DOCUMENT RESUME

ED 165 962 95 RC 011 146

AUTHOR Kleinfeld, Judith; Berry, Franklin L.
TITLE Village High Schools: Some Educational Strategies to Help Meet Developmental Needs of Rural Youth. ISER Occasional Paper No. 13.
INSTITUTION Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 78
CONTRACT 310-76-0068
NOTE 55p.
AVAILABLE FROM Institute of Social and Economic Research, University of Alaska, 8th Floor, Gruening Building, Fairbanks, Alaska 99701 ($1.00)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Alaska Natives; Curriculum Enrichment; Developmental Programs; Educational Environment; *Educational Strategies; Eskimos; *Field Experience Programs; Financial Support; High School Curriculum; *High School Students; *Individual Development; *Program Planning; Rural Schools; *Rural Youth; School Size; Senior High Schools; Small Schools; *Student Development; Student Exchange Programs; Study Abroad; Teacher Exchange Programs; Travel; Work Experience Programs
IDENTIFIERS *Alaska

ABSTRACT

Educational strategies that small rural high schools can use to address important developmental needs of rural youth were explored, focusing on the importance of educational environments outside traditional high school classrooms, (i.e., work-experience programs, student exchange programs, and travel-study). Of the 92 Alaskan village high schools with enrollments under 100 which were surveyed, 46 responded. Rural youth developmental needs addressed both self-development oriented and "other oriented" educational goals. Approaches available, with percentages of responding schools having used them, included work-study at local sites, 28%; school-sponsored business, 23%; travel to other district high schools, 35%; travel outside school district--28% within Alaska and 19% outside the state: Rural Student Vocational Program, 40%; student exchange, 7%; traveling teachers, 14%. A planning framework is presented, suggesting the kinds of experiences most valuable in particular years of high school and ways to integrate programs into a systematic educational approach, along with potential benefits and costs. Programs are grouped into awareness, exploration, and transition programs. An appendix lists organizations that can assist rural schools in arranging experiences outside their district and curriculum/program materials for rural high schools. (RS)

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ISER OCCASIONAL PAPERS

No. 13, August 1978

Village High Schools: Some Educational Strategies to Help Meet Developmental Needs of Rural Youth

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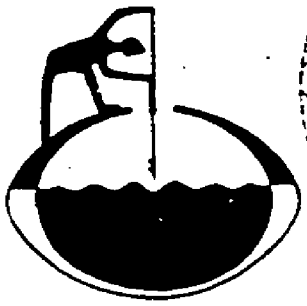

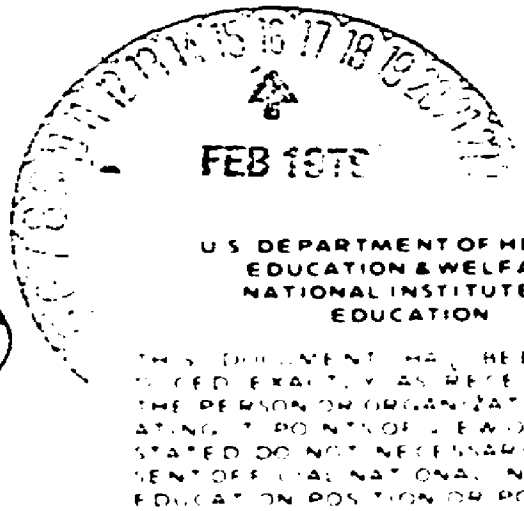

INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH

UNIVERSITY OF ALASKA
Fairbanks, Alaska

ISER Occasional Papers are published periodically by the Institute of Social and Economic Research, University of Alaska. Authors are free to develop their own ideas on their own topics.

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Price $2.00

The work upon which this publication is based was performed pursuant to Contract 310-76-0068 with the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Library of Congress No. 78-56-565
ISBN 0-88353-023-6
Series ISER Occasional Paper No. 13

Published by
Institute of Social and Economic Research
University of Alaska
Fairbanks, Alaska
1978

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INTRODUCTION

> This year seems to me to be one of trial and error. The trial was: Can we take one teacher, ten students, put them together and have a high school? The whole thing was an error. My high school has used none of the (travel, work-study) programs. . . . Until recently, no information concerning alternative programs was available to me.
>
> (Teacher of a small village high school)

> We have begun a work-study system in school construction and fish hatchery construction. We have classes in fisheries and electrical wiring and mini-television and tutorial approaches in reading, etc. These are good programs. (Our problem is) you can get over-extended.
>
> (Teacher of a small village high school)

The purpose of this paper is to suggest some educational strategies that small village high schools can use to address important developmental needs of rural youth. This is a critical period in the formation of rural high schools. It is a transitional time when long-term educational directions will soon be set, a time when creative approaches can be tried, a time when few interests are entrenched to hinder change. Despite all the problems of organizing these small schools, this time should be recognized as an opportunity to start afresh. It is a significant opportunity that may not come again.

The need for some different directions in high school education has become painfully apparent. Nationally, great concern has been expressed at the alarming increases in youthful suicide rates, arrest rates, drug use, and other indicators of serious defects in the ways that this society brings its youth to adulthood. Within the last few years, no fewer than five major reports on the reform of secondary education have been issued, either by national commissions established to examine these problems or by other organizations.[1]

These different reports make the same major point:

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[1]These studies are reviewed in A. Harry Passow, "Reforming America's High Schools," *Phi Delta Kappan* (May 1975): 587-590. They include:

- The U.S. Office of Education's National Panel on High Schools and Adolescent Education, *The Education of Adolescents.*
- The Report of the Panel on Youth of the President's Science Advisory Committee, *Youth: Transition to Adulthood.*
- The Kettering Commission Report, *The Reform of Secondary Education.*
- A report by Educational Facilities Laboratories and I/D/E/A, *The Greening of the High School.*
- The National Association of Secondary School Principals' report, *American Youth in Mid-Seventies.*

Conventional high schools fail to provide the full range of experiences necessary for youth to make a successful transition to adulthood. The classroom is only one kind of environment. It can address certain kinds of cognitive needs reasonably well. But youth have other crucial developmental needs which are not addressed in classrooms and which are no longer being met by other social institutions. The classroom, for example, does not provide opportunities for youth to assume productive and responsible roles; yet, the experience of contributing to the welfare of others is important in growing up. The classroom isolates youth into adolescent peer groups that develop a separate teenage culture; it does not provide the significant experiences with different kinds of people—experiences necessary in developing broader points of view. Current proposals for high school reform stress the value of supplementing classroom instruction with other kinds of educational environments where youth can obtain broader experiences. This paper attempts to bring this thinking to the attention of those Alaska rural communities that are developing new high schools and to discuss the relevance of these proposals to rural Alaska.

One of the difficulties in planning high school programs in Alaska arises from the lack of recorded experience on which to build. Many productive educational approaches have been tried, but too often no report was written. Those involved moved on, leaving no record of the experience for those who have come afterwards. To collect some of this experience, we surveyed ninety-two village high schools with enrollments of under 100 students. We asked teachers to describe the kinds of educational approaches they had used, how these had worked out, and their views on the potential of some alternative programs. Half of the ninety-two high schools surveyed responded.[2] In addition, we interviewed the staffs of institutions that were conducting what seemed to be especially promising educational programs, and we examined available research reports.

This paper focuses on the importance of educational environments outside the traditional high school classroom, for example: work-experience programs, student exchange programs, and travel-study. For the convenience of those interested in exploring these approaches, Appendix I lists organizations that have expressed interest in working with rural school districts and helping them to make the needed arrangements. In the course of our

[2]Two of these respondents were district-wide secondary school coordinators, who described programs in all the village high schools in their district.

research, we have also come across specific program models or curriculum innovations that are not widely known in Alaska, but which may be especially promising for small village high schools. These curriculum materials and information on how to obtain them are described in Appendix II.

Indicators of Adolescent Alienation

The marked increase in social problems among adolescents has stimulated a national concern with the reform of secondary education. As the National Panel on High Schools and Adolescent Education observes:

> Major problems exist in the secondary schools and in adolescent growth and development—manifest unrest and frequent racial conflicts, a growing drug problem, inadequate preparation for work or for higher education, alienation, and lack of motivation.[3]

One especially serious indicator of difficulties in adolescent development is the substantial increase that has occurred in the number of young people who commit suicide. As Wynne points out:

> The most significant symptom of alienation has been the steady increase in youth suicide rates. Between 1950 and 1974, the annual suicide rate for white males, 15-19, went from 3.7 per 100,000 members of the cohort born alive to 11.9 per 100,000. This pattern of increases was persistent and incremental.[4]

Similar problems concerning youthful violence, drug use, and lack of motivation are being reported more and more frequently by secondary school teachers in Alaska's rural schools. While no systematic study of such social problems has been carried out, information is available on youthful suicide in Alaska. The pattern in Alaska is different from the national trend, and even more disturbing. While the number of suicides among 15-to-19-year-old Alaska Native youth has increased, it is suicide among youth entering adulthood, the 20-to-24-year-old age group, that is extraordinarily high and steadily increasing.[5] In interpreting these figures, it is

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[3]*The Education of Adolescents, The Final Report and Recommendations of the National Panel on High School and Adolescent Education* (Washington U.S. Government Printing Office, 1976), p. vii.

[4]Edward Wynne, "Adolescent Alienation and Youth Policy," *Teacher's College Record* 78 (1976): 23-40.

[5]These data have been collected by Dr. Robert Krauss. See U.S. Department of the Interior, 2(c) REPORT. *Federal Programs and Alaska Natives, Task 1, An Analysis of Alaska Natives' Well-being*, Part A, Section 2, p. 24.

necessary to bear in mind the problem of random variation in a small population. However, in 1965-69, the suicide rate among Alaska Natives aged 20-to-24 was 47 per 100,000. From 1970-73, the suicide rate jumped to 170.6 per 100,000. The increased suicide in this age group, while the result of many factors, may be one extreme indication of a more general difficulty in finding a satisfying adult role.

