

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 86 / 2

25 SCOMM 6 : SENATE SPECIAL COMM. ON ALCOHOLISM 1977-78

TABLE IIIb

THE 1960 AND 1970 DISTILLED SPIRITS CONSUMPTION PER CAPITA  
15 YEARS AND OLDER IN LITRES OF ABSOLUTE ALCOHOL  
(WITH PERCENTAGE INCREASES)

Country	1960	1970	% change 1960-70
Poland	3.62	4.42	22.10
Yugoslavia	2.61	4.03	54.41
U.S.A.	2.99	4.01	34.11
W. Germany	2.45	3.95	61.22
Spain	2.76	3.95	43.12
Canada	2.57	3.56	38.52
Hungary	1.88	3.43	82.45
E. Germany	1.77	3.41	92.66
Sweden	2.95	3.34	13.22
CSSR	1.32	3.09	134.09
France	2.74	3.01	9.85
Netherlands	1.64	2.82	71.95
Finland	1.86	2.41	29.57
Switzerland	2.06	2.41	16.99
Luxembourg	1.60	2.30	43.75
Italy	1.26	2.24	77.78
Rep. Ireland	1.09	2.11	93.58
Austria	3.07	1.85	-39.74
Belgium	1.01	1.73	71.29
Denmark	.83	1.66	100.00
Norway	1.71	1.56	-8.77
N. Zealand	1.47	1.54	4.76
Australia	1.19	1.46	22.69
Gt. Britain	.99	1.20	21.21
Portugal	.71	.70	-1.41

TABLE IIIc

THE 1960 AND 1970 WINE CONSUMPTION PER CAPITA 15 YEARS AND  
 OLDER IN LITRES OF ABSOLUTE ALCOHOL (WITH PERCENTAGE INCREASES)

Country	1960	1970	% change 1960-70
Italy	17.44	17.74	1.72
France	20.68	16.82	-18.67
Portugal	14.40	14.09	-2.15
Spain	8.37	10.26	22.58
Switzerland	5.65	6.53	15.58
Hungary	4.81	5.75	19.54
Luxembourg	4.76	5.72	20.17
Austria	3.18	4.93	55.03
Yugoslavia	3.70	4.49	21.35
W. Germany	1.65	2.70	63.64
CSSR	2.18	2.30	5.50
Belgium	1.22	2.19	79.51
Australia	.91	1.54	69.23
Sweden	.51	.97	90.20
N. Zealand	.38	.97	155.26
Poland	.82	.93	13.41
Denmark	.49	.93	89.80
Netherlands	.33	.85	157.58
U.S.A.	.59	.83	40.68
E. Germany	.48	.79	64.58
Canada	.37	.73	97.30
Finland	.22	.65	195.45
Gt. Britain	.25	.46	84.00
Norway	.20	.37	85.00
Rep. Ireland	.16	.28	75.00

TABLE IIIa

THE 1960 AND 1970 BEER CONSUMPTION PER CAPITA 15 YEARS AND  
OLDER IN LITRES OF ABSOLUTE ALCOHOL (WITH PERCENTAGE INCREASES)

Country	1960	1970	% change 1960-70
W. Germany	6.05	9.39	55.21
CSSR	6.88	9.16	33.14
Australia	7.35	8.68	18.10
Belgium	7.32	8.63	17.90
N. Zealand	7.64	8.51	11.39
Luxembourg	7.39	8.19	10.83
Denmark	4.79	7.11	48.43
Gt. Britain	5.56	6.66	19.78
Austria	4.60	6.51	41.52
E. Germany	5.04	6.27	24.40
Canada	4.91	5.29	7.74
Switzerland	4.08	5.08	24.51
U.S.A.	4.25	4.90	15.29
Rep. Ireland	3.65	4.88	33.70
Netherlands	1.72	4.00	132.56
Hungary	2.46	3.77	53.25
Sweden	2.40	3.63	51.25
Finland	1.79	3.27	82.68
France	2.40	2.71	12.92
Spain	.76	2.68	252.63
Norway	1.65	2.44	47.88
Poland	1.72	2.17	26.16
Yugoslavia	.48	1.84	283.33
Portugal	.21	.93	342.86
Italy	.35	.75	114.29

TABLE IV

THE COST OF 1 GALLON OF ABSOLUTE ALCOHOL IN THE FORM OF WINE, BEER AND DISTILLED SPIRITS EXPRESSED AS A PERCENTAGE OF ANNUAL PER CAPITA DISPOSABLE INCOME, CANADA 1950, 1960 AND 1970.

Year	Wine (%)	Beer (%)	Distilled Spirits (%)
1950	3.36	3.16	6.30
1960	2.87	2.58	4.73
1970	2.28	1.83	3.39

TABLE V

LIVER CIRRHOSIS MORTALITY RATES AND PER CAPITA ALCOHOL  
CONSUMPTION, FRANCE 1950 TO 1972

Year	Deaths from liver cirrhosis per 100,000*		Per capita consumption in litres of abs. alc.
	Male	Female	
1950	21.53	12.05	19.86
1951	25.28	14.64	20.36
1952	29.67	17.54	20.75
1953	34.05	19.75	20.72
1954	36.82	20.77	20.89
1955	39.47	22.16	21.42
1956	41.74	22.88	21.34
1957	40.40	20.33	21.33
1958	37.34	17.43	20.07
1959	37.41	17.30	20.19
1960	39.87	18.40	20.12
1961	41.88	19.02	20.26
1962	43.84	19.42	19.73
1963	45.30	19.79	19.98
1964	46.20	20.07	20.18
1965	47.99	20.56	19.79
1966	49.91	20.91	19.61
1967	50.67	20.90	19.03
1968	50.41	20.79	18.61
1969	49.59	20.52	18.26
1970	48.81	20.30	18.28
1971	48.82	20.38	18.24
1972	48.93	20.37	18.30

\* Centered moving averages

# The latest information on ALCOHOLISM can be yours, free of charge



We have a very important and informative booklet which we think will interest you. And it's free of charge. It's all about the disease of alcoholism. Experts tell us that it's one of the finest things ever written on the subject, but we don't need to be experts to understand it. Its 42 pages are written in simple layman's terms, so that we can all clearly grasp its meaning.

