duties as Director of Media Services for the University of Alaska. In that capacity I am responsible for both the radio and television activities of the University as well as its audio-visual communications center. On our staff there are a number of competent professionals in the areas of programming, production, engineering, and broadcast administration. If there is any way they can be of help to you, please let us know. Needless to say, we would need some financial assistance if face-to-face meetings were necessary, but we might be able to accomplish a good deal through correspondence.

Best of luck to you in trying to get an AM radio station for the Dillingham area.

Cordially,

Charlie

Charles M. Northrip

cc: Dan Turner
Roland Lynn
Ron Bedard
Ken Grieser
W. Russell Jones, Jr.
Joe McGill
Jay Hammond
Nick Begich
Mike Gravel
Ted Stevens

PLEASE REPLY BY AIRMAIL

COLLEGE OF ARTS AND LETTERS

PHONE 479-723

UNIVERSITY OF ALASKA

COLLEGE, ALASKA 99735

TO: Bob Arnold
AEBC Exec. Director
650 International Airport Rd.
Anchorage, Alaska 99502

DATE: July 10, 197

Dear Bob:

I know you were as surprised and delighted as I to learn of the broadcast plans of Dillingham in Mr. Cherry's recent letter to me which he copied to you.

I hope we can put Mr. Cherry's letter and the questions it poses before the AEBC at our next meeting.

Best regards,

REPLY:

Lee H. Salisbury

CC: Mr. Cherry, Dillingham Alaska

Don
If we meet in Anchorage or Bethel, perhaps you could fly in to talk to the group? Alas, we have no funds to do this ourselves.
Best to Dan and group
Lee

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF EDUCATION

ALASKA EDUCATIONAL BROADCASTING COMMISSION

650 International Airport R
Anchorage, Alaska 99502
(907) 272-9418

February 24, 1972

Mr. Bob Cherry
District Principal
Dillingham City School District
P.O. Box 202
Dillingham, Alaska 99576

Dear Bob:

Thanks for sending your Title III proposal. I have reviewed it and hope it will be approved.

As you know, there is a prospect of limited State financial support to assist your project, but such funding would not be adequate to cover such matters as student programming courses.

Please know that this office supports your proposal and will provide whatever assistance that we can. Because I will be traveling for the next eight days, we'll have to talk of travel to Dillingham in early March.

Good luck.

Sincerely yours,

Bob Arnold by J.M.C.

Bob Arnold
Executive Director

BA:jc

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF EDUCATION

ALASKA EDUCATIONAL BROADCASTING COMMISSION

550 International Airport Ro
Anchorage, Alaska 99502
(907) 272-9418

October 14, 1971

Mr. Dan Turner
Superintendent
Dillingham City School District
P.O. Box 202
Dillingham, Alaska 99576

Dear Mr. Turner:

Thank you for your letter of October 5, in which you set out the case for a radio station to be located in Dillingham rather than Naknek. It will interest you to know that I agree with all five points you make.

I had the opportunity to talk with Bob Cherry today about the question also, and I told him that I thought Dillingham a better location from the standpoint of program origination, even though it might not be from a technical standpoint. The Commission has, so far, requested funds in a budget for a radio station in the Dillingham-Naknek area, not in Naknek.

Frank Butte, facilities planner, and I will be coming to Dillingham - if our request makes progress. I look forward to meeting you.

Sincerely yours,

Bob Arnold
Executive Director

RECEIVED
OCT 15 19
Dillingham
Schools

CITY OF DILLINGHAM

RESOLUTION # 69

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE CITY OF DILLINGHAM THAT THE SAID DISTRICT IS A MUNICIPALITY DULY ORGANIZED AND EXISTING UNDER THE LAWS OF THE STATE OF ALASKA, AND FULLY AUTHORIZED TO ENTER INTO THE FOLLOWING RESOLUTION:

BE IT RESOLVED; that WHEREAS, there is a critical need for language development among rural students in the Dillingham area; and

WHEREAS there is a critical need for an expansion of the communications media in the area; and

WHEREAS, a radio station programed and operated by students to develop saleable skills and provide an invaluable service to the communities served;

NOW, THEREFORE BE IT RESOLVED that the Alaska Department of Education be requested to support the Dillingham City Schools application for Title III ESEA funds to develop a Student Educational Radio-Village Extension Project.

APPROVED AND ADOPTED this 26th day of January 1972.

SEAL:

Mayor

ATTEST:

City Clerk

ERIC

HENRY M. JACKSON, WASH., CHAIRMAN
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JERRY T. VERKLER, STAFF DIRECTOR

United States Senate
COMMITTEE ON
INTERIOR AND INSULAR AFFAIRS
WASHINGTON, D.C. 20510

November 24, 1970

Mr. Bob Cherry
District Principal
Dillingham City School District
P. O. Box 202
Dillingham, Alaska 99576

Dear Bob:

The General Services Administration reports there is no government surplus broadcast equipment at this time which could be used at Dillingham. Enclosed is a report from GSA Administrator Bob Kunzig that indicates preparatory action to be taken in case equipment does become available.

My staff has also been in touch with Dr. Charles Northrip of the Alaska Educational Broadcast Commission and Mr. Charles Buck of the Alaska Division of Communications to offer the assistance of my office to your project.

Federal Communications Commission Chairman Dean Burch advises me you have been contacted by the Commission's Broadcast Bureau, which provided pertinent application information.

Please write again when I may be of further help.

With best wishes,

Cordially,

TED STEVENS
United States Senato

JOHN L. MCCLELLAN, ARK., CHAIRMAN
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CHARLES MCC. MATHIAS, JR., MD.

JAMES R. CALLOWAY
CHIEF COUNSEL AND STAFF DIRECTOR

United States Senate
COMMITTEE ON
GOVERNMENT OPERATIONS
WASHINGTON, D.C. 20510

October 30, 1970

Mr. Bob Cherry
District Principal
Dillingham City School District
P.O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

Senator Stevens is presently in Alaska, so I am taking the liberty of writing you concerning your desire to establish a radio station at Dillingham. The Senator has written to the Chairman of the Federal Communications Commission and asked him to supply you with the necessary information concerning requirements for the Dillingham area.

We are also contacting the General Services Administration to see if we can locate surplus equipment for the facility. We will write you again as soon as we hear from GSA.