An Inadequate Educational Standard: The Comprehensive High School

These kinds of issues have given rise to a national re-examination of the institutional context in which adolescents come to adulthood. Of particular concern is the role of the traditional high school, which is the major contemporary socializing institution for adolescents. Historically, high school has expanded to the point where it attempts to fulfill many kinds of functions, from teaching English to teaching parenthood. It now fills a major portion of adolescents' time. Yet, the classroom is a limited educational environment:

> Schooling, as we know it, is not a complete environment giving all the necessary opportunities for becoming adult. School is a certain kind of environment: individualistic, oriented toward cognitive achievement, imposing dependency on and withholding authority and responsibility from those in the role of students. So long as school was short, and merely a supplement to the main activities of growing up, this mattered little. But school has expanded to fill the time that other activities once occupied, without substituting for them. These activities of young persons included the opportunities for responsible action, situations in which he came to have authority over matters that affected other persons, occasions in which he experienced the consequences of his own actions, and was strengthened by facing them—in short, all that is implied by "becoming adult" in matters other than gaining cognitive skills.[6]

The model of the comprehensive high school, while under attack elsewhere, nonetheless, remains in many people's minds as an educational standard, which small village high schools should somehow try to approximate. For this reason, it may be of value to review the original educational rationale for the comprehensive high school and the later research pointing to its limitations.

The movement toward closing down small rural high schools

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[6]James Coleman, *Youth: Transition to Adulthood* (Chicago: The University of Chicago Press, 1974), p. vii.

and consolidating them into large comprehensive schools was grounded both in the belief that consolidation would cut costs by creating economies of scale and in the belief that it would lead to higher quality education. James Conant's influential report, *The American High School Today*, strongly supported the movement toward large comprehensive high schools. This report recommended that no high school have a graduating class of fewer than 100 students. Large high schools would be better equipped and offer greater choice of subjects. Indeed, only with such a large student body could high schools offer such specialized instruction as calculus and 4 years of a modern foreign language.

The drive toward comprehensive high schools needs to be understood in terms of the national priorities in 1959, when Conant's report was published. *The American High School Today* came at a time when America's self-confidence had been shaken by the launching of Sputnik I in October 1957. Fearing that America was losing the space race to the Russians, the nation re-evaluated its priorities and focused on the training of future scientists, mathematicians, and engineers. The fundamental concern was not what kind of education would meet individual students' broad developmental needs but rather, what kind of education would meet the nation's need for highly trained manpower.

The national experience with comprehensive high schools, however, indicates that some expected advantages have not materialized, and that large high schools cannot accomplish other important goals very well. Studies of high school costs, for example, provide no evidence that large high schools are more efficient.[7] The economic advantages of consolidation have been offset by diseconomies of scale, such as higher transportation costs and greater administrative expenses.

In addition, certain important educational goals appear actually to be subverted by the large size of these high schools. If the educational priority is to develop students' self-confidence, sense of responsibility, and leadership skills, then small schools would appear to have the unquestionable advantage.

In analyzing the quality of students' school experiences in schools ranging from a low of thirty-five students in grades nine through twelve to a high of 2,287 students, Barker and Gump[8]

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[7]Jonathan P. Sher and Rachel B. Tompkins, *Economy, Efficiency, and Equality—The Myths of Rural School and District Consolidation* (Washington: U.S. Government Printing Office, 1976).

[8]Roger G. Barker and Paul V. Gump, *Big School, Small School* (Palo Alto: Stanford University Press, 1964).

found that it was in the smaller schools that students:

1. Participated more frequently and in more kinds of extracurricular activities.
2. Participated more often in classes.
3. Developed a greater sense of personal responsibility for school affairs.
4. Reported more satisfactions in the areas of developing competence, being challenged, and engaging in important activities.

Students in large high schools, in contrast, took courses in more academic specialties, but reported that their satisfactions lay more in spectator roles.

Interestingly, a survey of Alaska high schools provides some parallel findings (Table 1). It is in the smaller Alaska high schools that a greater proportion of students participate in extracurricular activities.[9]

Barker and Gump found that the optimal school size in providing students with these kinds of important developmental experiences was not the very smallest high schools. Rather, it was high schools with an enrollment of 61 to 150 students. It is noteworthy that this same optimal school size for high student participation also appears in the survey of Alaska schools (Table 1). As we will later discuss, this is a point to keep in mind in developing small high school management plans. A district might be able to plan more effectively by viewing several very small high schools as one larger district high school with different village campuses.

DEVELOPMENTAL NEEDS OF RURAL YOUTH

In a well-reasoned report, *Youth: Transition to Adulthood*, Coleman discusses two major kinds of developmental needs which educational environments need to address.[10] One set is oriented narrowly toward the student's personal development. The second set is oriented broadly toward the student's relationships with others

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[9]Alaska School Activities Association, 1976-77, *Interscholastic Activities Participation Survey of High School*, unpublished data. These schools only include those belonging to the Alaska School Activities Association. Very small schools may be both less likely to be members and less likely to have a range of extracurricular activities. Thus, the rate of participation in schools below sixty-one students may be overstated by this survey.

[10]Coleman, *Youth: Transition to Adulthood*. The discussion in the section "Developmental Needs of Rural Youth" is taken directly from the arguments presented in this report, except where it pertains to the Alaskan context.

Table 1

Alaskan Students' Participation in Extracurricular Activities in High Schools of Different Size[a]

Size of High School	Number of High Schools	Number of Activities Participated in by the Average Student[b]
Large (400 students or above)	18	.67
Medium (151-399 students)	9	1.11
Small (61-150 students)	13	1.63
Very Small (below 61 students)	19	1.24
		F = 5.24
		p < .01

[a]This data comes from the 1976-77 *Interscholastic Activities Participation Survey of High Schools* compiled by the Alaska School Activities Association. Of 74 member schools, 59 reported.

[b]We obtained this number by dividing the total number of students participating in various activities by the total number of students enrolled in the school.

and his opportunities to assume productive, contributing social roles. With certain changes in emphasis, these same kinds of developmental needs apply to Alaska's rural youth.

Self Development-Oriented Goals

This class of educational goals is essentially self-centered. It includes, first of all, the *acquisition of skills necessary for economic independence and for the effective management of one's personal affairs*. It includes, as well, the *capacity to enjoy the cultural riches of one's society*.

Many rural high schools have devoted attention to these goals. Some districts have devoted substantial effort to defining the "competencies" expected of their high school graduates in terms of

the social and economic context of rural Alaska.[11] Much work remains to be done in developing instruction that relates to these competencies, but the competency approach is probably a positive direction for rural schools continually beset by the problem of a curriculum that changes as individual teachers come and go. Cultural heritage and bilingual programs have become increasingly important concerns in recent years. Special funding for such programs has become available through such sources as the Indian Education Act and the Johnson O'Malley Program.

However, rural youth have another crucial need in the area of self development. It is a need to which too little attention has been directed, for which no comprehensive curriculum has been developed, and for which no special funding is available. This educational goal concerns the *exploration of alternative ways of life and the definition of a satisfying adult role to which one wishes to devote concentrated attention.*

Students who grow up in small, remote communities have few opportunities to examine alternative ways of life and the world outside their homes. This puts them at a substantial disadvantage when they come to decide upon an adult role. Not only are they unaware of concrete possibilities, but also, their isolation may lead to a certain restlessness. It is hard to settle down without first seeing something of the world. A choice made after looking at alternatives may well be a more satisfying choice even if it turns out to be the same one that would have been made without such exploration. Thus, satisfying this educational need requires more than only classroom-based career education. It has to do with obtaining worldly experience, with exploring different ways of life.

Moreover, rural youth who have not had experience outside their home village may have a nagging feeling of inferiority, especially when they are in contact with more experienced students. This feeling was evident in a survey of North Slope Borough high school students,[12] where students were asked their views on the reasons for bad feelings between Eskimos and Whites in the high

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[11]See, for example, the list of competencies developed by the North Slope Borough School District, *A User's Guide to Competency-Based Curriculum*, published by the Alaska Department of Education in 1977. See also the list of performance indicators in *A Program of Studies: Lower Yukon REAA, 1977-78*, published by the Alaska Department of Education.

[12]Judith Kleinfeld and Jack Kruse, "High School: Views of North Slope Borough Students," Fairbanks: Institute of Social and Economic Research, 1977 (Xerox).

school. Several Eskimo students talked about their jealousy of White students who had more worldly experience than they did and made them feel "put down." North Slope Eskimo students showed an overwhelming interest in educational programs that involved some kind of travel (Table 2); 95 percent wanted their high school education to include travel-study outside their home village. Obviously, the causes of bad feelings between Eskimos and Whites in high school are much more complex, but rural students, in other contexts, have also voiced this same kind of need for worldly experience.[13]

Table 2

Interest in Learning Experiences Outside the Classroom: A Survey of North Slope Borough Eskimo Students*

	Barrow Students (No. = 76)		Village Students (No. = 85)		Total (No. = 161)	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
1. Travel-study outside home village	95	5	95	5	95	5
2. Work-study program	89	11	87	13	88	12
3. College campus experience	86	14	82	18	84	16
4. Student exchanges	63	37	73	27	68	32

*This table is taken from Judith Kleinfeld and Jack Kruse, "High School: Views of North Slope Borough Students," Fairbanks: Institute of Social and Economic Research, 1977 (Xerox).

In the absence of educational programs structured to permit this kind of exploration, many rural youth appear to be trying to do it on their own. A pattern of frequent wandering is common among older rural youth. For example, a student may enter college for a few months, drop out, travel to Anchorage and look for a job, go back home, leave for a nearby regional town—a repetitive cycle. We do not

[13]The second author of this paper, who grew up in a small rural community, pointed out that he and the other students in his high school class who went to college dropped out, at least for a while. He felt that this occurred in part because the rural students felt naive next to the other students and wanted some worldly experience before settling down to college.

have statistics documenting the number of rural students who pursue such a course, but it has been noted by many observers. Such a pattern may result from different motivations. It may reflect a positive effort to explore the world. But it may also indicate failure on the part of the educational system to help students find a satisfying way of life to which they want to devote serious effort. Finding something with which to become seriously involved is an important human need. As Coleman points out:

> The most personally satisfying experiences, as well as the greatest achievements of man, arise from such concentration, not because of external pressure, but from an inner motivation which propels the person and focuses his or her attention. Whether the activity be scholarship, or performance (as in dramatics or athletics), or the creation of physical objects, or still another activity, it is the concentrated involvement itself, rather than the specific content, that is important.[14]

Yet, if rural youth are creating for themselves such opportunities for exploration, why should high school programs address this issue? There are two reasons. First, when the period of exploration extends well into adulthood, it may effectively close off some options. For example, success in college requires concentrated effort. If able village students attend college later in life when marriage difficulties or child-care responsibilities can divide their energies, it is more difficult for them to succeed. There are some advantages in deciding on college early or before marriage and children occur.