It would be great if every thinking Canadian could read this booklet. It's written for everyone, even those who have no problem with alcoholism and just want to learn something about the disease. And, of course, it's also written for those who, through no fault of their own, may be alcoholics and are unable to control the amount or extent of their drinking. Anybody with a friend or relative with this serious health problem will also find this booklet to be an invaluable source of down-to-earth, factual information.

"Alcoholism - Problems, Programs & Progress" was written by the National Institute of Mental Health and the National Institute on Alcohol Abuse and Alcoholism, both of the United States. It was published under the auspices of the U.S. Department of Health, Education and Welfare and was printed originally by the U.S. Government Printing Office.

The booklet firmly establishes that alcoholism is a disease and not a behavioural defect or moral weakness. It makes clear that the problem is not one of drinking but of drunkenness and not of alcohol but of alcoholism. It further recognizes that the cause or causes of alcoholism are not yet known and that as of now there is no known cure for the disease, even though it is often treated successfully and its progress halted.

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## The Prevention of Alcoholism

JAN DE LINT

*The Addiction Research Foundation,  
Toronto, Ontario, Canada*

Methods used by epidemiologists in the field of alcoholism, such as prospective, retrospective and coincidence type of investigations are described. These and other methods have indicated a close relationship between rates of alcoholism and levels of alcohol consumption. The problem of defining alcoholism, a behavioral disorder of a complex nature, is discussed and—for epidemiological or "counting" purposes—an operational definition of alcoholism as consumption in excess of daily averages of 15 cl of absolute alcohol is proposed. Results of follow-up studies of alcoholics have shown that alcoholics have a mortality rate at least twice that of the general population. It has also been estimated that in Ontario about 6% of total deaths are attributable solely to alcoholism. Data on alcohol consumption indicate that there is a distinct trend in many countries towards higher consumption levels, a consequence of a growing acceptance of so-called civilized, French-style drinking habits. Current epidemiological evidence suggests that preventive programs should aim at a stabilization of this trend. Some programs, such as prohibition and taxation are examined as to their relative impact on alcohol consumption levels and rates of alcoholism. It is recommended that governments adjust alcohol taxes as often as required to maintain a constant relationship between the price of alcohol and average disposable income. At the same time educational programs should emphasize the close association between overall levels of alcohol consumption, rates of alcoholism and alcoholism-related mortality. Finally, it is recognized that the gradual "alcoholisation" of our way of life is as much a political issue as it is a public health issue.

This Forum provides me with an opportunity to discuss the epidemiology of alcoholism, particularly where it applies to the development of programs of prevention.

Epidemiologists are scientists who study the mass aspects of diseases and behavioral disorders. One of their methods is to establish rates of occurrence of a disease or a behavioral disorder in different population groups and then to compare these rates through time or from one region to another (2,5,8,12,21,22,24,34,43,46,49,54,57,58,62). Alcoholism—unlike many other behavioral disorders, such as drug abuse—is quite well suited to this approach. Its characteristics—the repetitive intake of alcohol, usually in rather large quantities, and the various damaging consequences of such drinking—are reflected in various statistics regularly reported for most European and American jurisdictions; for instance, rates of liver cirrhosis mortality and sales of beverage alcohol.

A second method frequently used by epidemiologists is the so-called retrospective study. This method is to sample an afflicted population (such as patients in an alcoholic clinic) and collect information about habits and condition of life preceding their affliction (1,6,9,15,19,22,35,42,48,55,59,61,64).

A third method is to follow groups of persons differently exposed to conditions which are suspected of being disease-producing. This method has been particularly useful in describing the mortality and morbidity associated with the alcoholic way of life (3,7,10,13,14,16,17,20,31,32,37,39,41,51,56,60).

#### *Alcoholism Prevalence and Consumption Averages*

These epidemiological studies of alcoholism have yielded much information quite relevant to the problem of prevention. Foremost, the results of many comparative studies have demonstrated quite convincingly that rates of alcoholism rise and fall with overall levels of alcohol consumption. Wherever the overall level of consumption is high the alcoholism rate is high, wherever it is low the alcoholism rate is low.

Additional evidence for the apparently fixed relationship between the overall level of alcohol consumption and alcoholism prevalence has come from studies of the frequency distribution of alcohol use (24,28,29,33,44,50). It has been shown for a wide variety of populations that the distribution of drinkers, according to their individual consumption, closely approximates a smooth, skewed curve of the type known to mathematicians as a logarithmic normal curve. For instance, a frequency distribution of drinkers in a population with a yearly average of 15 liters of absolute alcohol, according to their individual consumption, would be as follows (Fig. 1):

However, in a population in which the annual consumption per drinker is higher, for instance, 25 liters of absolute alcohol, the frequency distribution curve takes a rather different form (Fig. 2):

You can see that the proportion of heavy drinkers who consume daily averages in excess of 10, 15, or 20 cl. of absolute alcohol is much larger in the latter population, and the proportion of drinkers who consume very moderate quantities of beverage alcohol much smaller.

Alcoholics are located in the tail end of these curves. However, the transition from moderate to excessive quantities is very gradual and, therefore, a definition of alcoholism on the basis of consumption quantities must be arbitrary.