With all good wishes,

Cordially,

Robert R Rickett

Robert R. Rickett
Legislative Assistant to
TED STEVENS
United States Senator

UNITED STATES OF AMERICA
GENERAL SERVICES ADMINISTRATION
WASHINGTON, D.C. 20405

NOV 19 [illegible]

Honorable Ted Stevens
United States Senate
Washington, D. C. 20510

Dear Senator Stevens:

Thank you for your letter of November 3 regarding the interest of the city of Dillingham, Alaska, in obtaining surplus broadcast equipment to be used for emergency broadcast purposes and by the local high school. It seems that the city would be eligible to receive surplus items for either educational or civil defense purposes through our donation program.

We have been advised by our regional office in Auburn, Washington, that no surplus broadcasting equipment is currently available in Region 10 (Washington, Montana, Idaho, Oregon, and Alaska). Furthermore, we checked with the other nine regions and regretably found in each case that no such equipment is presently available.

However, in the event that such equipment does become available for donation for educational and civil defense purposes, I suggest the following contatts be made.

First, to establish or confirm its eligibility to acquire surplus property for civil defense purposes, a city official should contact Mr. James H. Isbell, Director, Alaska Disaster Office, 1111 East Fifth Avenue, Anchorage, Alaska 99501. The city must be assigned a civil defense mission in accordance with a State approved plan, and must meet all other eligibility requirements before it can acquire surplus property for civil defense purposes.

Second, to make its interests known to the State agency responsible for the distribution of surplus property when it does become available, the city should contact Mr. Thomas E. Main, Area Supervisor, Departmer of Administration, Alaska Surplus Supply Service, 810 MacKay Building 338 Denali Street, Anchorage, Alaska 99501.

Keep Freedom in Your Future With U.S. Savings Bonds

I hope this information is helpful and am enclosing a pamphlet, "Donation of Federal Surplus Personal Property," which provides more detailed information about eligible donees.

With warm regards,

Sincerely,

Robert L. Kunzig
Administrator

2 Enclosures

MIKE GRAVEL
ALASKA

United States Senate

WASHINGTON, D.C. 20510

December 14, 1970

Mr. Bob Cherry, District Principal
Dillingham City School District
Post Office Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

I have been reviewing the regulations related to acquiring a public radio station for Dillingham as you have been discussing in your exchange of letters with the Alaska Educational Broadcasting Commission.

The FCC application is a step that can be taken in parallel to an application for Federal matching funds; steps similar to those taken for Bethel radio and College television. The important first step is local (state) funding for the local participation needed in requesting federal funds.

Just as soon as your community is ready, I will do all I can to expedite the license and the grant application.

I hope this holiday season is a joyful one for you and those close to you.

Sincerely,

Mike Gravel

Mike Gravel

CONGRESSMAN NICK BEGICH
ALASKA

HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

April 14, 1971

Mr. Bob Cherry
District Principal
Dillingham City School District
Post Office Box 202
Dillingham, Alaska 99576

Dear Bob:

Thank you for keeping me informed about your applications for a Title I S.E.E.D. proposal.

Your entire A.M. broadcast proposal appears to be challenging and rewarding. Reaching out to the other seven or eight villages will also be very helpful.

I wish to commend you for your aggressiveness in achieving this wonderful objective. My congratulation go to you and to all those who helped you.

With best wishes.

Sincerely,

Nick Begich

NICK BEGICH

TELEPHONE
EAST 4-7860

J. B. HATFIELD
CONSULTING RADIO ENGINEER
906 36TH AVENUE
SEATTLE, WASHINGTON 98122

December 26, 1970

Bob Cherry
District Principal
Dillingham City School District
P.O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

This is in reply to your letter of December 21st regarding your interest in establishing a new FM station for your school district. I will be gald to assist you in any way that I can in this work.

The educational FM band is not available for use in Alaska and all FM stations must operate above 100 mHz. The FCC has under Rule 73.202 a table of FM assignments for Alaska but unfortunately there is no frequency listed for Dillingham. The procedure in this case is to first apply to the FCC for Rule Making to assign a given frequency to your city. After it is assigned, about six months to a year being required, then you can make application for the FM station. My charge is $200 for the engineering report to accompany the application for Rule Making. An additional charge of $600 covers the engineering report required by the FCC application for the station. I assume that the station would have a power of 250 watts to 1,000 watts, but the power is not important as far as the application is concerned.

You may wish to consider the installation of an AM station, rather than FM, as the FCC is expediting the granting of AM applications in Alaska at this time, about six months being required after filing. My charge for the engineering report required with a 1,000 watt AM application is $1,000. A more elaborate antenna system is required for AM, whereas the antenna system for FM can be mounted on a high building. Some comparison figures are given below:

1,000 watts AM and FM

Type	Primary coverage 500 UV/M	Secondary coverage 100 UV/M	Tower height	Property si
AM 670 kHz	33.5 miles	70 miles	300'	730' X 730'
AM 1180 kHz	18.7 "	40 "	200'	410' X 410'
FM	1,000 UV/M 9.0 miles	50 UV/M 35 miles	200' above surrounding area	May be on t of building

In order for the FM station to produce the coverage given above, the antenna site should not have high mountains in the desired directions.

If you wish to obtain some prices on broadcast equipment, I suggest at thi time that you contact Neil Arveschoug, Gates Radio Co., P.O. Box 849, Vancouver, Washington 98660.

Please drop me a line after you have received this letter, letting me knov how you wish to proceed.

Sincerely yours,

Jim Hatfield

Radi

PACIFIC WESTERN ENGINEERING CORPORATION
17 Northrup Building
13256 Northrup Way
Bellevue, Washington 98004
SH 6-3110

CONSULTING ENGINEERS

January 27, 1971

Mr. Bob Cherry
Principal
Dillingham High School
Dillingham, Alaska 99576

Dear Mr. Cherry:

This is in response to your inquiry relating to a proposed non-commercial educational F.M. station at the Dillingham High School. Also included are answers to questions about the differences between high and low power stations and the contents of the FCC application, which were raised during your discussion with Mr. Taylor.

Stations of ten watts are frequently specified for the following reasons:

1. Lower initial and operating costs.
2. Less stringent frequency and modulation monitoring requirements.
3. Less stringent operator qualifications.
4. Required distance between certain classes of station.
5. A desire to reach only a limited audience.

