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A man speaks about the problem of the shift to the Department of Labor. He thinks that community colleges are partly responsible for this shift because some of them are too adamant that the instructors have certain academic stature. He believes that if one source of funding could be found that that would enable planning in advance. He thinks that if this meeting ends with a policy statement it could affect the Legislature and could have some effect federally as well.

Another man adds that the area of vocational education goes beyond what has been discussed. He notes that the AFM has their own job training program and that the military bases have their own job training program. He also adds that there should possibly be more screening so that candidates for the jobs know absolutely what they are getting into. He says the scope of vocational education goes beyond the state and that there are many areas that overlap each other and many areas of funding that overlap each other without any central organization.

Another man talks about the problem that often there are large amounts of money available which quickly dry up and leave a gap that leaves people scrounging for funding. A sustained source of funding is needed, he says, even if it is not a large amount. He thinks sustained funding will come from the state rather than the federal government. He adds that that training people for jobs that do not exist at the end of the training program does more harm than good. He recommends keeping up to date with employment trends to provide appropriate programs at appropriate times.

A man presents, as an example, an experience he had. There was a program that required organizations on both ends to have funding. However, in a teeter-totter like fashion, whenever one organization had the funding, the other didn't.

A man comments that there seems to be a lot of philosophy being discussed without practical applications. He says he agrees that an annual joint meeting is a good idea but points out that they are already meeting right now. He says the funding problems being discussed are already well known. He points out that if concrete solutions aren't arrived at during this meeting, it will be a year until the next meeting. He believes that the state itself must decide what it wants to do about vocational education, and ignore "band-aid" programs and the federal largess which may or may not be available. He thinks the budget should be established from state sources. He stresses funding must be established at the state level and not the local level, as even in Anchorage the local boards are not able to fund programs at this scale.

Another man (Bart?) says that Dr. Harman has included in his budget, which is now in the governor's office, approximately one half million dollars to develop state directed adult vocational education program. He stresses that this request should be endorsed with a strong statement of support. He adds that how the money is used should be determined, once it is appropriated to the State Department of Education, by the commissioner, his boards, and others involved in the situation so that money can be spent where it is most effective.

It is asked whether discussion on the current subject should be continued or another topic should be discussed.

A man says that if they are all in agreement about this issue then they should proceed to develop a statement policy and outline the program. He hopes that they will have a strong statement that will go out to support Commissioner Hartman's budget request when they make their presentation before the finance committees of the state.

The second topic is introduced: the role of instructional television and radio in education of all levels in the state. Dr. Northrop, the governor's appointee to a special commission on developing and planning instructional television and satellite communications in Alaska is introduced. Dr. Northrop begins by clarifying and correcting the intricacies and timeline of who is appointed to which specific commission including the fact that Dr. Charles Buck (?) is the appointee for satellite communication to head up a total satellite communications development for the state. He continues, saying that in Guam a satellite earth terminal belonging to RCA is being loaded on a navy ship for transport to Kodiak and a similar terminal is due to be transported to Fairbanks. The terminals are part of a proposed demonstration of the distribution of educational television by satellite in Alaska, a demonstration which was originally proposed by Senator Gravel and since been supported by the remainder of the congressional delegation. Mr. Buck(?) and Mr. Northrop wrote the official proposal to NASA requesting use of their ATS-1 satellite so the demonstration could be conducted. They have not heard back from NASA as of yet. For the demonstration, two other earth terminals are needed. The demonstration would involve transmission of educational programming from Fairbanks to the satellite and reception in Kodiak, Nome and Fort Yukon. Governor Miller is supportive, having signed and sent to NASA the proposal and has additionally moved to add to the demonstration several other communities through the distribution of video tape by mail.

The governor will submit to the legislature a bill to create and broaden the Educational Broadcasting Commission by statute and is asking for funds to allow the commission to operate. Funds have been asked for to establish Alaska's first educational television center and an amount of supplemental funding to provide a base for the programming and a little of the distribution money for the satellite demonstration. The University of Alaska is requesting funding to equip and operate its educational television space in the fine arts facility. Mr. Northrop says there is no need to have two large facilities in the state at this time.

Mr. Northrop speaks of federal funding for a radio station in Bethel, which would be able to rebroadcast material received from satellite from the university and elsewhere. It is much cheaper to transmit radio by satellite than it is to transmit television by satellite.

Mr. Northrop outlines the existing educational broadcasting establishments in the state. There are instructional television operations in the Anchorage and Fairbanks schools. Both use commercial television station airtime. Anchorage has its own small production center, while Fairbanks uses the commercial station facilities. Both rely heavily on material produced outside of Alaska.

There is educational radio station in the state, KUAC, located on campus. There are also tape recorders for immediate play-back use in various school and institutions around the state.

One of the areas the commission has directed be explored is the ways in which instructional television can be used in aiding rural education. The use of instructional television presents an opportunity to restructure rural curriculum. Using television instead of textbooks shortens the timespan between the development of a curriculum and its implementation by not having to publish books, by the shorter training period for teachers in use of the new materials.