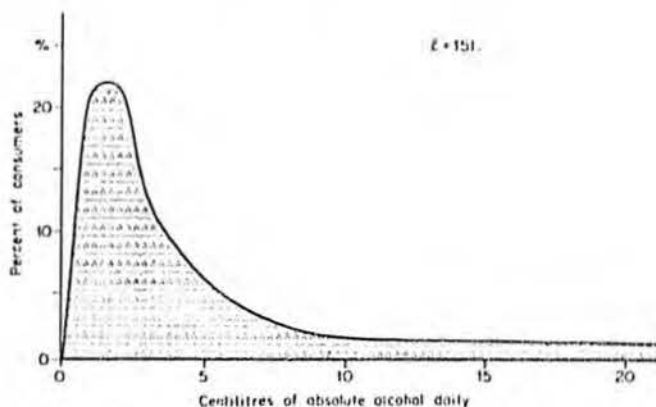


FIG. 1. Frequency distribution of alcohol consumption.

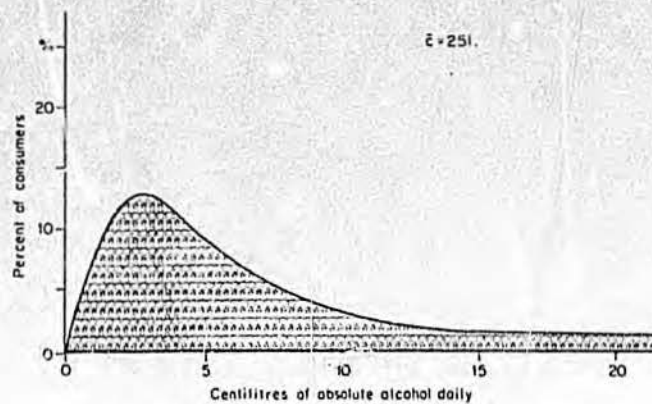


FIG. 2. Frequency distribution of alcohol consumption.

rary. At the Addiction Research Foundation we have defined alcoholics as drinkers who consume at the average daily quantities in excess of 15 cl. of absolute alcohol. This definition was justified on the following grounds:

1. Patients admitted to alcoholism clinics typically report daily consumption of averages ranging from 15 cl. of absolute alcohol to lethal amounts (26, 27,53,65).
2. Estimates based on this definition agree quite well with estimates based on the mortality experiences of alcoholic patients (50).

I should like to emphasize that this is a very arbitrary definition. Although it is not difficult to observe many behavioral and physiological differences between persons whose consumption places them at opposite ends in the distribution curve, the differences between persons consuming daily averages of 13, 14, or 15 cl of absolute alcohol are of course quite minimal.

But, whatever definition of alcoholism is used, our observation that the distribution of drinkers according to their individual consumption approximates a logarithmic normal curve means that alcoholism and other levels of consumption are inextricably linked. Therefore, it is not possible to reduce the rate of alcoholism without affecting the rate of other levels of consumption. The log normal distribution curve has also a number of other implications for alcoholism prevention:

First, the very gradual decrease in the number of drinkers with increasing amounts of alcohol supports the theory that alcoholism is a behavioral disorder different only in degree from "normal" drinking and not a discrete illness with a specific etiology. In this context I should like to mention that many psychological and biological studies have failed to find unique personality or constitutional features shared by all alcoholics. These results also affirm that alcoholism is a behavioral disorder different only to a degree from so-called "normal" drinking behavior (Fig. 3).

Second, if we look at two populations—one with an average annual consumption of 25 liters of absolute alcohol and the other with an average annual

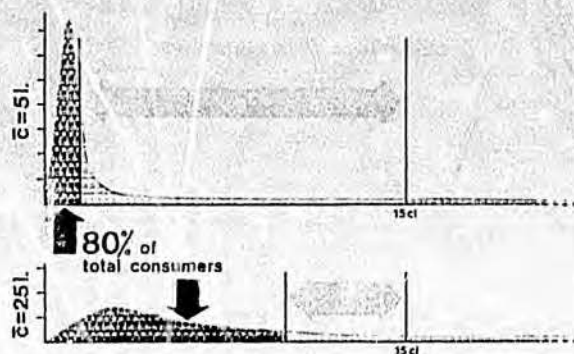


FIG. 3. Two frequency distributions of alcohol consumption.

consumption of 5 liters—you will note that in the low-consumption population the few who drink excessively deviate drastically from the drinking norm. This implies that alcoholism in such a population is not primarily a consequence of prevailing drinking customs but rather a behavior symptomatic of socio- or psychopathology. Conversely, in the high-consumption population alcoholism is a quite common behavior and does not deviate much from the drinking norms. Under such conditions alcoholism is less likely to be a manifestation of an underlying pathology. >  
,  
Note

#### *Alcoholism-Related Mortality*

Thus far I have dealt with the epidemiological observations and interpretations pertaining to the nature of alcoholism. Epidemiologists have also been much concerned with alcoholism-related mortality. Follow-up studies have compared the mortality rates in a sample of alcoholics with those in the population at large. The results have shown that mortality in alcoholics is more than twice the expected rate (3,14,16,37,41,51,56). Deaths observed in samples of excessive alcohol users are largely attributable to such causes as cardiovascular diseases, suicide, liver cirrhosis, neoplasms of the upper digestive tract and respiratory organs, pneumonia, alcoholism, and accidents (13, 14,17,31,37,39,41,51,56). The contribution of each of these causes to the total excess death is shown in Fig. 4.

To estimate the impact of alcoholism on overall mortality, I should like to quote a few statistics for the Province of Ontario, Canada. In 1969, 22,600 persons between the ages of 20 and 70 died. Of these, about 2430, or 11%, were alcoholics. If the rate of death of Ontario alcoholics were the same as in the general population, only about 1070 alcoholics would have died. It follows that, in Ontario, in 1969, the remaining 1360 deaths (or 6% of total deaths) were exclusively the result of alcoholism and the life style of the alcoholic.