A station in Dillingham would serve not only the City, but also the surrounding villages. For this reason we advise obtaining a 100 to 1000 watt station even though the cost is higher and the equipment and operator requirements are more stringent.

The FCC application consists of several parts, some of which must be completed by the applicant, and others which may be completed by legal and engineering consultants. The applicant must complete the certification on Page 2 of Section I of FCC Form 340. Questions 1c, 1d, and 2 of Section III and all of Section IV of Form 340 should also be completed by the applicant since he normall has the best knowledge of these areas. Persons other than the applicant who have the necessary information can assist in the completion of the remainder of the form.

In preparing the application, the applicant must establish basic policy as to what type of programming he is going to do and what audience he is trying to reach. This policy must be explained in detail in Section III of FCC Form 340 in the form of a one week program log. The type of programming will also determine the types of equipment which will be required, for instance, fixed and portable tape recorder, microphones, studio furniture, console(s), turntables, remote equipment for ballgames and special events, leased telephone line requirements, etc.

Section V of Form 340 requires, among other things, a series of aerial photographs to be taken of the area in the vicinity of the proposed transmitter site. These photographs could be taken by us but they could be done at a lower cost by someone from the Dillingham area who is good with a camera. If someone locally does the photographs, we can supply the necessary instructions.

Pacific Western Engineering Corporation proposes to provide all necessary engineering data and exhibits and answer all questions required by Section V of FCC Form 340 with the exception of the aerial photographs discussed above, for the sum of $750.00. We will also provide assistance in completing the rest of the form, especially Section III, questions 1a and 1b relating to installed cost of equipment.

Should you desire, we can also provide complete design and inspection of installation services for the studio and equipment. This work includes preparation of plans, specifications, and contract documents, inspection of installation, and acceptance of the completed system for the owner. Exact arrangements and agreements for this work can be the subject of future discussions.

We certainly appreciate this opportunity to be of service to you and hope we will have the pleasure of working with you on this project.

Very truly yours,

John H. Barrows
President

JHB:jmh

PACIFIC WESTERN ENGINEERING CORPORATION
17 Northrup Building
13256 Northrup Way
Bellevue, Washington 98004
SH 6-3110

CONSULTING ENGINEERS

February 5, 1971

Mr. Bob Cherry
Principal, Dillingham High School
P.O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

Thank you for your letter of February 1. Concerning your questions on availability of frequencies and requirements on broadcast schedules, our information shows the following:

FCC Rules and Regulations, Part 73.501(b), concerning frequencies available for educational stations says in part "... however, the frequencies 100.1 - 107.9 Mc/ (channels 261 through 300, inclusive) are available for such use". We interpret this to mean that educational stations are not restricted to certain frequencies as they are in the lower 48 states, but can apply for any of the channels 261 through 300. An application for an educational station would be approved on the same basis as would an application for a commercial station. No petitions or exceptions would have to be filed. No provision for petitions was made in determining the fee.

FCC Rules and Regulations, Part 73.561 concerning scheduling says in part, "Non commercial educations FM broadcast stations are not required to operate on a regular schedule and no minimum number of hours of operation is specified; but the hours of actual operation during a license period shall be taken into consideration in considering the renewal of noncomercial education FM broadcast licenses whenever it appears that the channels available for such stations are insufficient to meet the demand." Question #2 of Section IV of FCC Form 340 (Application for Authority to Construct or Make Changes in a Noncommercial Educational TV, FM, or Standard Broadcast Station) requires that a proposed weekly schedule of programs be submitted with the application. This section goes on to say, "It is not expected that the licensee will or can adhere inflexibly in day-to-day operation to the representation made here. . .". We interpret this to mean that considerable flexibility exists both as to hours of operation and content of programs. We can find no refernce to requirements for programming being dependent on transmitted power.

Possible sources of information on programming which may be helpful to you are existing educational stations. Two such stations in the Seattle area are indicated below. KUOW operates with an effective radiated power of 89 kilowatts, KMIH operates with an effective radiated power of 12 watts.

Radio Station KUOW
Room 325 Communications Building
Mail Stop DS40
University of Washington
Seattle, Washington 98105

Attention: Mr. Donald Wirtz

Radio Station KMIH
Mercer Island High School
9100 S. E. 42nd
Mercer Island, Washington 98040

Attention: Mr. Ralph E. Cromwell

I hope this information will be helpful in your planning. Please let me know if you should require further data.

Sincerely yours,

James C. Taylor, P.E.
Project Engineer

JCT:jmh

STATE OF ALASKA

WILLIAM A. EGAN, GOVER

ALASKA EDUCATIONAL BROADCASTING COMMISSION

UNIVERSITY OF ALASKA
COLLEGE, ALASKA 99701

March 15, 1971

Rep. Nick Begich
U.S. House of Representatives
1210 Longworth House Office Bldg.
Washington, D. C. 20515

Dear Nick:

Thank you for your letter of March 1, in which you inquire into the progress of bringing educational radio to Dillingham. Due to an unfortunate set of circumstances, I have only just returned from a visit to Dillingham, but I'm happy to report that some progress has been, and I'm sure will continue to be, made.

Things do not look nearly as optimistic, however, as I had hoped they would last November and December. The new call for fiscal austerity on the part of the State government in the coming budget year will mean that the Educational Broadcasting Commission will be forced to continue at its current level. Its current level, I'm sure you will recall, only allows for the administrative operation of the Commission and the support of the Bethel radio station. Since this year's budget was a start-up budget, no program funds were included, and the Bethel station, as you have already pointed out, came along almost as an afterthought. I had proposed a sizeable increase in the Commission budget--all of the increase being devoted to increased service by the Commission in the area of programs and new stations. The combination of the Governor's call for austerity and cutbacks within the Department of Education (which administers the AEBC budget) has resulted in all of the increases being cut back and a decision to proceed at this year's level. I testified before the House Finance Committee last week that it would be better for the State not to finance the Commission at all and to provide operational support directly to Bethel--and thereby save the money spent on Commission administrative expense--than to continue at the present low operating level.