Second, where one explores on his own, the exploration tends to be unsystematic and may not be of the greatest benefit. Where the student goes may depend on "happenstance"—whether he has relatives in a particular location or whether a recruiter of one kind or another is in the vicinity. There is little opportunity for carefully examining interests and abilities and trying out relevant alternatives. Making possible systematic, cumulative kinds of experiences is one of the great strengths of schools.

"Other-Oriented" Educational Goals

Coming to adulthood requires more than the acquisition of self-serving capabilities. Education limited to self-oriented goals provides no outlet for the idealistic, creative, altruistic energies of

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[14]Coleman, *Youth: Transition to Adulthood*, p. 4.

youth. Maturation also involves *experiences in contributing to the welfare of others* and in *cooperative activities directed toward group goals*.

Rural youth in Alaska may well have significantly more experience of this kind, at least outside of the classroom, than urban youth. Many rural adolescents make major contributions to the welfare of their families through participating in subsistence activities and in helping to take care of small children. The cooperative group ethic, while under assault, still remains a vital part of the community experience in many areas. But students' roles in the classroom often run counter to the responsible roles and cooperative ethic that are upheld as cultural ideals. Adolescents may be viewed as adults in the community, but they are treated as children in the classroom. In school, they have little opportunity to make significant contributions to the community or to assume the kind of productive roles that integrate people into their society. This is a problem that has received considerable national attention, and we will later discuss some of the proposals that have been made for changing the roles of youth. Yet, it is an area which rural high schools have not yet addressed.

Another important educational goal *is helping the student to acquire an understanding of the values and concerns of people with different backgrounds*. Alaska's rural youth are less likely than urban youth to be limited in their contacts with people of different generations, but they are more likely to be limited in their contacts with people of different cultural backgrounds.

One of the serious dangers of village high schools is that they will foster a narrow, provincial point of view. The president of one rural Native corporation observed that the best corporation employees from the region were those who had substantial outside experience. People who had lived all their lives in a village setting, he said, found it difficult to understand other points of view and thus could not effectively protect their interests. National views about such issues as conservation, protection of endangered species, and energy development will also shape the future of village Alaska—not only the desires of its residents. Whether or not a youth decides to spend all of his adulthood within his home village, his life will be inexorably bound up with the lives of people of different cultural backgrounds. Thus, it is important for rural students to develop an understanding of these other points of view, as well as an understanding of their own culture.

STRENGTHS OF DIFFERENT KINDS OF EDUCATIONAL ENVIRONMENTS

National commissions for high school reform propose that the traditional classroom be supplemented with other kinds of learning environments more effective for achieving non-cognitive educational goals. Classrooms are not the best places to explore alternative life-styles, to develop an understanding of people with different cultural backgrounds, or to contribute to the welfare of other people. Certainly, some learning activities related to these goals could and should take place in classrooms. Students can learn about people of different cultures, for example, through books or films. But this kind of learning occurs primarily on an abstract intellectual level. It is not knowledge acquired through direct involvement with people and experiences. Yet, it is such direct experience that has an unequalled power to convince, to motivate, to create empathy, and to provide a satisfying kind of understanding.

In sum, in planning high school programs, the crucial planning question is not: "How can we fit all important learning into the conventional classroom?" The crucial question is: *What is the most effective environment for a particular kind of learning to take place?*[15]

The Classroom[16]

The classroom is a highly effective setting in those cases where systematic presentation of a body of knowledge is important or where the subject of study cannot be observed directly. For example, neither history nor science can be effectively learned through personal experience alone. Indeed, the essence of knowledge in many such fields is acquiring abstract and general concepts that illuminate the fundamental regularities in the shifting world that can be observed.

The classroom is an essential learning environment for developing skills and concepts in such basic subjects as reading, mathematics, history, and science. It is not the use of classrooms, but their overuse, that leads to students' feelings that education is irrelevant to their lives. To do away entirely with classrooms, as some

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[15] *The Education of Adolescents*, p. 8.

[16] The difference in the amount of space devoted here to the classroom, the community, and travel programs does not reflect any judgments about the relative importance of these different learning environments. Rather, we devote more space to the community environment and travel programs because these approaches are not as familiar.

radical critics propose, would be to deny youth the knowledge developed over many centuries, knowledge that is the gift of past generations to the next.

The Community

The community is an educational environment that can counteract some of the limitations of classrooms; yet it is rarely used to advantage. The classroom is an environment that is oriented toward abstract learning. It limits students to contacts with others of much the same age and background. By placing students in learning situations within the community, the school can:

- Integrate youth into the real work and actual concerns of the society.
- Place youth in roles where they have important responsibilities to other people—where others depend on them.
- Provide youth with opportunities to develop significant relationships with people of different backgrounds.
- Enable youth to acquire direct, immediate knowledge.

Pioneering the use of the community as a learning environment was the well-known Parkway Program in Philadelphia, the "school without walls." Students there are required to fulfill state requirements for graduation with such traditional courses as English, math, and social studies.[17] The remainder of their time, however, is spent in "contract learning," where the students use the community as the school. They seek education in local businesses, hospitals, museums—in all the places, people, and processes of the city.

Many other high schools have adopted the community-experience learning model and given it different emphases. Some schools stress placing youth in productive service roles where they act as teachers to younger children, researchers on matters of community concerns, community problem-solvers, or communicators through publishing newsletters or making films.[18]

Other high schools emphasize career learning within community

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[17] American Association of School Administrators and NEA Research Division, *Alternate High Schools: Some Pioneer Programs* (Washington, D.C.: Educational Research Service, 1972).

[18] For an excellent description of such projects, see National Commission on Resources for Youth, *New Roles for Youth in the School and Community* (New York: Citation Press, 1974).

sites. A notable example in Alaska is Kodiak's "Experience-Based Career Education Program (CE^2)," an all-day, all-year alternative to the last 2 years of high school.[19]

Small villages, of course, offer less diversity in learning sites than large cities. But villages have many resources that can be used. The school itself contains opportunities for such activities as peer teaching, office work, building construction, and food preparation. The work that goes on within the village corporation, village council, health clinic, post office, power plant, air field, grocery stores, cottage crafts industy, movie-viewing place, and Head Start program are other common examples. Many larger villages have other businesses and institutions as well. A problem is that many teachers come from a very different background and have little experience in how the village functions.[20]

A number of the high school teachers we surveyed recognized the potential of the community to expand the limited facilities of a small high school and had developed ways to make use of community resources. One teacher, for example, used the village health aide to teach first aid courses. Others took advantage of the many agency and corporation people who came to the village, making them visiting teachers.

While these approaches brought community resources into the classroom, some rural schools had developed strategies to bring youth into the productive life of the community. One of the most effective methods was to develop work-study programs at local sites. Of the teachers surveyed, 28 percent had used this approach (Table 3).

One village high school teacher described such a work-study program where upperclassmen were placed at the store, the village corporation, the Head Start Program, the school office, elementary school classrooms, and the health clinic. At the end of 2 weeks, students rotated, if they wished to do so. Their work was supervised by the high school teacher, and they received credit for the work experience. While the program was not formally evaluated, the

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[19]Other school districts interested in this model may wish to contact C. Gregory Moo, CE-2/Voc. Education Director, Kodiak Island Borough School District. This model has been developed by the Northwest Regional Educational Laboratory which is available to assist interested school districts. Contact Rex Hagans, Career Education Director, Northwest Regional Educational Laboratory, Portland, Oregon.

[20]D.M. Murphy, "Rural Secondary Education: Some Alternative Considerations," in R. Barnhardt, ed., *Cross-Cultural Issues in Alaska Education* (Fairbanks: Center for Northern Educational Research, 1977) pp. 7-19.

Table 3

Village High Schools' Use of Alternative Strategies to Broaden Educational Experiances: 1976-77[a]

	Percent Using Educational Approach
1. Rural Student Vocational Program	40
2. Intra-district student travel	35
3. Work-study at local sites	28
4. Travel study within Alaska	28
5. School-sponsored business	23
6. Travel study outside Alaska	19
7. Traveling teachers	14
8. Student Exchange Program	7
Total number of high schools = 43[b]	

[a]Village high schools are defined as schools with a student population fewer than 100 students.

[b]High school response rate was 46/92. However, in this area of the survey only 43 responses were usable.

school principal felt that the experience had been quite positive. He noted that the students were enthusiastic and that some had received job offers from their employers.

Another innovative way high schools involved students in productive community roles was by establishing a village business. This strategy was used by 23 percent of the schools surveyed, and others were planning to employ it (Table 3). Stores and coffee shops were the kinds of businesses most often established. Since adolescents usually have cash from summer earnings and comprise a distinctive teenage market, businesses catering to their tastes may be successful financially.

Selawik High School, which started the "Northern Lights Restaurant," has prepared an informative description of the educational objectives of a student-run village business and how it can be organized:

The business program of the new high school offered an excellent opportunity to try a new approach to education. Basically, the idea was, in order to teach and learn about business, there should be a business. Few businesses existed in the community, so a student-operated business would offer a needed service to the community as well as be a learning tool. In this case, a restaurant was chosen to be the medium for achieving both academic and human goals.

An old cabin near the school was rented. The shop class remodeled the building and made fixtures and furniture. The home economics classes cleaned and painted. As each step took place, Ley Kahl would say, "Come on, boys. Today we will put up ceiling tile." Then the boys would answer "We can't. We don't know how." With the wave of his magic pipe and a little urging, Ley soon had the students excited and the ceiling tile firmly in place, and other jobs progressing.

In the meantime, the business classes had requested a $500 loan at 5 percent interest from the advisory school board. Loans from teachers were also received. The students were busily selecting and ordering equipment and supplies. Alaska Legal Services assisted in preparing articles of incorporation for a nonprofit corporation, The Northern Lights Restaurant, incorporated. The name was selected by a student contest. Bylaws were also prepared and duly filed with the State Department of Commerce along with the articles of incorporation. . . .