#### *Current Trends*

Finally, before discussing the issue of prevention I should like to comment

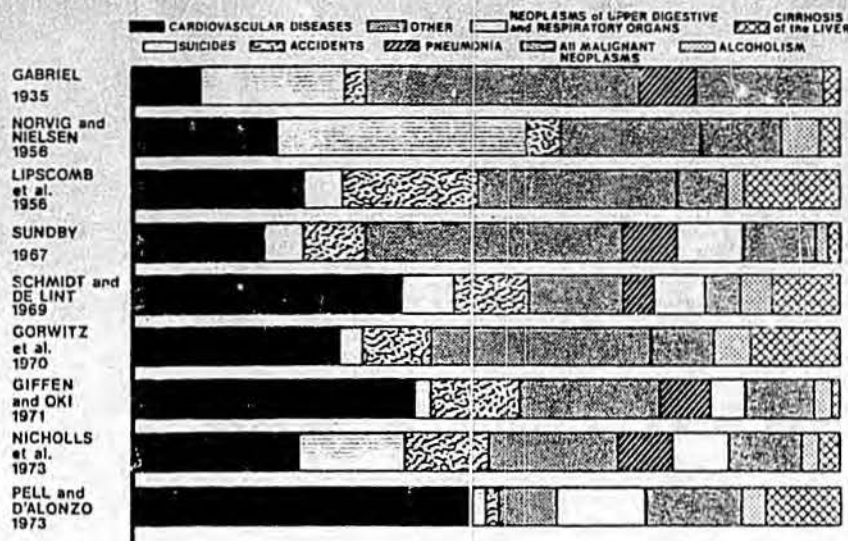


FIG. 4. Cause-specific mortality in samples of excessive alcohol users.

on the current trends toward higher levels of consumption. For many years France has had the highest rates of alcohol use and alcoholism. It has recently been estimated that 42% of its total expenditure on health is attributable to the treatment of alcohol-related diseases, and about 50% of all its hospital beds are occupied by patients suffering from such diseases (4). More recently, several other countries are rapidly approaching these high levels of consumption and these high rates of alcohol problems. For instance, West Germany, Italy, Austria, and Portugal are cases in point. Indeed, in many countries in the Western world a distinct trend in this direction is evident (Table I).

This trend toward higher consumption levels is a consequence of the growing acceptance of so-called civilized, sophisticated drinking habits—the frequent consumption of beverage alcohol at many occasions throughout the day, such as wine with meals, beer after work, cocktails before dinner. Eventually, alcohol use becomes an incidental part of many daily activities, and high alcohol consumption and alcoholism levels invariably result.

From a public health point of view I think it is quite evident that we must try to halt this trend and stabilize current levels of alcohol consumption. In the past, programs of prevention have included prohibition of the sale of alcoholic beverages, control of number and type of outlets, taxation of beverage alcohol, and alcohol education. I should like to discuss these programs now as well as some other issues relevant to the problem of alcoholism prevention.

#### Prohibition

On the issue of prohibition the late Sully Ledermann remarked: "If the quasi-mathematical connection between consumption averages and alcoholism rates cannot be broken and if one considers as an absolute priority

*None of which are "Arctic"*

TABLE I  
RATES OF EXCESSIVE ALCOHOL USE IN A NUMBER OF COUNTRIES  
1960 AND 1970\*

Country	Apparent consumption per drinker (c)		Rate of alcohol use in excess of 15 cl of absolute alcohol per 100,000 15 years and over	
	1960	1970	1960	1970
Australia	11.81	14.57	2,456	3,290
Austria	11.42	14.00	2,802	3,690
Belgium	12.33	13.92	3,078	3,650
Canada	11.14	11.83	1,988	2,460
CSSR	11.53	16.20	2,682	4,290
Denmark	7.65	10.79	1,448	2,470
E. Germany	9.12	12.27	1,776	2,760
Finland	5.53	7.94	882	1,500
France	28.76	25.56	11,267	9,050
Hungary	10.16	14.40	2,304	3,630
Italy	21.16	23.07	6,435	7,390
Luxembourg	17.19	17.96	4,160	5,000
Netherlands	4.78	8.62	872	1,870
N. Zealand	11.86	13.75	2,488	3,040
Norway	5.09	6.96	812	1,150
Poland	7.70	8.55	1,456	1,870
Portugal	16.12	16.55	4,484	4,690
Rep. Ireland	7.01	10.37	1,148	1,830
Spain	13.20	18.77	3,213	5,350
Sweden	7.33	9.95	1,368	1,990
Switzerland	14.68	17.22	3,493	4,420
Gt. Britain	9.71	11.08	1,673	2,130
U.S.A.	11.19	13.91	2,016	2,690
W. Germany	11.28	16.90	2,619	4,820
Yugoslavia	8.93	11.54	1,944	2,680

\* (11, 18, 29, 50)

the elimination of alcoholism, there remains no apparent solution other than the suppression of alcohol in all forms in which it is consumed" (25).

However, in my opinion, public health programs in the field of alcoholism cannot ignore other important aspects of alcohol consumption behavior: in the first place, many of our drinking habits, such as the occasional use of beverage alcohol to enhance a festive event, as part of a religious observance, to promote sleep and relaxation, are quite pleasurable and harmless. Indeed, where such customs prevail consumption averages and alcoholism rates tend to be low. And secondly, in populations with low consumption averages the few who drink excessively deviate rather much from the drinking norm. Effective prohibition would eliminate their alcoholism but not the socio- or psychopathology manifested by such deviance.