The above facts make much AEBC assistance to the Dillingham station an impossibility in the coming year, unless the financial situation changes drastically. I certainly hope that it does, and will do all in my power to convince those in the decision-making places that it should. In addition to the requests for a radio station at Dillingham, the Commission has also received similar requests from Kodiak and from Kotzebue. Other

expressions of interest have also been received. In the television area, I have been working with a planning group in Anchorage to begin the organization that could operate an educational television station in that city. Again, AEBC financial assistance will be a necessity.

As for Dillingham, thanks to the aggressive program being carried out through the Dillingham schools by Superintendent Dan Turner and Principal Bob Cherry, some closed-circuit video equipment is already available, and they have a great desire to begin a low-power FM broadcast station. I hope that the Commission will be able to provide some technical assistance to them in the form of a consulting engineer and some program advice and cooperation from the University of Alaska's stations. I'm concerned, however, that the Dillingham schools' limited financial resources will enable them to do something that will only serve the local community of Dillingham and will not reach the surrounding area, as an open-circuit AM broadcast station could do. Nevertheless, their efforts are certainly commendable, and you can be assured that I'll do all that I can to assist them in achieving their goals.

Thank you for your interest in educational broadcasting activities in Alaska. Your help in the past has been more than appreciated, and I look forward to continued assistance from you now that you're in Washington. Returning to the Commission's financial predicament for the last time, I must also say that if current projected levels for the Commission budget for next year remain the same, Alaska will not be able to avail itself of any of the federal funds available through the Educational Broadcasting Facilities Program. You will recall that these funds were instrumental in getting the Bethel station on-the-air, and also the University of Alaska ETV operation.

Cordially,

Charlie

Charles M. Northrip
Executive Director

cc: Dan Turner
Bob Cherry ✓
Roland Lynn
Sen. Mike Gravel
Sen. Ted Stevens
Gov. William A. Egan
House Finance Committee Members
Senate Finance Committee Members
AEBC Members

UNIVERSITY OF ALASKA
COLLEGE, ALASKA 99701

May 17, 1971

Mr. Bob Cherry, Dist. Principal
Dillingham City Schools
P.O. Box 202
Dillingham, Alaska 99576

Dear Bob:

I have received a copy of your letter of April 5 to Ron Bedard at the State Department of Education. In that letter, you indicated your desire to request Title III ESEA funds to assist in the construction and operation of an AM radio station for the Dillingham area, operated from the school.

I'll be happy to do whatever I can to assist you in the above endeavor. As you may know, I have recently resigned from my position with the Educational Broadcasting Commission and will shortly assume duties as Director of Media Services for the University of Alaska. In that capacity I am responsible for both the radio and television activities of the University as well as its audio-visual communications center. On our staff there are a number of competent professionals in the areas of programming, production, engineering, and broadcast administration. If there is any way they can be of help to you, please let us know. Needless to say, we would need some financial assistance if face-to-face meetings were necessary, but we might be able to accomplish a good deal through correspondence.

Best of luck to you in trying to get an AM radio station for the Dillingham area.

Cordially,

Charlie

Charles M. Northrip

cc: Dan Turner
Roland Lynn
Ron Bedard
Ken Grieser
W. Russell Jones, Jr.
Joe McGill
Jay Hammond
Nick Begich
Mike Gravel
Ted Stevens

ERIC

PLEASE REPLY BY AIRMAIL

FEDERAL COMMUNICATIONS COMMISSION

WASHINGTON, D.C. 20554

November 6, 1970

IN REPLY REFER TO:

8832

AIRMAIL

Mr. Bob Cherry, Principal
Dillingham City School District
P. O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

This is in reply to your letter of October 21, 1970, forwarded to this office by Senator Ted Stevens, indicating your interest in establishing either an AM or FM broadcast station in Alaska.

The frequency band extending from 100.1 to 107.9 megahertz is available for use by both educational and commercial FM broadcast stations in Alaska. The Commission has developed a table of FM assignments in which specific channels are assigned to cities; however, in this table, no channels have been assigned to Dillingham. In such a case, it will be necessary to submit a petition for rule making to have a channel assigned there. The petition should be specific as to the particular channel to be assigned. If favorable action is taken on the petition, then an application for a station can be filed. Enclosed is a release concerning the Commission's policy on additional FM assignments.

There is enclosed a release on educational radio, and a release on how to apply for a broadcast station. The complete rules and technical standards for all classes of broadcast stations are contained in Volume III of the Commission's rules, which can be obtained from the Superintendent of Documents in accordance with the enclosed list. An educational FM station, in addition to transmitting educational programs, can also broadcast cultural and entertainment programs to the public and apparently could provide all the services you desire. The enclosed Forms 340 are to be used in requesting a construction permit for an educational station.

Standard broadcast (AM) allocation is not on a predetermined channel basis. Accordingly, prospective applicants usually find it necessary to engage the services of an experienced engineer to make a feasibility study to determine whether a station could be established on any frequency and meet the requirements of the Commission's rules. Such studies are usually complex because of the number of stations already on the band, and the probability of electrical interference with established facilities. The

Commission's workload does not enable it to make such studies for prospective applicants. Engineers experienced in standard broadcast allocation may be found in various trade publications including "Broadcasting" magazine which is published at 1735 DeSales Street, N.W., Washington, D.C. 20036. I should add that no part of the standard broadcast band is set aside for non-commercial educational stations such as on the FM band. In other words, all stations on this band are governed by the same rules.

I am enclosing a copy of FCC Form 301 which is used in applying for a standard broadcast station. Additional copies of this form are available upon request.

Sincerely yours,

Harold G. Kelley

Harold G. Kelley, Acting Chief
Broadcast Facilities Division
Broadcast Bureau

Enclosures - 9

STATE OF ALASKA

KEITH H. MILLER, GOVERNO

ALASKA EDUCATIONAL
BROADCASTING COMMISSION

BOX 3177
FAIRBANKS, ALASKA 99701

November 10, 1970

Mr. Roland D. Lynn
City Manager
Box 191
Dillingham, Aloska 99576

Dear Mr. Lynn:

I have received your letter of October 28, 1970, in which you inquire about the possibility of beginning a radio station in Dillingham. I also received a similar letter, dated October 21, from Bob Cherry, the District Principal for the Dillingham schools.