Mr. Northrop stresses that educational television should become an integral part of the curriculum, and not just be like icing on the cake. He also expresses concern that educational television help teachers do their job and not just be one more thing for teachers to learn and one more responsibility added on.

A man asks what exactly the responsibilities of the commission are: to establish stations, to develop and implement programs?

Mr. Northrop says he can only talk about what the commissions had suggested the legislation be. The commission sees its responsibilities as one of encouragement of orderly and coordinated development of educational broadcasting facilities. The commission can own and operate stations but need not as it could contract them out. The commission does not see itself in the role of determining programs which should be left up to specialists.

A man points out how important the production center where there are people who have the technique of bringing together educational specialists and the broadcasting specialists in an effective manner and he asks Mr. Northrop to elaborate on this.

Mr. Northrop explains that in a production center there are media specialists that understand and know how to use the media. These media specialists are there to help the subject matter specialists plan how the content is presented and how to use the medium to its fullest extent. Mr. Northrop notes the increased initial expenditure incurred as university professors and other educational specialists take the time to adapt their course to televised presentation.

A man talks about the problem that money for the software that makes the satellite hardware so useful is not included in the budget.

Someone asks how much money this plan would cost.

Mr. Northrop answers that it depends greatly on how big a job the media would do as a production center could be operated on a basic level for between three and four thousand dollars a year once the hardware is bought, which will cost about one million dollars. Federal funding is available for much of the hardware costs. Basic operational expense will allow the station to put together three to four hours of non-educational evening programming for general adult audiences. The expenses for this are rather low as much of it is subsidized by the federal government. That same budget would allow the production of a couple of courses, 7th grade geography and 5th grade science for example. Beyond that it may cost a couple hundred thousand dollars per course including time for faculty member to prepare the course, copyright clearances and other expenses of that nature.

Dr. Hartman comments that after the initial startup costs in about 3 years, once there is a larger program and once there is a dedicated satellite for the state of Alaska, the cost would be including the servicing 100 villages the cost would be around 12 million dollars a years.

Someone provides a basic explanation about what a satellite is and what it does, explaining that the satellite is just a transmitter of information, like a wire, and will not provide any programs or lessons itself. It seems attractive in Alaska because distance does not mean anything to a satellite; it can transmit information without stringing wire over mountain ranges or building microwave stations out where roads must be built to access them.

More is said about the expense of hardware, software, operational costs and development of educational material. Someone estimates it will cost twenty to twenty-five million dollars a year to run the program three years out. This estimate does not cover what the equipment will cost at startup.

Someone says there are many alternatives that are more financially attractive than the satellite. He points out that recording the material on videocassettes and mailing them out would be much cheaper. He says that information can be transmitted by satellite instantaneously, but instantaneous communication is not needed for most of the educational requirements. A satellite for Alaska would be a total communication system and would deliver not just television signals, but telephone, telegraph and data transmission. He points out that the next generation of satellite equipment will be much more affordable. He thinks that satellite is not a good option at this time. He says that the estimate of millions of dollars for software is quite right if the entire curriculum will be put on television. But, the entire curriculum might not be televised; it will vary from area to area within the State. Some districts right now are staffed well and are able to offer a broad curriculum without televising anything. Further into the rural areas, however, will likely demand more televising.

Someone else points out that it is important not to underestimate how much it will cost educationally to put together just one half to one hour of television programming to supplement the Alaska reader.

Someone says a production center would still be necessary even if the materials were to be sent out on videotape.

Someone else points out that Hawaii has a satellite receiver but can't afford any commercial programming as it costs \$3000 an hour to transmit.

Someone asks how educational television compares to conventional education. Mr. Northrop answers that averaging everything out, the overriding conclusion is that there is no significant difference. Sometimes it is worse and sometimes it is better. It usually depends on how it is produced and who teaches, as in the classroom.

The subject winds down and the subject of training teachers for Alaska is brought up.

A man speaks, saying that because education is a continuum, it is necessary to make sure that what is being taught and learned at the secondary, elementary and preschool level fits in to what comes after the secondary level, , regarding both academic programs and vocational and technique programs. Another speaker is invited to comment.

The new speaker says that because not much time is left, he feels that it would be inappropriate to start such a large topic. He does say though, that there are presently four special projects addressed to this subject and there is a grant from the office of education to prepare school administrators for the bush. Now being negotiated is a program for preparing native village residents to be teachers. They are going to carry on the work of the Rural School Project in an expanded version. When the project was initiated, one of the things that was talked to but not funded was the development of curriculum materials on a broad base with village schools. The Alaska Readers program was the one effort that was sufficient funding to initiate and is now in the production stage.

The speaker says that also being negotiated is a contract with the Bureau of Indian Affairs for a bilingual education program that has just finished being developed. A demonstration and teacher training project are being planned. The instruction in elementary schools will be given in the Eskimo language, he says. He says the materials were developed in collaboration with the Department of Linguistics. The project is hoped to demonstrate the effectiveness of bilingual education as opposed to the present system. The speaker says there is more to be said but they are running out of time.