### Number and Type of Liquor Outlets

The effects of less drastic government control measures, such as those regulating number and kind of outlets, hours of sale, and other conditions related to the consumption of alcoholic beverages are difficult to evaluate (47). It is quite evident that in countries with a high level of consumption both public drinking places and stores in which alcoholic beverages can be bought are very numerous. Therefore, it is somewhat surprising that in North America and the United Kingdom no statistical relationship was found between trends in per capita consumption and the number of drinking places through time (47). However, in the period covered by these studies many other relevant changes occurred; for instance, a much larger proportion of alcohol is now consumed at home rather than on-premise, the average size of public drinking places has increased, the use of the automobile has become a way of life rendering the distance between the consumer and the outlet less important. Probably, for these reasons, changes in the density of outlets in North America and the United Kingdom did not have a measurable effect on consumption levels. But in rural Finland, where liquor outlets are quite rare, the introduction of government stores for beer and wine in some selected communities on a trial basis did bring about a marked increase in the consumption of all legally sold alcoholic beverages, particularly of wine and beer (47).

The regulation of hours of sale, particularly for on-premise consumption is also a widely practiced control measure. Evidence concerning its effectiveness is again quite ambiguous. Some investigators have claimed that the relatively low rate of consumption in the United Kingdom is partly attributable to restrictions in hours of sale. Others have suggested that similar regulations in Australia had the opposite effect and contributed to higher rates of intoxication and consumption. In Canada the extension of opening hours—introduced some years ago—had no noticeable impact on the rate of overall consumption.

### Taxation

Perhaps the most widely used and the oldest method to control alcohol abuse has been taxation of alcoholic beverages. Indeed, during the 18th century debate in the Irish Parliament it was said that "It is the duty of the Legislature to make the means of intoxication as difficult to come by as they possibly can; this can only be done by laying duties as high as the article will bear." The effect of taxation has been examined for many countries and regions (23,36,38,40,47,54,63). In all cases it has been found to be related to the overall consumption and to prevalence of alcoholism. Indeed, we have not discovered a single country where the alcoholism rates were high in the presence of high relative price (the price of beverage alcohol relative to personal disposable income). However, in interpreting this finding we must recognize that the amount of alcohol taxation tends to reflect the degree of acceptance of alcohol use in society. Therefore, we should not attribute increases in the level of overall consumption and in the rate of alcoholism solely to decreases in the relative cost of beverage alcohol.

Same thing happens  
along river systems  
in the "Bash"

Kinda Brown  
ABC Board

Old problem.

In recent years, the relative cost of beverage alcohol in Canada and several other countries has gradually decreased. This, undoubtedly, has facilitated the current trend toward higher levels of alcohol consumption. We have suggested to the government that, as a first step, it should adjust alcohol taxes as often as required to maintain a constant relationship between the price of beverage alcohol and average disposable income. Eventually, after an intensive educational effort, it may want to establish a somewhat higher relative price than the present one in an effort to reduce the current levels of alcohol consumption and alcoholism.

In the context of alcohol taxation epidemiologists have also examined the argument that the consumption of distilled spirits is more likely to lead to alcoholism than the consumption of lighter beverages and its sales should, therefore, be subjected to more legal restrictions and higher taxation than the other kinds of beverage alcohol. This argument draws support from the observation that the consumption of distilled spirits leads more rapidly to intoxication than the consumption of identical amounts of alcohol in the form of wine and beer. However, I should like to point out that only a little more time and effort are required to achieve intoxication with beer and wine, and—more importantly—no evidence exists to indicate that the speed at which intoxication is achieved is relevant in the development of alcoholism (47). Indeed, the beverage preference of alcoholics usually does not depart much from that of the drinking population at large. For example, in Australia and southern Germany, beer is the most commonly used beverage. According to clinical reports, it is also the beverage of choice of most alcoholics (26,65).

#### *Other Government Control Measures*

There are some governmental control measures in the alcoholism field which do not primarily aim at a reduction of alcohol availability and overall levels of alcohol use. Instead, their aim is to promote so-called desirable drinking practices (e.g., the use of beer and wine rather than the use of distilled spirits, drinking with meals) and to discourage undesirable drinking practices (e.g., public intoxication). Indeed, the Cooperative Commission on the Study of Alcoholism in the United States has recommended that the convivial use of beverage alcohol and drinking with meals should be encouraged, the so-called "beverage of moderation" (beer) should be stressed, and drinking should become an incidental part of routine activities (45). This recommendation ignores much of the epidemiological evidence concerning the etiological significance of levels of alcohol consumption in alcoholism. To promote the use of beverage alcohol as an incidental part of daily life, to encourage the introduction of so-called civilized drinking patterns, to favor the use of wine and beer, is to support the current widespread trend toward a saturation of our lifestyle with alcohol use. Unfortunately and ironically, the concern in low-consumption countries with the problem of occasional intoxication has sometimes led to the adoption of precisely such alcohol programs. In my view, the first priority in government control measures should always

be to reduce or stabilize alcohol availability and to prevent the acceptance of French-style drinking patterns.

I mentioned earlier while discussing alcohol taxation that the effectiveness and format of government control measures depend largely on the degree of acceptance of alcohol use in society. To modify the degree of acceptance of alcohol use is a difficult task indeed. I should like to deal now with some of the issues confronting the educator in the alcoholism field.

#### *The Nature and Magnitude of the Alcoholism Problem*

One of the most important and obvious tasks of an alcoholism education program is to disseminate as clearly as possible information about the causes of alcoholism and about its consequences. For example, it must be explained that alcoholism prevalence is determined by the extent to which alcohol use is integrated into the daily life of a people. Where alcohol is typically used at many occasions alcohol consumption levels and rates of alcoholism are high.