I recently had an opportunity to speak with Mr. Terry Nidiffer of the Alaska Disaster Office, and he informed me of his visit to your community and of the need for local communication in your area. I reported that conversation to a meeting of the Alaska Educational Broadcasting Commission in Anchorage on October 22 and 23. At the same time, I reported on requests for radio stations that I had received from other communities in Alaska. The Commission expressed great interest in expanding the educational radio effort that it had begun with the station in Bethel, but also expressed some concern that whatever educational radio development the Commission encourages be orderly and efficient. The group directed me to make contact with those communities interested in establishing radio stations, and asked that I draw up some suggested guidelines for the establishment of stations in the various areas. The guidelines were to include such things as, amount of coverage necessary, amount of capital equipment necessary, ability of the local area to support such a facility, and willingness of local agencies to contribute to the ongoing operation of such a facility.

I'm going to be out of the State through the middle of November, but upon my return, I would like to arrange for a visit to Dillingham, so that I might discuss with you, Bob Cherry, and others how we might get some sort of project going. Please let me know if there are particular times that would be better for you and others in Dillingham.

I'm looking forward to working with you in what seems to be a very exciting project.

Sincerely,

Charles M. Northrip
Executive Director

CMN/lp
cc: AEBC Members
Bob Cherry
Terry Nidiffer
N. Roy Goodman
Ted Stevens
Mike Gravel
Nick Begich
Jay S. Hammond
Joe McGill

STATE OF ALASKA

DEPARTMENT OF MILITARY AFFAIRS

KEITH H. MILLER, Governor

ALASKA DISASTER OFFICE
JAMES H. ISBELL
Director

1111 EAST 5th AVENUE—ANCHORAGE 99

October 12, 1970

Mr. Bob Cherry
District Principal
Dillingham City School District
P. O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

I wish to thank you for your interest and support of the local civil defense program. The use of the school facilities as expedient shelter and as a media for personal and family survival instruction will be very beneficial to the community.

I have made a thorough search for a surplus transmitter for you but without success so far. Unfortunately, we missed an AM transmitter which was available about four months ago. The military is continuing the search and hopefully, something will turn up. I enlisted the help of Mr. Motz, Division of State Operated Schools and of Doctor Charles Northrip, University of Alaska, who heads the Alaska Educational Broadcast Commission. Doctor Northrip helped to get the Bethel radio station going and asked that you and Roland Lynn develop your requirements (with appropriate justification) and forward them to him. He feels that he can help to initiate an official program for Dillingham. His address is:

Alaska Educational Broadcast Commission
P. O. Box 3177
Fairbanks, Alaska 99701

Mr. Bob Cherry
October 12, 1970

In the meantime we will continue to search for surplus transmitting equipment.

The copy of your letter to the commander of the Scout Battalion at Bethel was turned over to Colonel Steele of the Adjutant General's Office for investigation. I hope the matter was resolved to your satisfaction.

Sincerely,

Terry J. Nidiffer
Community Shelter Planning Officer, State

TJN/mp

STATE OF ALASKA

KEITH H. MILLER, GOVERN

ALASKA EDUCATIONAL BROADCASTING COMMISSION

BOX 3177
FAIRBANKS, ALASKA 99701

November 11, 1970

Mr. Bob Cherry
District Principal
Dillingham City Schools
P.O. Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

I am including in this letter a response to a letter I received from Dillingham City Manager Roland D. Lynn, of October 28. In that letter I believe I answer many of the questions raised by him and also by you in your letter to me of October 21.

I really don't have any idea of where surplus equipment might be available for beginning the use of an AM or FM facility in Dillingham. There are other alternatives, however, that are fairly low cost and might be worth exploring. With a sufficient amount of antenna height, a 10 watt FM radio transmitter would probably cover your area. Such an installation could cost under $5,000 to purchase, including some studio equipment. Some sort of carrier current system might also be explored for those portions of the community that are supplied with electric power. I really can't make any more suggestions than that until I've had an opportunity to look at your situation and talk with you and others in Dillingham directly, as I proposed to do in my letter to Roland Lynn.

Your idea of utilizing the station in your high school curriculum is an excellent one, and I look forward to discussing that and other matters with you, if we can find a mutually agreeable time.

Sincerely,

Charles M. Northrip
Executive Director

CMN/lp
encl.

To Whom It May Concern

We are fully endorsing the Student Educational Radio Title Program in all respects. We feel that it will be a great benefit to students and teachers alike. We hope it will improve language development and communicative skills for the students and will keep the teachers better informed concerning what is taking place in Dillingham City Schools.

Ron Klemm
Area Administrator
State-Operated Schools

Aleknagik, Alaska 99555
January 16, 1972

Mr. Bob Cherry, District Prinsipal
Dillingham City School District
Post Office Box 202
Dillingham, Alaska 99576

Dear Mr. Cherry:

This is an answer to your letter of December 16, 1971, regarding project S.E.R.V.E. which will be a Student Educational Radio-Village Extension program (under Title III E.S.E.A.)

The chance to make suggestions during the planning stage of S.E.R.V.E. is appreciated.

Having the radio station should stimulate the desire of students to learn as it creates a "market" for their skills. Preparing the material for programs and making the tapes also opens new educational opportunities in a rural setting such as Aleknagik.

I have some comments to make under Section I - Procedures: Item 3.

Concerning part b: It seems to me that taped programs submitted from the village schools for broadcasting from Dillingham, scheduled for the second year of operation, is a practical approach.

1. A short orientation for teachers would be helpful.
2. Central planning and scheduling would help the rural teachers co-ordinate their efforts.

Part c: Planned for the third year involves us even more directly.

1. An opportunity to broadcast a live program would be good for the children, and would let them see what all is involved and how it works.

2. It seems a block of time involving one or two weeks of live broadcasting would possibly place too great a burden on grade school children. Quite a bit of material and practicing would be necessary and I doubt if they could handle it successfully. I have the feeling that they would get too wound up and frustrated.

3. For this reason I would like to see "tapes" carry the main load on the elementary level during the third year with some live broadcasting to let the children see how it works.

The radio station should have the side benefit of increased interest in education on the part of the villagers. Also the services rendered to the communities in the form of news, weather reports, swap shops, announcements and increased communication in general will be valuable to the area.

The Aleknagik Elementary School students would benefit from the chance to participate in S.E.R.V.E. It is hoped they will have the opportunity. If I can be of further help please contact me.