Opening day at the Northern Lights was quite a day in Selawik. The first restaurant in the community's history had a grand opening, complete with balloons and door prizes. The limited menu consisted of hamburgers, hot dogs, coffee, soda pop, candy, Russian tea, and a few other items. It was a huge success in a small way. . .

Development of pride, self reliance, responsibility, success images and other similar personal qualities are quite evident as a direct result of the program. The student members and board of directors of the corporation have consistently voted not to pay wages to their own members who work in the business. Instead they are more interested in reinvesting profits in the business, buying a new ice cream machine, soda fountain or other equipment and developing an investment program of their own.[21]

There are many other possibilities for involving adolescents in activities which the community considers worthwhile.[22] These

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[21]Selawik City School District, "Selawik High School Business Program" (mimeograph). For copies, contact the Director of Education, Selawik High School, Selawik, Alaska 99770.

[22]Teachers interested in organizing community-based activities into systematic learning experiences for students may find quite useful a series of practical publications by the Northwest Regional Educational Laboratory:

1. *Experience-Based Learning: How to Make the Community Your Classroom* (246 pp). (footnote continued on next page)

include establishing a village newspaper or a small engine repair shop, researching investment options for the village corporation, communicating with state and federal agencies on matters vital to village concerns, and helping to arrange village social events and festivities. What is feasible, of course, will differ in different communities.

In sum. involving youth in the community is an educational strategy offering many benefits. It expands the educational resources of small high schools. It makes learning relevant to what the student sees as of actual importance in his world. It teaches through direct experience. And, most importantly, it enables youth to become useful participants in the life of the community.

Travel to Other District High Schools

Sending village students to other high schools for specialized course work was a strategy used by 35 percent of the small high schools surveyed (Table 3). Usually, students traveled to other schools within the same district. For example, students would receive instruction in a vocational area at another high school where there was a vocational teacher and specialized equipment. However, schools occasionally made use of special high school facilities outside their district. One school, for example, was planning to send its students to the district of Sand Point to participate in its extensive aquaculture program. Another was arranging a tuition-free student exchange program with a suburban school district.

In most cases, students traveled to other small village high schools, even though the larger high school in the regional center was better equipped. One reason for this was that local school boards were concerned about village students becoming involved in social problems in these regional towns. However, in a few instances, students were sent to regional towns if they could be well-supervised.

While teacher exchanges were also used and were considered successful, student travel had special advantages. When students traveled to other high schools, there were more opportunities for

(Footnote 22, cont.)

2. *Student Guide to Writing a Journal* (16 pp).
3. *Student Record of Community Exploration* (24 pp).
4. *The Community Resource Person's Guide for Experience-Based Learning* (24 pp).

While specific activities may need to be adapted to rural areas, the general models are valuable. For price and order information, write to the Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

teenage social life. As one high school teacher astutely remarked:

> The lack of social life is going to be the thing that kills the small high schools, unless we can offer alternatives. At the present time, visitations are the best idea. We brought high school students from two villages to Circle for ceramics. It seemed to work fine. We need more programs that get the students from the villages together.

Student travel to other high schools also relieved the boredom and the monotony of working with the same teacher and same group of students day after day. The North Slope Borough School District, for example, developed a tradition of Arctic winter games, where students from all six of the district's small high schools come to Barrow for interscholastic sports competition and special workshops. The district's secondary school coordinator stressed the need for careful student supervision and better workshop planning but pointed out:

> The students look forward to the annual event (this has been done the past two years) and the educational potential certainly is apparent.

Intra-district student travel to high schools with different subject area specialties is a promising approach that many rural school districts are considering. But, in planning high school programs, it is important to keep in mind that *most intra-district student travel only extends the traditional high school with its classroom learning, sports, and teenage social activities*. Travel to other high schools does not provide experience in diverse kinds of educational situations.

Travel Outside the School District

For most village high schools, travel outside the district provides the best opportunity for students to explore different kinds of life-styles, develop an understanding of people with different cultural backgrounds, and acquire the worldly experience that increases their self-confidence and expands their point of view.[23] Of the village high schools we surveyed, 28 percent had used a travel-study program to an urban area within Alaska, and 19 percent had participated in travel-study outside the state (Table 3).

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[23] A few districts do have an urban center which could offer such experiences through intra-district student travel, but these are exceptions. For example, the Kodiak Island Borough School District brings village students into Kodiak to participate in career exploration through its CE^2 network of community sites.

School board members tend to have diverse opinions on the value of travel-study programs. Some are highly in favor of them and cite instances where such travel has given students an entirely different outlook on the world. Others are ambivalent about the value of "Disneyland" travel programs and want to confine travel to other high schools within the district.

The ambivalence toward travel-study programs is an understandable reaction to the poor organization and vague goals of too many of these programs. In our survey, for example, one teacher noted that so many last-minute changes were made in travel plans that the students did not know where they were going until the plane took off, with the result that parents never knew where their children were. Anyone would question the value of such trips when they have watched a group of village students herded around the university campus or sent to the movies to help fill up spare time. However, the potential for such trips should not be judged on the basis of a few bad experiences. Policies against student travel outside the district will deprive rural youth of what could be very important learning experiences.

Indeed, the value of such trips, when they are well planned and executed, lies not only in the learning that occurs outside of the village. Within the village high school, the process of preparing for the trip, planning it, and raising additional money can also develop students' organizational skills, develop school and community spirit, and strengthen their relationships with their teachers.

But such educational benefits are more likely to occur where:

1. *Clear educational objectives are established prior to the trip and both the students and the community are aware of what the trip is expected to accomplish.* The very process of stating the purposes of the trip helps focus students' attention on what is educationally important.
2. *Classroom work occurs prior to the trip to prepare students for what they will see.* Greater understanding develops where there has been preparation.
3. *Students themselves help to earn money for the trip, plan the trip, and convince the community of its value.* Even where funds are available from other sources, earning money helps to generate student involvement and school and community spirit.
4. *Learning experiences on the trip are planned carefully to accomplish specific educational goals.* Imaginative educational planning is needed on a trip no less than in the

classroom. Just touring a city, for example, may do little to increase students' capabilities and self-confidence in managing urban institutions. An alternative approach is illustrated by Upward Bound in its "urban survival day." After teaching students how to manage in the city, the program sets up appointments for students all over the city, gives each student $5.00, and puts him entirely on his own. The students have to call and confirm the appointments. They have to make use of skills they have learned in reading maps and figuring out bus schedules to get to places. They can decide, for example, if it is economically feasible to pool money with other students and take a cab. The day is an exhilarating experience, the kind of dramatic test of maturity that makes an impression on adolescents.

5. *Students and teachers evaluate what has been learned on the trip and follow up in later classroom activities.* Many travel programs require students to keep daily journals to help them and their teachers evaluate what they have learned. Later classroom activities should take advantage of the interest and direct experiences of the trip to stimulate deeper kinds of learning about the places and institutions outside the village.

Three programs of this kind can illustrate the potential benefits of learning experiences outside the village: the Dillingham Foreign Study Program, the Oregon/Mt. Edgecumbe Student Exchange Program, and the Rural Student Vocational Program. While each is a different type of program, they are similar in having had clear educational goals which they accomplished with success through specifically designed programs.

The Dillingham Foreign Study Program.[24] The goals of the Foreign Study Program were to increase:

- The self-confidence of students from a small, isolated fishing community in dealing with the outside world.
- The number of students who entered and succeeded in college.

Dillingham City School District was especially concerned about

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[24]This program summary is based on Diana Holzmueller, *Dillingham Foreign Study Program Evaluation* (Fairbanks: Center for Northern Educational Research, 1974).

Native students, whose different cultural background put them at a disadvantage in conventional classrooms. The school district felt that in going to a foreign country and learning a new language, both the Native and non-Native students would start out on a more equal footing.

The first year of the program, 1970-71. has most relevance to other rural school districts, because that year all the students came from the same rural district. The group consisted of fifteen Dillingham seniors and thirteen juniors. Of these, twenty-two were Native students. It was a small and cohesive student group. Both the community and the students had helped to plan the program, and the students were highly motivated when they finally started out.

Before the trip to Japan, students spent 2 weeks in an intensive orientation program in Dillingham. A visiting teacher from Alaska Methodist University introduced them to the Japanese language, culture, and history. The group then spent 3 months in Japan, where they lived like the Japanese, staying in youth hostels or the hotels frequented by local people. In Japan, they continued their Japanese studies with graduate assistants from Magoya University who acted as tutors and guides.

The weekly travel reports which students mailed to the Dillingham school office suggested growth in students' understanding of cultural differences and increases in their self-confidence. Interestingly, the travel to Japan gave the Native students a special advantage. Since their more Asiatic features and smaller statures made them look Japanese, they were given an especially favorable reception. As one wrote:

> At the terminal in Tokyo a Japanese student approached me and started talking to me in Japanese. After I told him that I didn't understand him, he started speaking excellent English. I was really surprised. We talked for a while, then I realized that we didn't even know each other's names. I introduced myself, and he gave me his name and address, and told me to ring him up anytime if I wanted to tour Tokyo with him. He thought that I was a Japanese student taking American students on a tour. I told him no, I myself am an American.

When the students returned to Dillingham High School for the second semester, their vision of the world had expanded, and they felt too confined by the small town high school. Two students stayed abroad by themselves, one studying in Paris and the other in Japan. Of the remaining twenty-six students, nineteen entered the University of Alaska at Fairbanks while still high school juniors and seniors. They lived in the dormitory as a group with a teacher who

had gone with them on the trip. They enrolled in further Japanese studies and in college courses developed for rural students by the university's Student Orientation Services Program. The Alaska Department of Education allowed these courses to count as an extension of the school district so foundation monies could be used. Students received high school credits for the university courses and college credits as well, after they completed high school graduation requirements.

At the end of the first semester, all of the non-Native and 88 percent of the Native Foreign Study Program students remained in college. The grade point average of the non-Native students was 3.13; the average of the Native students, 2.26. While they had received some special courses, the Native students from the Dillingham Foreign Study Program were more successful academically than the other Native freshmen on campus.