Such a program should also deal with many of the misconceptions regarding the nature of the alcoholism problem. For example, it is frequently argued that the problem of alcoholism is in the person and, therefore, the vast majority of drinkers who use beverage alcohol moderately should not be penalized—e.g., by high taxes on the sale of alcoholic beverages or other legal restrictions—for the disease or weakness of some. This argument ignores the epidemiological evidence regarding the social nature of the alcoholism problem. Each of us determines the extent to which alcohol use is to be part of our culture, our way of life. Indeed, studies on the distribution of alcohol use have clearly shown how the prevalence of alcoholism is closely linked with the prevalence of all other levels of consumption. For this reason the alcoholism problem must be considered well within the domain of public health and environmental hygiene.

Another misconception concerns the magnitude of the alcoholism problem. Many people wrongly assume that the probability of becoming an alcoholic is similar to the alcoholism prevalence rate.

Thus, if in a population about 2% of drinkers are alcoholics and if 98% of drinkers consume more moderate amounts, one may be inclined to argue that the likelihood of becoming an alcoholic is only 2%. This conclusion is incorrect. At the average, the duration of alcoholism is much shorter than the duration of all other use patterns combined. In the first place, rates of death, of hospitalization, and of incarceration are higher in alcoholics than in other drinkers. Secondly, the age of onset of an alcoholic lifestyle is much later than the age at which one becomes a drinker. Because of the difference between the average duration of alcoholism as compared to the average duration of all other forms of drinking, one's probability of becoming an alcoholic is considerably higher than the alcoholism prevalence rate would indicate.

#### *Postscript*

Finally, I should like to comment on the position of scientists and research institutes such as the Addiction Research Foundation of Ontario in the educa-

tional process. We can estimate the health costs associated with alcoholism, describe the effects of various levels of alcohol on the body and the mind, note such factors in the etiology of alcoholism as alcohol availability and the degree of acceptance of alcohol use. We may tabulate the extent to which the alcohol industry depends on sales to alcoholics or we may observe that certain government programs in low-consumption countries have had an adverse effect on rates of alcoholism (30,47,52). Whatever the nature of our contribution to the understanding of the problem of alcoholism and its prevention we cannot decide for the government how much alcohol use we are to tolerate and at what cost. Public health is a political issue. The Addiction Research Foundation has at several instances advised the government of Ontario about current world-wide trends in alcohol use, alcoholism, and alcoholism-related diseases and also about the desirability of bringing about effective control measures such as increased taxes on beverage alcohol. We have suggested to the government not to accommodate the increased acceptance of so-called civilized, continental drinking patterns. Thus far these efforts have met with little success.

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# Athabascan Drinking

The single largest problem that affects the health and well-being of Alaskans involves the use and abuse of beverage alcohol. In 1972, the per capita consumption for Alaskans 15 years of age or older was 5.06 gallons of distilled spirits, 2.93 gallons of wine and 27.87 gallons of beer. A recent study by the State Office of Alcoholism indicates that in fiscal year 1976 alcohol related costs accounted for \$17,807,200 in expenditures from the General Fund.

In the following article, Mr. Brelsford describes the systemic properties of alcohol distribution and consumption in an Alaskan Athabascan village. In so doing, he focuses on a cultural, as opposed to a medical or psychological, dimension of alcohol use in order to help us understand the social context in which drinking takes place. In most small scale societies or communities the ingestion of chemical substances, like alcohol, is used to expose tensions that grow slowly between individuals who live in close and constant contact. It also provides an occasion around which to establish, affirm, or break off social relationships. This article illustrates aspects of these processes as well as describing the economic network that exists to provide beverage alcohol to a "dry" community.

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# ng Behavior:

## A Preliminary Ethnography

by Gregg Brelsford

This information was gathered in an Athabascan village in rural Alaska between April 1974 and June 1975. During this time I was employed by this village as a mental health worker, and spent an average of two days and nights per week in the village for the duration of a year.

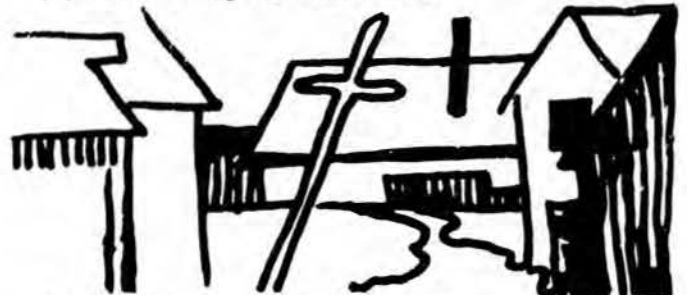
The identity of the village in this paper will remain anonymous. Toward this end, the descriptive information concerning this village will be kept general, the behavioral information, however, will be specific.

The purpose of this paper is twofold: (1) to demonstrate the cultural dimension of drinking behavior, as illustrated in this particular village, and (2) to partially address what Dorothy Hones, in referring to the attitudes of "white run alcoholic rehabilitation centers," accurately describes as "little awareness of cultural differences in the meaning attributed to drinking... in many Native villages" (Jones 1976:40; see also Kunitz and Levy 1974a: 246). This cultural dimension is to be distinguished from the medical and psychological dimensions, i.e., the disease, and the stress-coping models of drinking behavior. This is not to repudiate the medical or psychological models, but rather to demonstrate the broader context within which they occur.

A quick review of the literature will place this research with the context of similar efforts of this kind. To my knowledge, there are only 3 articles published on the drinking behavior of Alaska Natives generally; none of which directly addresses Alaskan Athabascans. Two of these articles are statistical (Knisley 1972:Foulks and Katz 1973). The third (Berreman 1956) genuinely describes Aleut drinking behavior and dates from 1956. With regard to non-Alaskan Athabascan drinking behavior, Honigmann and Honigmann (1945) have written about Canadian Athabascan drinking, and recently, attention has been devoted to Mescalero Apache (Curley 1967), and Navaho (Kunitz 1970; Kunitz and Levy 1975a,b) drinking patterns.