Sincerely,

Sherburne Smith

Sherburne Smith,
Principal-Teacher

Twin Hills School
via Togiak, AK. 99
January 14, 1972

Mr. Bob Cherry

Dear Mr. Cherry:

I have looked over your Title III prospectus for S.E.R.V.E. I can only give hearty approval at this time - it seems an excellent idea. There are a couple technical questions that come to mind, however.

You say you expect some "local funds." Do you expect money from the village? Will the program utilize existing radio installations? At present, our reception is sporadic, and there is much interference. Specifically what type of programs do you see? Local village news, etc. or the actual preparation of classroom "teaching" materials?

Tying these Kids together will doubtless take a lo time - perhaps by the end of a school year the contacts may become quite meaningful. I believe you are wise to put the program in motion right the in Dillingham, to get the bugs out.

Good luck,
Jim Baenen

Chgsenakale School
Portage Creek, Ak. 99576
January 16, 1972

Dear Mr. Cherry,

Sorry to take so long in commenting on your Student Radio Proposal but I just returned from Christmas vacation.

I really like the idea of a student operated radio station. Getting the students envolved in the programming should be an excellent means of motivating the children to improve their language - which, as you know so well, is one of the Eskimo children's major handicaps at present- and that is not even mentioning the creative experience and the satisfaction they would get from organizing and doing live broadcasts. I'm sure that my students would be quite enthusiastic about broadcasting such a program.

I have no real criticism of the proposal but I would like to know it this would be a regular A.M. radio station which would broadcast to all the local area or would it be received only in the schools? Half the thrill for the kids would be knowing that their parents would be listening. (In this case, it might mean that some of the programming might have to be done in Eskimo for the older people- which would be really interesting.)

Good luck on getting the proposal through; let me know what happens.

Yours sincerely,

E. Kevin Daley

E. Kevin Daley
Principal Teacher
Chgsenakale School

Levelock School
Levelock, Alaska 99625
January 12, 1972

Mr. Bob Cherry
District Principal
Dillingham City School District
Dillingham, Alaska 99576

Dear Mr. Cherry:

Thank you for telling me about your prospectus for Project S.E.R.V.E.

As a teacher of a one-room school in the remote Alaska bush, and with many years experience as such, I can certainly see the value and appreciate your purpose for this Project: "to give students in the rural area of Alaska the opportunity to improve all educational skills through actual radio broadcasting."

We teachers who have had to work alone for so many years will welcome any help to improve "all educational skills" and especially one that holds so many obvious interests and benefits as this Project.

I'm sure you realize that our native people from all the villages listed in your prospectus know each other very well and many are related. Thus, the interest to be hearing students taking part in this program would be very high not only for the school children, but for the adults as well. I am sure the native adults would want to listen to these broadcasts, too, and in doing so, there would be a small adult education program going without anyone realizing it. And getting language and understanding into the native homes is one of our greatest needs.

As for your third year operation plans, the Levelock School would be happy and proud to work with a mobile broadcasting unit to produce something of value as our share of the total program.

I certainly endorse your prospectus for Project S.E.R.V.E. Thank you again for letting me know about it.

Sincerely yours,

Sam G. Thomas

Sam G. Thomas
Principal-Teacher
Levelock School
Levelock, Alaska 99625

FORM SA-1B

MEMORANDUM

State of Alaska

TO:

Mr. Bob Cherry
District Principal
Dillingham City School District
Dillingham, Alaska 99576

DATE : 1/31/72

FROM: Ben Cherry
Principal Teacher
Togiak School
Togiak, Alaska 99678

SUBJECT: Title III Project Application
Project S.E.R.V.E

The Title III project S.E.R.V.E. prospectus has been reviewed favorable by the Togiak staff. We believe that a project such as this has unlimited possibilities for improving communicative skills and for developing a feeling of unity between isolated villages in this area.

One of the most obvious deficiencies of rural students in this area is in oral communications A project such as S.E.R.V.E. will help students understand the need for better communication in Alaska and motivate them to work in this vital area.

The children of Togiak come from Eskimo speaking homes with little English used outside of school. Radio broadcasts are seldom received in their homes and when they are received they offer very little to these people.

With relevant programing and an awareness of village life, broadcasts that originate from villages could be an effective way of educating children as well as adults.

EDUCATIONAL COMMUNICATIONS IN ALASKA

Prepared for the
Alaska Educational Broadcasting Commission

and

The Ford Foundation

July 15, 1971

Hammett & Edison
Consulting Engineers
San Francisco

ERIC

APPENDIX A

RADIO

1. AM versus FM

The differing characteristics of AM and FM broadcasting which are pertinent to Alaska warrant discussion. Each system has advantages and drawbacks. An FM broadcast station can provide consiste coverage to distances as great as 150 miles, both day and night, whereas an AM broadcast station can provide consistent coverage to a similar distance during the day with greatly expanded intermittent coverage at night due to "skywave" signals.

In northern Alaska, skywave service would be available virtually full-time during the winter, a only rarely during the summer. Skywave propagation permits reasonably consistent reception at distan from 300 to 1,500 miles from the station if the interference level is satisfactorily low from other statio using the channel. The interference level on any standard broadcast channel depends upon the distanc to other stations, their power, and ionospheric conditions which vary considerably, depending upon ti of day, season and sunspot activity. Detailed analysis of anticipated skywave service on specific broa cast channels is beyond the scope of this report. However, because each of the less than 20 broadcast stations in Alaska is on a separate channel and approximately 60 additional separate channels are avai able for possible assignment in Alaska, substantial nighttime skywave service should be possible for ma years before duplication of channel assignments raises interference to significant levels.

Nighttime radio service in Alaska is adversely affected by solar radiation more often than at low latitudes. Service is significantly affected about 10% of the time; even when not completely lost, signals may be expected to fade or suffer distortion. Nevertheless, the more extensive nighttime servi that can be provided by AM broadcast stations is a definite advantage over FM stations.

The site requirements for AM and FM broadcast stations are quite different. FM broadcast statio (like television stations) need high transmitting sites atop tall towers or mountains to maximize their coverage area, but access to the tops of mountains is very limited in Alaska. On the other hand, AM broadcast stations perform most efficiently if their sites are located on low, wet, marshy ground. Such sites pose fewer problems of accessibility. AM broadcast coverage is hampered to some extent because Alaska generally has very poor ground conductivity. Alaskan stations thus usually serve a substantially smaller area by groundwave transmission than stations of comparable power in other portions of the

United States. Stations utilizing channels toward the higher-frequency end of the AM broadcast band suffer the most.