In 1972 and 1973, the program was taken over by a private organization established for this purpose, the Alaska International Academy. Students were admitted from different rural high schools, public boarding schools, and the boarding home program. Different ways of phasing the travel and college campus experience were also tried. In 1971-72, students went to Japan in the spring rather than the fall semester. They then entered the university as regular college freshmen the following fall, but lived in a Foreign Travel Group dormitory with a special counselor. In 1972-73, the students were divided into two sections. The first section attended college in the fall semester and went to Japan for the spring semester. The second section traveled to Spain for the fall semester and then entered Alaska Methodist University for the spring semester.

In terms of students' college success, neither the second- nor third-year programs were as successful as the first-year program, although students still did as well or better than regular Native college freshmen. The lesser degrees of success in these years was due to a number of factors. The participating student group had grown too large and disparate. Many students did not understand the goals of the program and were even confused about whether they were to graduate from their own high school or from Dillingham High School. The group spirit, so notable among the first-year students, did not develop to a great extent. Going to Spain did not seem to have the benefits of going to Japan. There were many organizational and budget problems which interfered with the program's success and tarnished its reputation.

Despite these problems that occurred with later program

expansion, the Dillingham Foreign Study Program in its early phase, illustrates the potential of a well-designed travel program. The cost in 1972-73 was only $4,079 per student, and this included both the semester of travel and the semester on the college campus.

The Dillingham Foreign Study Program was unique because it linked rural students directly to college. But travel-study in itself is unlikely to increase college attendance, unless special efforts are made. The Prince of Wales High School in Craig, for example, has for a number of years, organized travel programs where students travel to the lower United States and to exotic parts of the world. Since no formal evaluation of this program has yet been completed, the second author of this paper visited Craig and talked to high school staff and students about the program.

Craig students said that these trips had definite benefits in stimulating their interest in the outside world and in going out and seeing things. The students also seemed to have developed an impressive self-confidence, although this confidence could, of course, result from other experiences. School staff noted no increase in college attendance among Craig students but said that the travel program had increased students' interest and attendance in school. Also, organizing community fund-raising activities for the trip led to more constructive student behavior. The Craig school staff was satisfied with the student travel program and planned to retain it.

The Oregon/Mt. Edgecumbe Student Exchange Program.[25] In this program, about twenty rural Native students from Mt. Edgecumbe traveled to Corvallis, Oregon; lived with Oregon families for 2 weeks; and attended the local high school. Students traveled by bus from Seattle to Corvallis, in part to give students experience in urban areas and in part to lower travel costs. The Oregon families also took students on field trips. A similar group of Corvallis students, matched in sex, age, and academic year, then traveled to Mt. Edgecumbe, lived in the dormitory, and attended high school classes.

Dr. Paul Jensen[26] has conducted such student exchange

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[25]Information about this program was obtained from Dr. Paul Jensen, who coordinated the program and arranged the Oregon experience, and from Lawrence Welch, principal of Mt. Edgecumbe High School. In addition, a record of one such trip, prepared by Dr. Jensen, was reviewed.

[26]Dr. Paul Jensen is willing to help rural school districts establish such student exchange programs and has a waiting list of interested Oregon schools. Contact: Dr. Paul Jensen, Oregon College of Education, Monmouth, Oregon.

programs between Corvallis and a number of rural Alaskan schools for the past 10 years and has worked out well-organized procedures for these programs. He reported no substantial problems and emphasized that Oregon parents have called to thank him for arranging the experience of having an Alaskan student in their homes. The rural students are viewed as valuable visitors, who enlarge the cultural understanding of the urban families. Some parents, for example, ask students to cook for them as they do in Alaska, and strong relationships between parents and students have developed. A few Corvallis families invited the rural Alaskan students to accompany them on family vacations. The principal of Mt. Edgecumbe also said there were no special problems with the program. He pointed out that Mt. Edgecumbe students had become much more aware of other styles of life. For example, they found it unusual that in some cases both parents left home for jobs in the morning. In their program evaluations, Mt. Edgecumbe teachers reported that the Mt. Edgecumbe students were more interested in the classes that the visiting Corvallis students attended and Mt. Edgecumbe students tended to participate more in these classes.

Student exchange programs were rarely used by the rural high schools surveyed; only 7 percent reported participation (Table 3). Yet, these programs could benefit the rural schools in much the same way as travel-study programs, and at much lower cost.

Student exchange programs provide an unusual opportunity for rural students to acquire an understanding of people of other cultural backgrounds by living closely with them. Moreover, the non-Native exchange students who come to the village also receive an enriching experience and can be used as special resource persons.

The costs of student exchange programs tend to be low, since the student goes to only one destination and is the guest of the host family and school. The Oregon/Mt. Edgecumbe student exchange costs only about $150 per student, the money principally needed for a group plane fare to Seattle and bus fare to Corvallis.

The Rural Student Vocational Program (RSVP). This program is specifically designed to help students from small villages explore career alternatives, experience an actual job situation, and make personal contacts with potential employers. The program also provides: (1) practical experience in job procedures (for example, filling out job applications) and (2) some job socialization, such as collecting pay checks ($100 for 2 weeks) at the end of the work

period. Since the program is funded and administered through the Alaska Department of Education, no financial or administrative burden is placed on the rural school district.

The RSVP coordinator places students in a job site for two weeks in Anchorage, Fairbanks, or Juneau. Students can choose such job areas as office occupations, health, food preparation, dental hygiene, or others. The program has developed a network of employers from public agencies, private businesses, and Native organizations. The employers train and supervise students on the job. While in the city, the students stay with boarding home families selected by the local RSVP coordinator. Since only a small number of students are placed each session and most families take students for only a few sessions, there are fewer of the problems that occurred when rural students were placed in urban homes through the Boarding Home Program.

RSVP gives students experience in a responsible work role, experience in a city, and experience living with a family of a different cultural background. The program was used by 40 percent of the small high schools surveyed (Table 3). Of thirteen spontaneous comments about the program, twelve were highly enthusiastic, calling it "outstanding."

The evaluations conducted by RSVP itself also suggest its success. Some illustrative comments were:

> The RSVP is the most meaningful program in existence for the rural student. The 2-week work experience in Fairbanks makes up a good part of the educational program for some of our students from small villages. For a good number of our students, the trip to Fairbanks is the first time they have seen such things as flush toilets, running water, or traffic lights.

> RSVP is the only way our students have of participating in and learning about jobs and living in a city. The parents in Gambell are very much in favor of this type of training.

In 1976, RSVP served 541 students, at a cost ranging from $328 to $840 per student. Demand among rural high schools for RSVP services is growing. In the Northern Region (the location of most new small high schools), the program grew from 20 students in 1972 to its quota of 160 students in 1976. The majority of the high schools surveyed in the northern region wanted to increase their participation, but funding limits will not allow it.

RSVP, as it is now structured, cannot meet all the needs of rural students for experience outside their own community. The program is open only to juniors and seniors in a vocational area of study. A

student can attend only once each year, which provides little opportunity for exploring several careers. Indeed, one rural teacher was concerned because he saw students making decisions about their future solely from one work experience. Also, some students and employers say that two weeks is not long enough to develop real skills in a job.[27]

RSVP illustrates the value of a well-organized program which provides students with experiences outside the district. It could be of even greater value if more classroom preparation for the experience took place in the rural high school. Too often, students are sent to the city without any initial orientation about careers or urban life that would make RSVP much more beneficial. RSVP staff emphasize that the program needs to be made part of a broader program of career exploration.

A FRAMEWORK FOR PROGRAM PLANNING

In this paper, our purpose is not to advocate any single "best" model, but to stimulate discussion about the developmental needs of rural youth and the kinds of educational environments that most effectively assist them in growing into adulthood. Obviously, the kinds of experiences of most value to students will vary in different kinds of communities. The benefits of these kinds of work and travel experiences must also be balanced against their financial costs and the competing needs of the school district.

To assist school districts in making such decisions, we present the following general framework for program planning. This framework suggests the kinds of experiences that might be most valuable in particular years of high school and the ways in which existing programs such as RSVP could be integrated into a systematic educational approach. Following this discussion, we present a table summarizing this planning framework (Table 4) and a table summarizing potential benefits and costs of different program experiences that districts might choose (Table 5).

The Development of Adult Life-Style Choices

Studies of the way young people make choices about their adult work roles suggest that there are two important stages which occur in later adolescence.[28] One is a *period of exploration*, usually

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[27] Verbal comment by Ms. Margo J. Zuelow, based on interviews she carried out with rural students in the Iditarod School district.

[28] Coleman, *Youth: Transition to Adulthood*, p. 103.

Table 4

Broadening Educational Experiences in Small Village High Schools: A Framework for Program Planning

EDUCATIONAL OBJECTIVES

The purpose of this area of the educational program is to enable rural youth to:

1. Explore alternative ways of life in order to choose a satisfying adult role.
2. Experience productive and responsible community roles where they can contribute to the welfare of others.
3. Acquire an understanding of the values and points of view of people from both their own and other cultural backgrounds.

EDUCATIONAL PROGRAMS

Type of Experience		Suggested Number of Experiences	Suggested Year of High School
Awareness Programs		1	Freshman, Sophomore
	Alternatives: Student Exchange (Urban Alaska, Outside Alaska); Travel Study (In District, Urban Alaska, Outside Alaska)		
Exploration Programs		2+	Junior
	Alternatives: Corporation and Other Internships; Rural Student Vocational Program; Village Work Study; Upward Bound		
Transition Programs		1+	Senior
	Alternatives: Community or Other College Work; Specialized Vocational Training; Subsistence Skills—Oriented Apprenticeship plus Supplementary Coursework; Supervised Employment in Village Plus Supplementary Coursework; Supervised Employment Outside Village Plus Supplementary Coursework		

Table 5A

ESTIMATES OF EDUCATIONAL BENEFITS AND COSTS OF DIFFERENT TYPES OF PROGRAMS[a]

* = high benefit	AWARENESS PROGRAMS				
Benefits and Costs	Student Exchange–Outside Alaska	Student Exchange–Urban Alaska	Travel Study–In District	Travel Study–Urban Alaska	Travel Study–Outside Alaska
Enlarges range of experience	*	*	–	*	*
Expands students' horizons & self-assurance	*	–	–	–	*
Enhances prospects for cross-cultural relationships	*	*	–	–	–
Broadens coursework and social opportunities	–	–	*	–	–
Estimated District Cost per Student[b]	$150-$300	$100-$250	$80-$200	$150-$450	$450-$1000

[a]Estimates were made by the authors on the basis of questionnaires and interviews completed by superintendents, principal teachers, and other educators beginning in February 1977.