To demonstrate the cultural dimension of drinking behavior, the following definitions will be used throughout this paper. My operational definition of culture is the system of rules by which behavior

is arranged and organized and the rules by which meaning (values and beliefs) is assigned to these arrangements of behavior. Ethnography simply means the description of a culture. A system is "a regularly interacting or interdependent group of items forming a unified whole" (Webster's 7th Collegiate). Drinking behavior is any behavior directly associated with the consumption of alcoholic beverages. This paper, then, will describe the system of drinking behavior present in this rural Alaskan Athabascan village. The three aspects of this system focused on here will be: (1) the source of alcohol; (2) the patterns of consumption, and; (3) the drinking behavior itself.



At the time this information was gathered, Village X had a population of approximately 270, an active Russian Orthodox Church, a K-12 school, a Native store, a community center, a youth recreation hall, and a medical-dental clinic. There was no liquor store or bar, and no police. The village is relatively isolated and can be reached primarily by charter plane. Internally, however, it does contain a number of automobiles and trucks, and a small road system.

Economic activity is primarily seasonal, with most of the village involved in commercial and subsistence fishing. Year round employment is available at a nearby industry to any who desire it, or who can endure the inequitable management practices. A few other jobs are available with the village itself, the recreation center, a community services organization, the store, a day care center, and the school.

It is not known how long alcohol has been present in Village X. The earliest recorded plausible reference I could locate is drawn from the report of the Russian Orthodox Missionary Hieromouk Nikita to Bishop Nestor, Number 7, April 27, 1882:

"Drunkenness is the chief vice of the aborigines. Because of the lack of good grain alcohol, they make their liquor from flour fermented with sugar in stills made of gasoline tins and distill it through a rusty gun barrel. The smell of such a drink is repelling." (Townsend 1974:13)

I am certain, however, that alcohol was present at least by the time of the first Russian contact over 100 years earlier (informant: 7-17-74).

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#### Source of Alcohol

Because the village is legally dry, and relatively isolated, there are no commercial liquor outlets present or nearby. "Home brew" is virtually non-existent. Only two elderly men brew their own, in spite of the fact that it is vastly cheaper. This means almost exclusively that alcohol arrives on the small planes that serve the village.

The primary air service serving Village X estimates that it transports minimally the following amounts of alcohol to the village every month (quantities shown are correlated with their costs as priced at an Anchorage retail liquor store): 15 cases of liquor (12 fifths per case; Calvert whiskey at \$63.48 per case), \$952.00; 4 cases Port Wine (12 fifths per case; Italian Swiss Colony Red Port at \$18.60 per case), \$75.00; and 10 cases of beer (Olympia, 12 ounces, at \$8.55 per case), \$85.00. This is a total of \$1,112.00 per month. These are minimal figures and are utilized merely to provide a point of reference. It is my impression, and that of many villagers, that alcohol consumption fluctuates in terms of this reference point at different times of the year (end of fishing season, Christmas, etc.). Also, in addition to the above carrier, there are three others that regularly serve Village X, and it must be assumed that they are also transporting alcohol to this village.

The act of flying to a liquor outlet and returning to the village with alcohol is known in the village as a "round trip" or "R.T." The air fare alone for this is \$72.00 total. Though I do not know the amount of alcohol generally purchased on a "round

trip", I have personally helped unload five cases of beer and two cases of whiskey from one "round trip" and had the impression that this was a large run.

"Round trips" tend to be spontaneous rather than planned or organized. A run is generally made only for enough liquor to satisfy immediate desires, requiring another run, plus air fare, when that supply is consumed. One individual made a "round trip" on three consecutive days. He purchased a total of \$216.00 in air fare, for a total expenditure of \$407.00. I do not imply that this individual drank all of this himself, or that this reflects the normal drinking pattern in this village. It does, however, indicate somewhat the degree of expenditure occasionally made.

It is easy to see why the primary air carrier for the village is just that, the primary carrier. Not only is its attitude regarding carrying alcohol very liberal, but it allows the air fare to be charged on account. The only cash required for a round trip, therefore, is money for the cab and the price of the liquor. For example, the cash required for the above mentioned three day expenditure was closer to \$190.00, rather than the entire amount of \$407.00. This is a key factor in this system. This "charge account" arrangement implicitly supports and maintains the system of drinking in this village by maintaining relatively easy access to alcohol. It also probably maintains the spontaneous nature of the "round trip" because the additional costs of plane fares are not immediately experienced in connection with the purchase and consumption of the liquor.

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#### Patterns of Consumption

We turn now to the second element of the drinking system in Village X, the patterns of consumption. This discussion will include descriptions of the patterns themselves, the drinking group, and frequency and duration of consumption.

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#### Description of Patterns

Once the alcohol arrives in the village, it is loaded

into cars or pick-ups. Rarely is it left to sit at the airstrip. This seems to be more due to concern for protecting one's goods than concern for getting caught.

The patterns of consumption of alcohol appear to be functions of 4 elements, and the relations between them. These elements are: (1) location; (2) time of day; (3) age; and (4) sex.

Alcohol consumption in Village X is essentially private in nature. It occurs primarily in private homes or private vehicles such as cars or trucks. No drinking was observed in fishing boats or on snow machines.

Drinking in vehicles occurs as early as late afternoon, but primarily in the evening and night. The vehicle may be parked in an isolated area, but for the most part is done while driving along the village roads, talking and listening to the radio. This is practiced only by the teenagers and young adults up to approximately age 30.