One obvious advantage to AM broadcasting is that the Alaskan public presently has many more AM receivers than FM. On balance, a network of AM broadcast stations would now reach a greater number of Alaskans at less cost than would a network of FM stations.

2. High-Power Radio versus Low-Power Radio

The poor soil conductivity throughout Alaska and the high cost of electrical power make it impractical to provide statewide AM radio service during the daytime from a small number of very high-power AM broadcast stations. An interconnected network of smaller transmitters could provide a statewide service. Five-kilowatt stations could be constructed to serve the major population centers, while numer smaller groups of villages beyond the range of the five-kilowatt transmitters could be most economically served by one-kilowatt stations. Isolated single villages might be served by small 10-watt AM transmitt Present FCC radio broadcasting rules do not specifically provide for licensed stations to operate at transmitter powers lower than 250 watts. It would be necessary to obtain a waiver or rule change to utilize such low-power transmitters, but technically they are quite feasible.

3. Possible Radio Network

Based on the above considerations we have synthesized a radio network that would provide one channel of day-and-night groundwave radio service to all Alaskans except those living in some areas north of the Arctic Circle or on the Aleutian Chain. These remaining areas would receive only nighttim skywave service. A combination of five-kilowatt and one-kilowatt stations could be established at the cities shown below and on the map, Figure A-1.

5-Kilowatt Stations	1-Kilowatt Stations	
Anchorage	Barrow	Kodiak
Bethel (on the air)	Cordova	Kotzebue
Fairbanks	Ft. Yukon	Petersburg
McGrath	Galena	Seward
Naknek*	Glennallen	Sitka
Nome	Juneau	Tok
	Ketchikan	Valdez

*Note - The Alaska Educational Broadcast Commission, through Executive Director Bob Arnold, has shifted emphasis for this station from Naknek to the proposed site in Dillingham for Project S.E.R.V.E.

The Bethel station is situated so that it can become part of an eventual statewide AM radio netwo Priorities for constructing the remainder of the network could be determined on the basis of need, cost, number of persons served, and demonstrated local interest.

4. Cost Estimates

As shown in the following table, the cost of a 1-kilowatt broadcast station, including transmitter tower, and appropriate studio facilities and building (but excluding network interconnection, tapes, records, programing and operating costs) would be approximately $40,000. The corresponding capital cost for a 5-kilowatt station would be approximately $57,000.

The capital cost for the 6 five-kilowatt stations and the 14 one-kilowatt stations shown in the configuration of Figure A-1 is estimated to be $880,000. Operating costs for all 20 stations, including power, tubes, maintenance, and licensed operators (but excluding program costs, tapes. records, and network interconnections) would be approximately $650,000.

BUDGETARY COST ESTIMATES

Typical 1-Kilowatt AM Broadcast Station

Facilities to include:

Transmitter		
Transmission line and antenna coupler		
Tower		
Frequency and modulation monitors		
Limiting amplifier		
Audio console, small, dual-channel		
Turntables, tone arms and cartridges		
Tape recorders, reel-to-reel		
Tape playback, cartridge		
Assortment of tape and cartridges		
Microphones and stands		
Communications receiver		
Audio jack field and patch cords		
Equipment rack		
Desk for console/turntable/tapes		
Engineering, freight, installation and testing	Total	$40,000
Annual equipment operating cost, 16 hours per day (power, tubes, parts, maintenance)		4,100

Typical 5-Kilowatt AM Broadcast Station

Facilities to include:

Same facilities as above but with larger transmitter and separate small production studio with additional turntable and tape recorder		
	Total	$57,000
Annual equipment operating cost, 16 hours per day (power, tubes, parts, maintenance)		$10,200

5. FCC Considerations

The FCC Rules relative to the performance and operation of radio broadcasting facilities have evolved over many years to meet the needs of the lower 48 states, but have lagged available technolo Examples and suggestions follow which identify the principal ways in which FCC Rules are not totally compatible with existing Alaskan radio broadcasting needs and suggest how the Rules might be modifie

Technological progress would now permit all FCC technical performance standards for radio stations to be met with a fully automotic broadcast transmitter operated by a person completely unskill in radio technology and maintenance. Such a transmitter could not be over-modulated, could not oper off-frequency, ond could meet all present performance criteria with a high degree of reliability if che only three or four times a year by a competent technician. It is not suggested that FCC Rules concerni transmitter operator requirements be relaxed without compensating changes in rules concerning the tech nical performonce, stability, and reliability of the associated equipment, but that a new class of statio be oermitted, utilizing new tronsmitters especiolly designed for unattended operation. What is envisio as best fitting Alaska's needs would be the operation of small radio and television broadcasting stations with Rules similar to those for the operation of two-way radio base and mobile stations so that technicall unskilled operators could be employed and adequately supported through occasional visits by competent licensed technicians who would provide scheduled and emergency maintenance.

In addition to the need for changed operator and equipment performance requirements to best the Alaskan situation, the provision for very low-power, "wired" radio stations can be expected to find substantial opplication in both urban and rural Aloska. This need has been recognized by the FCC and the subject of a current rulemaking proceeding. Regardless of whether Alaska decides to undertake the construction of a state-wide radio network, the Stote should file comments with the FCC supporting the principle of low-power AM stations so that their potential would be available to other organizations in Alaska.

A third area in which the present FCC radio broadcasting rules do not fully meet the needs Alaska relates to the assignment of broadcasting stations to the 106 radio channels in the standard broadcast band. To date there has been no scarcity of available radio channels within Alaska, although with the continued growth of the State such shortages will some day be experienced. The "demand" approach to the allocation of radio channels has worked well in the lower 48 states as broadcasters perceived needs and sought frequency assignments from the available channels. In Alaska, the need for rural service is acute, and the poor soil conductivity so restricts coverage, that low-frequency channels should not be wasted on low-power stations. It is not possible to predict Alaska's radio needs with enough accuracy to justify the creation of a rigid table of channel assignments for standard broadcasting stations. However, simple changes made now in the manner of assignment of radio channels could yield considerably better radio service to rural Alaskans in the future. Specifically, recognition should be given to the extreme differences in coverage obtainable with high-power transmitters on the lower radio channels and with low-power transmitters on the higher channels. There are obvious needs for both types of service within Alaska.