[b]Cost per district will differ depending on the location of district, number of students, destination, and duration of trip. This is a cost range assuming a two-week experience that includes the costs of tuition, travel, room and board, and a student stipend where appropriate.

Table 5B

ESTIMATES OF EDUCATIONAL BENEFITS AND COSTS OF DIFFERENT TYPES OF PROGRAMS[a]

EXPLORATION PROGRAMS

• = high value Benefits and Costs	Corporation and Other Internships	Rural Student Vocational Program	Upward Bound	Village Work Study
Introduces college experience	–	–	•	–
Enlarges range of experience	–	•	•	–
Engages Native organizations & issues	•	–	–	•
Individualizes study for career preparation	•	•	–	•
Estimated District Cost per Student[b]	$150-$300	NONE	NONE	NONE

[a]Estimates made by the authors on the basis of questionnaires and interviews completed by superintendents, principal teachers, and other educators beginning in February 1977.

[b]Cost per district will differ depending on the location of district, number of students, destination, and duration of trip. This is a cost range assuming a two-week experience that includes the costs of tuition, travel, room and board, and a student stipend where appropriate.

Table 5C

ESTIMATES OF EDUCATIONAL BENEFITS AND COSTS OF DIFFERENT TYPES OF PROGRAMS[a]

Benefits and Costs	TRANSITION PROGRAMS				
• = high value	Community College Study	Higher Special Vocational Training	Supervised Empl. Outside Village + Suppl. Coursework	Subsistence Skill-Oriented Appren. & Suppl. Coursework	Supervised Empl. in Village + Suppl. Coursework
Introduces college experience	•	–	–	–	–
Broadens coursework opportunities	•	•	•	–	–
Enlarges range of experience	•	•	•	–	–
Engages Native organizations and issues	–	–	–	•	•
Individualizes study for career preparation	–	•	•	•	•
Estimated District Cost per Student[b]	$950-$1200	$800-$1000	$700-$800	$0-$800	$0-$800

[a]Estimates made by the authors on the basis of questionnaires and interviews completed by superintendents, principal teachers, and other educators beginning in February 1977.

[b]Cost per district will differ depending on the location of district, number of students, destination, and duration of trip. This is a cost range assuming a nine-week experience that includes the costs of tuition, travel, room and board, and a student stipend where appropriate. Costs for transition experiences are extremely difficult to estimate. Boarding outside the village with a family usually costs about $10 per day; group homes could cut expenses. Tuition varies according to individual institutional policies. Costs of paraprofessionals involved in subsistence may differ depending on whether students make an economic contribution and how many students are involved.

occurring between the ages of 15 to 17 years. During this time, students evaluate their personal interests, abilities, and values in light of the opportunities in the world around them and make tentative choices. The next stage is a *period of transition*, usually occurring from 18 years through the early twenties. At this point, the individual begins specialized education or enters the labor market while still working out his adult goals.

For students from small, isolated villages, however, another important stage needs to occur before these. This is the *period of awareness*. Rural students, whether or not they may decide to live in their home villages, need to become open to the possibilities in the world. It is the expansion of these implicitly restricting boundaries that can motivate serious exploration.

Awareness Programs

Travel-study programs or student exchange programs involving travel are the kinds of experiences most effective in opening students to new possibilities. For this purpose, travel outside Alaska may well be more effective educationally than trips to Alaska's urban centers. While travel to a nearby Alaskan city has value, such travel is similar to the village-city excursions that are a common part of village life. Such travel is unlikely to radically alter a student's way of looking at things. For example, in a rural-urban exchange between Fairbanks and a small village, students wanted to spend a good deal of time with friends and relatives from home and to go downtown at night.[29] The trip was assimilated into established village patterns.

At least one program to develop awareness should occur early in the student's high school career, for example, in his freshman or sophomore year. Developing an awareness of possibilities helps motivate systematic exploration in later high school years.

Exploration Programs

These programs should help students systematically examine alternative adult roles in view of their personal values and talents. Programs directed toward this end include:

1. Local work-study.
2. Internships with Native corporations and other organizations.

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[29] Vivian More, "Rural-Urban Student Exchange: A Pilot Program Between Chalkyitsik and Fairbanks." Fairbanks: Center for Northern Educational Research, 1974 (Xerox).

3. Urban work-experience, such as offered by RSVP.

4. College campus experiences, such as offered by the Upward Bound program.

Students should have at least two such experiences in their junior year of high school. The benefits of such experiences should be increased by providing relevant classroom work. Many kinds of vocational interest and ability tests and nationally developed career exploration packages can be used. While these materials are not geared to Alaska village life or the test-taking style of rural students, nonetheless, they can encourage thinking in these directions. Discussing the biases in the tests and the various kinds of village experiences which the tests do not cover can be made a useful part of classroom work.

Some exploration programs need to be developed by individual school districts. However, there are two state-wide programs oriented toward exploration that school districts can use and can integrate into a broader educational approach. One is RSVP which has already been discussed; the other is Upward Bound.

Upward Bound has broadened its focus in recent years from helping rural students enter college to helping students explore various career, training, and college possibilities. Upward Bound combines special instruction in rural high schools with outside urban experience and college exploration for 1-to-6-week periods. Due to funding limitations, however, the program serves only a few high schools, and most are not the smallest rural schools. In 1976-77, eleven high schools participated, and Upward Bound expects to serve only nine high schools in 1977-78.

School districts interested in establishing exploration programs may find their costs and management problems substantially reduced by contracting with such statewide programs as Upward Bound and RSVP to provide special services for district students. Both programs already have: staff located in urban areas; special program materials; and a network of employers, boarding homes, and other contacts. Through RSVP, arrangements might be made for students to have several career experiences and for periods longer than 2 weeks. Through Upward Bound, students could explore college and other specialized training alternatives. Providing college exploration is of special importance, since small village high schools may have so few students that they cannot offer college-oriented programs. Thus, they may not encourage or orient students toward college attendance at a time when Native corporations, rural governments, and other organizations are highly in need of educated manpower. In general discussions, both Upward Bound and RSVP staff expressed interest

in special contracting arrangements with rural school districts.[30] A number of other organizations are also interested in working with rural school districts (Appendix I). Hutchison Career Development Center in Fairbanks, for example, is open to arrangements to include rural students in its program. Urban employers are often eager to assist Native students, and there are too few urban Native students to meet this demand.

Transition Programs

The purpose of transition programs is to link rural students directly with an adult role, which they would pursue or prepare for in their senior year of high school. This might be a particular occupation in the village or outside the village. It might be a college program or some other form of specialized education.

Such transition programs for students who are still seniors are not a traditional function of high school. The role of the high school is usually limited to counseling students about career or college possibilities and helping them fill out applications. But the isolation of students in small rural high schools makes it essential for them to expand their traditional functions and take a much more active role in facilitating transitions. Many urban youth make the transition to a job, college, or some other educational program by relying on personal contacts of family and friends. Rural students often lack these kinds of connections, and the high school needs to provide them.

Since most small high schools began with ninth- and tenth-grade programs, little attention has yet been given to the special needs of upper grade students. One or two high schools we surveyed were planning to send seniors to vocational centers for specialized training, but these were exceptions.

Transition programs must be carefully tailored to individual students. The Dillingham Foreign Study Program, which placed high school seniors at college in a special group situation, was an imaginative kind of transition program. But it did not take into account the differing goals and talents of individual students, and many students later left college before completing their degrees.

For college-oriented students or students interested in occupational areas requiring certain specialized preparation, rural school districts might consider arrangements whereby high school

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[30] These were informal discussions with Upward Bound and RSVP staff; they imply no commitment on the part of the program. Interest, however, was high.

seniors enter community college programs. Other specialized occupational programs are available at the Seward Skills Center, Hutchison Career Center, and other institutions. For students interested in a village-based subsistence life-style, the transitional program might combine regular high school course work with apprenticeship experiences to improve subsistence skills. For students interested in going directly to work, a supervised experience in the village or elsewhere could be arranged, along with relevant course work.

This kind of transition program should occur early in the student's senior year at high school. This provides time for another choice if the first transition proves unsatisfactory.

BUDGET AND MANAGEMENT CONSIDERATIONS

These kinds of awareness, exploration, and transition programs are obviously expensive and bring with them new kinds of organizational problems. In the past, travel and other kinds of special programs have been funded primarily through such sources as Johnson O'Malley. This special funding approach makes it difficult to derive the greatest educational benefits from the experience. Such an approach results in "a trip," which is generally a one-time affair; it does not become an integral part of the educational program that teachers could build upon and students look forward to.

With the new school financing provisions passed by the 1977 legislature, however, small, isolated high schools with their higher operating costs are entitled to larger numbers of "instructional unit allotments" (or more money allotted per student). This expanded funding can be used to support more expensive programs, and these are monies that the school district can count on and plan around in developing a systematic educational approach. The Department of Education considers the funding of travel and other such programs to be a district responsibility and its own role limited to providing additional money through the Foundation Program.

Management problems could be reduced by the kinds of contracting arrangements with outside organizations that we have previously discussed. In addition, employing a district-wide secondary school coordinator as several rural school districts have done, would also have great advantages. It is difficult for each teacher in a small village high school to make his own arrangements for experiences outside the village. Communication facilities are poor, numbers of students are often small, and the teacher has many other pressing problems. Such programs can be planned much more

easily at the district level.

A district secondary school coordinator would be especially necessary in developing time-consuming transition programs appropriate for senior students. Indeed, the most effective way to design small high school programs may be to view all the small high schools in one district as a single district-wide high school with several village campuses. For example, a district having five small high schools of 35, 14, 7, 4, and 3 students might develop more imaginative plans by viewing these five student bodies as a single student body made up of 63 students, perhaps divided into 25 freshmen, 20 sophomores, 10 juniors, and 8 seniors. While at least one permanent high school teacher would be needed at each site, arrangements could also be made for certain classes to be taught by one or more district-wide teachers. A district teacher, for example, might specifically teach and oversee the seniors' transition program.

CONCLUSION

Developing effective educational programs for small, rural high schools requires, above all, new points of view. Conventional high school classes and activities need to be maintained. Rural Alaskan communities often hold traditional points of view on educational matters; radically different approaches could be disorienting and would likely be rejected.

Rural secondary programs, however, need to be more than the conventional high school with its classrooms, sports, dances, and other extracurricular activities. These kinds of high schools do not meet many crucial developmental needs of adolescents in general, and students from small, isolated villages have certain special needs as well. Rural high schools should respond to students' needs to explore the world and find for themselves a satisfying adult role. Rural high schools should provide for students' experiences with people of different cultural backgrounds—experiences that would expand students' points of view and guard against provincialism. Above all, rural high schools need to provide youth with opportunities to pursue productive and responsible roles within their communities that will gain for them the community's respect and help link together the generations.

Rural Alaska has the opportunity for a fresh start in high school education. It is an opportunity to develop better approaches to crucial youthful needs that large comprehensive high schools have failed to meet.

APPENDIX I

Organizations That Can Assist Rural Schools in Arranging Experiences Outside Their District*

This appendix lists organizations that have expressed an interest in working with rural school districts in arranging special programs such as work-experience, college exploration, student exchange, and specialized occupational coursework. These programs could be tailored to the specific needs of the rural school districts, thus enabling districts to take advantage of established programs. Assistance from these organizations will depend on the availability of time, personnel, and other factors, so any inclusion here should not be construed as a commitment.

Awareness Programs

These programs help to increase students' awareness of the range of opportunities open to them, provide direct experiences outside the village, and increase self-assurance in these settings.

The Domestic Student Exchange Program

The National Association of Secondary School Principals (NASSP) provides information and helps coordinate planning for the Domestic Student Exchange Program. Although NASSP will provide ideas and guidelines for the exchange, detailed planning is handled by the participating schools.

The NASSP Office of Student Activities will send schools applications to join the exchange program. The applicant school then receives further information and the name of a school interested in an exchange with its area and type of school.

Contact: NASSP Office of Student Activities
1904 Association Drive
Reston, Virginia 22091

Oregon Student Exchange Program

Dr. Paul Jensen will work with rural school districts upon

*This information was compiled in September 1977.

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request to arrange a northwest travel and Oregon/rural Alaska high school exchange. He typically plans for groups of about twenty or more students to travel to Corvallis, Oregon (or other Oregon communities) to live with Oregon families. A similar group of Corvallis students travels to live and study in Alaska communities. The only expense to the school district is travel. Room and board is furnished by participating families.

Contact: Dr. Paul Jensen
Oregon College of Education
Monmouth, Oregon 97361

Center for Equality of Opportunity in Schooling/Alaska Native Foundation

CEOS, a General Assistance Center funded by the U.S. Office of Education under the amended Civil Rights Act of 1964, will provide planning assistance at no charge to requesting school districts that are interested in developing an urban educational experience for groups of rural students.

CEOS will help plan activities aimed at identifying the educational objectives and competencies that will be developed during the trip. Specific multi-cultural and other urban experiences will be suggested as part of the trip's activities. Travel and housing information, if requested, can be provided along with prearranged connections with various businesses, organizations, and schools in the Anchorage area.

Contact: Center for Equality of Opportunity in Schooling
Alaska Native Foundation
515 "D" Street
Anchorage, Alaska 99501

Phone: 277-6533

Cook Inlet Native Association

CINA plans to hire a person for the 1977-78 school year who will be available to plan and conduct educational tours for students visiting from rural areas of Alaska. It is anticipated that CINA will be coordinating the involvement of other Native agencies within Anchorage.

Contact: Cook Inlet Native Association
Education Division
P.O. Box 515
Anchorage, Alaska 99510

Phone: 278-4641, ext. 217

EXPLORATION PROGRAMS

These programs help students to systematically examine alternative adult roles.

Mt. Edgecumbe Boarding School

Although Mt. Edgecumbe continues to operate as a full-year boarding high school for Alaska Natives, it presents an opportunity for rural Native students to obtain short-term, specialized coursework at a low cost to districts. For example, three spaces have been allocated for students of one rural school district for the 1977-78 school year; each quarter different students from this district will attend. The only cost to the district will be for transportation of students, insurance, and a fee for a part-time coordinator in Sitka.

Since this program is in its developmental stages, opportunities for other districts may be limited.

Contact: Leroy Demmert, Superintendent
Mt. Edgecumbe Boarding School
Mt. Edgecumbe, Alaska 99835

Phone: 966-2202

Rural Student Vocational Program

RSVP provides a 2-week placement on a job in Anchorage, Juneau, or Fairbanks. The students live with families who are paid by the state for room and board costs; the students earn $100 for their 2 weeks of work.

RSVP is open to rural high school juniors and seniors who are enrolled in a vocational studies program. Priority is given to seniors and juniors who have not previously participated.

This program is funded through the State of Alaska with no direct cost to a school district; however, the program's enrollment is limited.

It has been mentioned by some of the program staff that RSVP may be interested in special contracts with school districts. RSVP could handle such arrangements as (1) exploration experiences for students who are not in vocational education, (2) several exploration experiences which give individual students a wider choice of alternative occupations, and (3) work experiences for longer than a 2-week period, which provide an opportunity to develop extensive job-related skills.

Contact: Statewide—

State Department of Education
Career and Vocational Education
Arnold Handschke
Pouch F
Juneau, Alaska 99811

Phone: 465-2983

Region I—Southeast

RSVP Coordinator
Ketchikan Gateway Borough School District
P.O. Box 2550
Ketchikan, Alaska 99901

Region II—Central

RSVP Coordinator
Matanuska-Susitna Borough School District
P.O. Box AB
Palmer, Alaska 99645

Region III—Southcentral

RSVP Coordinator
Kenai Peninsula Borough School District
P.O. Box 1509
Kenai, Alaska 99611

Region IV—North

RSVP Coordinator
Nenana School District
P.O. Box 127
Nenana, Alaska 99760

Specialized Work Experience Programs

Specialized Work Experience Programs have been developed to meet the needs of the small and medium-size Alaska high schools which have difficulty in meeting the criteria for cooperative education. This program is especially relevant to village-based work study.

Programs are developed by individual school districts in cooperation with, and with the approval of, the State Department of Education. A district is usually required to have ten work stations, related classes, and time set aside for the program coordinator. While small high schools are usually encouraged to use RSVP rather than SWEP to provide students with work experience, many villages may find it possible to develop ten work stations and meet other program requirements.

Contact: Arnold Handschke
State Department of Education
Career and Vocational Education
Pouch F
Juneau, Alaska 99811

Upward Bound

Upward Bound provides general exploration of different careers and different types of post-secondary education programs along with specialized coursework in such areas as value clarification and learning alternatives. College is emphasized through 1-to-6-week experiences on college campuses. The program is associated with Talent Search, which provides career and academic counseling.

Due to funding limitations, Upward Bound plans to serve only a few high schools in 1977-78. The program's director has expressed interest in contracting arrangements with rural school districts to provide general exploration of careers and training possibilities in Anchorage or Fairbanks. He would also be willing to assist in arranging a college campus experience for requesting districts. An extensive library of college catalogs and other materials are available in the Anchorage offices of Upward Bound.

Contact: Bill Wood
Statewide Upward Bound Coordinator
A.S.H.E.S.
550 West 8th Avenue
Anchorage, Alaska 99501

TRANSITION PROGRAMS

Transition programs should be tailored to meet senior students' individual interests and competencies. They should serve as a bridge to carry a high school student into an adult role.

Alaska Skill Center

The Alaska Skill Center is an Adult Vocational Training Center which has not, heretofore, admitted students attending high school. Recently the idea of changing its admission policies to include older high school students has been discussed. A few students from one rural district will be admitted on this basis in 1977-78. If this trial appears to be successful, the center will explore the possibility of expanding its enrollment to include high school students from other districts in the 1978-79 academic year. The direct cost to a district would most likely consist of the transportation of students and their room and board.

Contact: Dean K. Otteson
Training Administrator
Alaska Skill Center
P.O. Box 615
Seward, Alaska 99664

Phone: 224-5246

Hutchison Career Development Center

Hutchison Center, a part of the North Star Borough School District (Fairbanks) can accept students from small rural high schools who have an interest in obtaining occupational competencies. The level of competence to which a rural student aspires may be established by the home school district and will affect the student's length of study at Hutchison. The majority of classes offered have an open entry and open exit policy.

There is no tuition or fee charged the school districts; the only expenses involved would be the students' transportation, food, and housing. Credits granted under this arrangement are awarded by the

sponsoring home district and not Hutchison Center.

Contact: Principal's Office
Hutchison Career Development Center
3750 Geist Road
Fairbanks, Alaska 99701

Rural Educational Affairs, Learning-Extension Centers

Rural Educational Affairs at the University of Alaska is in a period of transition. This makes it difficult to identify cooperation possibilities, such as enrolling high school students in college level courses. It is suggested that any rural school district which may be interested in channeling any of its students through some of the Learning Extension Centers' programs, should contact the centers directly.

Contact: Coordinator
Adak Extension Center
Adak, 19 Naval Station
FPO Seattle, Washington 98791

Phone: 579-3253

Coordinator
Barrow Extension Center
Barrow, Alaska 99722

Coordinator
Cordova Extension Center
P.O. Box 1248
Cordova, Alaska 99574

Phone: 424-3389

Coordinator
Dillingham Extension Center
P.O. Box 241
Dillingham, Alaska 99576

Phone: 842-5433

Coordinator
Copper Basin Learning Center
P.O. Box "N"
Copper Center, Alaska 99573

Phone: 822-3673

Coordinator
Kotzebue Extension Center
P.O. Box 297
Kotzebue, Alaska 99752

Phone: 442-3400

Coordinator
Nenana Valley Extension Center
P.O. Box 4033
Clear, Alaska 99704

Coordinator
Tok Extension Center
P.O. Box 494
Tok, Alaska 99780

Phone: 883-2414

Coordinator
Valdez Learning Center
P.O. Box 590
Valdez, Alaska 99686

Phone: 835-2539

Coordinator
Galena Regional Center
P.O. Box 181
Galena, Alaska 99741

Phone: 656-1298

Coordinator
Fort Yukon Regional Center
Fort Yukon, Alaska 99740

Phone: 662-2345

Coordinator
Sand Point Regional Center
General Delivery
Sand Point, Alaska 99661

Phone: 383-3044

APPENDIX II

Promising Curriculum and Program Materials for Rural High Schools[1]

This appendix lists curriculum and program materials not widely known in Alaska that may address particular needs of rural high schools.