The Armed Forces Radio Service presently operates 38 stations within Alaska at power levels from 10 watts to 250 watts. These were established principally to provide radio programing to servicemen living on or near Alaskan military establishments. Six of the seven licensed AFRS stations are on channels below 1000 kHz and will eventually preclude higher-powered operations from sharing these channels. There are commercial and educational interests in Alaska whose needs for radio broadcast channels parallel those of the AFRS. If low-power "automatic" radio stations intended for highly local service could be authorized to Alaska, and assigned in sequence to the highest-frequency channels available (commencing with 1,600 kHz and building down in accordance with present FCC allocations rules concerning prohibited contour overlaps), the proliferation of low-powered stations would have no adverse impact on the addition of higher-powered stations at the low end of the broadcast band.

The assignment of low-powered stations to the highest available channels would effectively meet the needs for limited-coverage radio service, and the needs for broad-area radio service would be met in the lower frequency channels. This could be reinforced by establishing minimum power requirements for the lowest-frequency channels at higher levels than the minimums in the lower 48 states. It is suggested that this approach to Alaska radio allocations would ultimately provide the greatest possible service. Such a procedure could be established within the framework of FCC regulations by establishing a separate "Alaskan Standard Broadcast Service" category so as to avoid conflicts and precedents with the first-come, first-served Rules which, while effective in the lower 48 states, are not the best fit to the needs in Alaska.

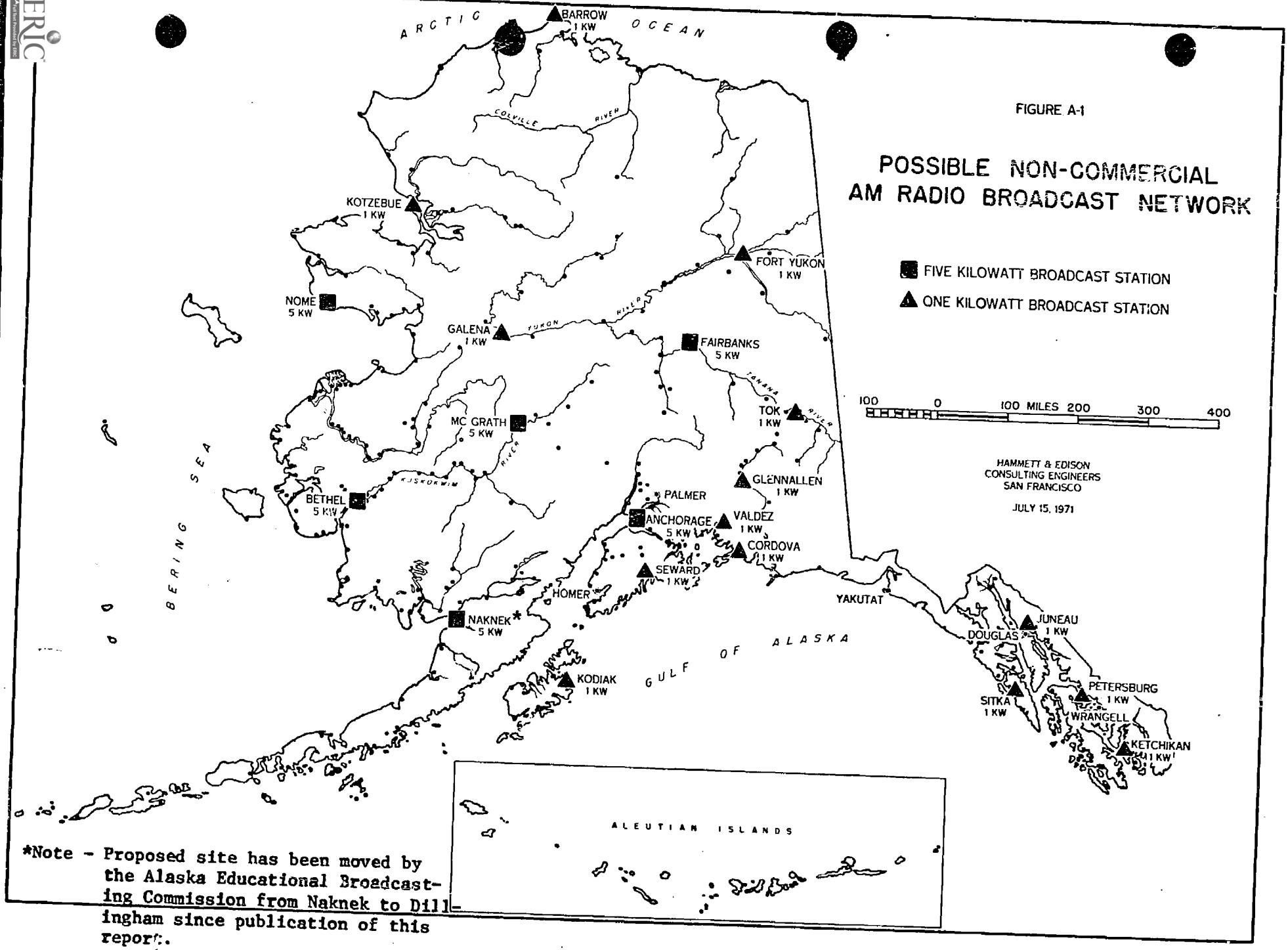

FIGURE A-1

POSSIBLE NON-COMMERCIAL AM RADIO BROADCAST NETWORK

■ FIVE KILOWATT BROADCAST STATION

▲ ONE KILOWATT BROADCAST STATION

HAMMETT & EDISON
CONSULTING ENGINEERS
SAN FRANCISCO

JULY 15, 1971

*Note - Proposed site has been moved by the Alaska Educational Broadcasting Commission from Naknek to Dillingham since publication of this report.

PART IV

ASSURANCE

I, Bob Cherry, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: March 15, 1972

Dillingham City School District
(Legal name of applicant)

BY Bob Cherry
(Signature of authorized representative)

District Principal
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

March 14, 1972 Dillingham, Alaska
(City) (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC Kay E Larson

DATE NOTARY'S COMMISSION EXPIRES November 15, 1975