Developing Reading Skills

Rural high school teachers frequently stress the need for high-interest, low-reading-level materials. The following possibilities may be worth exploring.

The Television Reading Program

The Television Reading Program is an innovation reported to have led to substantial gains in reading achievement scores of older high school students with low reading skills and motivation.[2] For every year in the TV Reading Program, students gained at least a year and a half in test scores. The program was developed in the Philadelphia School District but has spread to a number of other districts, which have reported similar improvements.

The concept behind the TV Reading Program is that weak readers, who are bored by conventional textbooks, are often fascinated by popular television programs. The TV Reading Program videotapes these high-interest programs and transcribes or obtains the scripts, complete with stage directions. Students read the script as they watch the program. The classroom teacher develops vocabulary, comprehension, analysis, and creative writing lessons around segments of the program.

As Dalzell describes the response of students:

> When the first script was finished, Dr. McAndrew carried copies of it into an urban classroom where three-fourths of the students were reading below grade level. After going over the first scene in the script with the class, he wheeled in the television monitor and turned it on. As

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[1]This information was compiled in September 1977.

[2]This summary of the program is based on Bonnie Dalzell, "Exit Dick and Jane," *American Education*, 1977. We have been unable to contact Dr. James McAndrew, who developed the program, for the original research reports of test score gains.

the students discovered the union of television with the printed word, they were at first stunned, then incredulous, and finally radiant. "They stared at the set, then down at the script, then back to the screen," recalls Dr. McAndrew. "Then all eyes went back to the script for the rest of the scene. They were turned on to reading."

At the outset many teachers were openly skeptical about substituting TV scripts for reading books, but when the technique worked for them they changed their minds. Exactly why it works is still somewhat of a mystery beyond the obvious appeal of TV. Even Dr. McAndrew is unable to explain why youngsters, given a choice of watching a TV screen or reading a script, invariably chose the latter. There were other surprises, too. Teachers who felt that students already behind in reading might find a technical vocabulary more than they could handle have found the opposite to be true; the special words, if carefully assigned, present few problems and capture interest. Also, habitual absentees begin showing up in language arts classes when word about the scripts got around the school.

The word traveled swiftly to be picked up by the most unlikely receivers. One day Dr. McAndrew was approached in a school hall by a tough, street-wise teenager, the sort who would stalk out of a classroom if ever called upon to read anything aloud. "He was holding one of our scripts," Dr. McAndrew says, "and he blurted out, 'I can't read this but I want to.' "

The Television Reading Program is low in cost. It requires minimal equipment, primarily a videotape recorder, which many rural schools already own. The Office of TV Related Programs in the School District of Philadelphia has a large library of videotaped TV programs and transcribed scripts. It also has sample reading lessons, developed by Philadelphia teachers, to go along with the program. Teachers in Alaska's rural high schools would need to develop their own reading lessons to accompany the programs which take into account students' reading needs and background.

Such televised programs may have advantages for rural high schools in areas other than reading. Many popular TV programs use materials about current social issues, scenes from different regions of the country, and characters from different cultural groups. These programs may spark interest in these topics and stimulate classroom discussions and projects.

Contact: Judith Kleinfeld
Institute of Social and Economic Research
University of Alaska
Fairbanks, Alaska 99701

A sample videotaped TV Program (Kung Fu), script, and reading exercises have been obtained from the Philadelphia School District for trial in Alaska's schools.

Michael McAndrew
Office of TV Related Programs
School District of Philadelphia
Administration Building
21st Street and Benjamin Franklin
Philadelphia, Pennsylvania

Dr. McAndrew developed the program and the Office of TV Related Programs handles the videotapes and scripts.

Adult Literacy Materials from the Literacy Council of Alaska

The Literacy Council of Alaska has developed a series of high-interest, low-reading-level booklets designed for adult literacy programs. These may be useful to rural high schools since they are written at an adult interest level, and many are concerned with subjects relevant to village Alaska, for example: frostbite, snowmachines, and CB radios.

These booklets are expected to be printed by the fall of 1977.

Contact: Ms. Roseanne Keller
Literacy Council of Alaska
916 Third Avenue
Fairbanks, Alaska 99701

INCREASING SUBJECT VARIETY

Rural high schools with few teachers, and especially teachers who are not subject-matter generalists, face the problem of a narrowly limited curriculum. School administrators have voiced interest in the potential of telecommunications to expand the curriculum in small high schools.

A substantial amount of research has been done on learning from television in different cultural contexts. Television has been found to be as effective a teaching medium as conventional classroom teaching. In a review of 207 published studies comparing TV with conventional teaching, involving 421 separate comparisons,

Chu and Schramm found that:

1. Three hundred eight comparisons showed no significant difference in learning.
2. Sixty-three comparisons favored TV.
3. Fifty favored conventional instruction[3]

A number of developing countries have used television to extend education to remote rural areas. Mexico, for example, has developed a television-based high school program for rural communities which has been found to be more effective than the traditional secondary school program.[4]

The problem with televised instruction is not that it cannot teach. The problem is that it may not be cost-effective. High quality programming is very expensive to produce. Television is a mass medium, and to be efficient, requires large numbers of students. Recent studies of television in developing countries have cast considerable doubt on its cost-effectiveness,[5] and these countries have many more students than Alaska's rural high schools.

Due to the high cost and the inflexibility of direct broadcasting, many school districts across the country are turning instead to televised instruction through videotape. A number of carefully produced videotaped curriculums are available, and these curriculums are usually accompanied by workbooks, learning exercises, and teacher and student study guides.

The Great Plains National Instructional Television Library distributes on a lease basis videotaped television courses that were developed by institutions in this country and abroad. A review of their catalog, *Recorded Visual Instruction*, indicates a number of televised courses, especially in history, social science, and science, that might be appropriate for Alaska's rural high schools. Indeed, some of these courses include specific materials on Alaska and the Arctic, which have been included in national productions due to the high interest in Alaskan oil and conservation issues.

Previews of most of these videotape programs are available and

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[3]Goodwin C. Chu and Wilbur Schramm, *Learning from Television: What the Research Says* (Stanford University: Institute for Communication Research, 1967).

[4]John K. Mayo and Steven J. Klees, "Extending the School with Television: The Case of Mexico's Telesecundria." Paper presented at the Annual Meeting of the American Educational Research Association, Arpil 1974. May be obtained from ERIC files ED 090988.

[5]Robert F. Arnove (ed.), *Educational Television: A Policy Critique and Guide for Developing Countries* (New York: Praeger, 1976).

without charge. However, the materials are expensive due to royalty costs. The cost to an individual school district depends on such factors as the number and length of lessons, the number of transmission points from which the signal is telecast, the total span of time during which all telecasts occur, the total number of lessons used, and on whether the user supplies the videotape. As an example, if the total number of lessons used during a year is within the 36-to-150 range and the user supplies the videotape, the cost per 30-minute lesson is $80. Fees for later use of the same tapes are considerably less expensive, usually a little more than half of the initial cost.

Despite the expense, Alaska rural school districts may find videotaped instruction considerably less costly than other methods of expanding the curriculum, such as traveling teachers. Videotaped materials are especially useful where the local high school teacher could teach a course outside his field if extensive materials were provided for him.

Contact: Great Plains National Instructional
Television Library
Box 80669
Lincoln, Nebraska 68501

Agency for Instructional Television
1670 S. Amphlett Blvd.
San Mateo, California 94402

COLLEGE- AND CAREER-RELATED PROGRAMS FOR ACADEMICALLY TALENTED STUDENTS

Students who may be neglected in rural high schools are the academically talented. Special programs are often for low-achieving students or for those likely to drop out. The following programs are explicitly designed for more capable students, who may be considering college or a policy-making role in Native corporations or other organizations.

Leadership Training: The Executive High School Internship Program

The purpose of the Executive High School Internship Program is to develop management skills, teach students how an organization functions in both its formal and informal aspects, and help students learn how to work effectively within an organizational environment.

Executive interns spend a full school term in their junior or senior year of high school working with key decision-makers in government, business, and other kinds of organizations. The program emphasizes t' at executive interns be placed in positions where they have a view from the top of the organization and where they are involved in some way in the decision-making process. The student is not to be merely an adolescent observer or a clerk. The interns keep daily logs of their activities, and develop a project demonstrating what they have learned.

The Executive High School Internship Program has been in operation since 1971 and has developed a detailed model of an effective internship experience, clear performance objectives, and systematic methods of evaluation. This model has been used by school districts nationwide. While certain aspects of this model may be inappropriate for rural high schools, the general approach may be of value.

The program has printed an "Executive High School Internship Kit" (cost $50) for school districts interested in either using or adapting its approach. This contains nine booklets:

1. Basic Design
2. Administrative Support System
3. Sponsor-Intern Placement Process
4. Monitoring and Student Services
5. Seminar Syllabus
6. Evaluation
7. Interns' Handbook
8. Sponsors' Handbook
9. School Officials' Handbook

Contact: Sharlene P. Hirsch
National Director
Executive High School Internships of America
680 Fifth Avenue
New York, New York 10019

College Preparation: Communications Course

The Student Orientation Services Program (SOS) at the University of Alaska at Fairbanks has developed a communications course for rural college freshmen. This course is geared both towards rural students' interests and towards skill areas which often lead to difficulty in college, such as knowing how to take notes and how to write term papers. Many of these difficulties could be more

effectively addressed at the high school level.

Specific materials designed for rural high schools are not yet available. However, SOS would be interested in working with districts on developing a communications course to prepare rural students more effectively for college.

Contact: Russ Currier
Associate Professor of English
Student Orientation Services
University of Alaska
Fairbanks, Alaska 99701