In private homes, drinking may occur during any time of the day or night. The kitchen and living room seem to be the location of most drinking activity (reinforcing the idea of the "social" nature of drinking in this system), with some drinking also occurring in bedrooms. All age groups engage in drinking in private homes. The pre-adolescents and early and middle teenagers drink covertly, as they are not explicitly allowed to drink by the adults. This restriction appeared not to be an issue of legality or morality, but an economic one, i.e., not "wasting" a valuable commodity on someone not likely to (be able to) reciprocate.

Age, therefore, is apparently a significant factor in determining the location of where alcohol is consumed. The young adults and late teens drink both in homes and vehicles, whereas the adults (approximately 30 years plus), middle-aged, and elderly drink exclusively in private homes.

As noted above, drinking activity is essentially private in nature. Alcohol is never consumed, as part of the group activity, at public gatherings, whether business or recreational. People may attend while intoxicated, withdraw temporarily to

drink and return, or occasionally even take quick, hidden, pulls on a bottle, but none of this is done as part of the group activity. The one exception to this which I observed was a religious activity—starring. Starring is a Russian Orthodox custom at Christmas in which the village gathers together (in this case, mostly small children up to older teenagers) and visits each house singing Christmas songs and prayers. As the group arrives at each house in turn, the host offers them refreshments, including alcoholic beverages. This is done in an atmosphere of festivity and celebration. Even the youngsters are allowed to participate in the drinking, though somewhat ambivalently, by the adults.

Another exception to the essentially private nature of drinking here, is the minor degree of drinking which occurs openly while the person is walking on the streets in the village. This is done only by the young men, approximately 19-27 years old. Walking the village streets while intoxicated (walking, but not consuming alcohol) occurs with low to moderate frequency, and is also done only by males. Someone will occasionally pass out on the side of the street, although this is very rare. This person is generally left where he is if he is in no danger. This also occurs only with males and is apparently nonexistent in winter.

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### The Drinking Group

Drinking in Village X is a social activity. It is the only time that as many people get together, as often as they do, for as long as they do. I did not hear of, or observe, a single instance of substantive drinking in isolation. Whether it occurs in a home or vehicle, whether the age of the person is 8 or 80, and whether the number of companions is one or ten, drinking occurs only with other people.

In the drinking group, no restrictions are placed on the amount of alcohol a person may consume, except as conditioned by the quantity available, and the person's credit. When the supply and credit are unlimited, so is the freedom, and expectation, to consume. Under these conditions, even persons known to become violent are allowed unlimited access to alcohol.

Though not documented, it appeared that membership in a specific drinking group was determined either by kinship or an individual's ability to reciprocate and contribute to the alcohol supply of the group. This reciprocity could extend over a long period of time and was not necessarily limited to the immediate moment. This is supported by my observation of the exclusion of some adults on the basis that they were consuming more than their share (3-14-74). This perspective would also explain the exclusion of children on an economic basis rather than a moral or legal one. The costs involved in obtaining liquor have already been demonstrated; it simply is not economically sensible to sacrifice your alcohol to someone who has little potential for, or history of, reciprocity.

#### Frequency and Duration

Though I have no empirical statistics in this area, I do have many references to individual drinking activity in my notes. These references cluster together in two ways: days of the month and months of the year. The first cluster occurs primarily between the 4th and 14th day of each month. This corresponds roughly with the arrival of various agency support checks. The second cluster occurs in June, July, and August, 1974, and January, February, and March, 1975. The summer cluster corresponds very roughly with fishing season, and the latter cluster included Russian Christmas, as well as the coldest months of the year. Drinking activity was high in May, 1975. This corresponds with Russian Easter (5-5-75) and tax refund checks.

Drinking is intense when it occurs but the duration is irregular. An individual may drink for one evening or for three weeks. The same person may evidence both of these extremes at different times, and apparently alcohol supply is not the only factor determining this range in duration.

#### Drinking Behavior

Drinking behavior itself is the third element in the drinking system of Village X. This discussion will include a description of concrete drinking behavior, intervention into this behavior, and the role of the young in the system of drinking behavior.

#### Description of Drinking Behavior

Drinking is a process of consuming cumulatively increasing amounts of alcohol. This results in an increasing degree of intoxication. The process of intoxication in Village X may best be conceptually represented by a continuum. This continuum ranges from sober to extremely or profoundly intoxicated. Movement along this continuum may be measured behaviorally, rather than chemically.

When sober, the person is circumspect. He or she is quiet, reserved and contained. He may be distantly friendly, polite, or cold, depending upon his relationship with you. Joking and card playing occur, but with indirectness and restraint. Personal appearance and home interiors are orderly and well kept.

When mildly to moderately intoxicated, composure "relaxes". The person may become warm, jovial, generous, affectionate, talkative, and expressive. People are quick to joke and laugh, and motor activity may become heightened; often there is much card playing, or walking or riding around the village. Homes and personal appearance are left unattended and become somewhat disheveled.

Extreme intoxication may be represented by violent, destructive, hostile, aggressive, or belligerent behavior. Threats and challenges may be exchanged. Withdrawal may substitute for violence or aggression in middle-aged to elderly males. Eventually, in every case, cognitive and motor ability becomes reduced, movement and speech become slow, and thoughts are difficult to organize. Personal appearance becomes very disheveled and home interiors become very disorderly and unkempt.

Perhaps most characteristic of the Village X drinking process is that once begun, this process of intoxication is pursued to its full completion. Once drinking has started, it is not terminated until the person has moved through the entirety of the drinking behavior continuum, or the supply is exhausted. I have often observed people support another person's progress along this continuum

knowing that the outcome not only would be violence and aggression, but that they, themselves, may be the target.

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### Intervention

Intervention occurs into the drinking behavior as distinguished from the process of intoxication. Intervention was avoided and withheld as long as possible, and occurred only in the face of physical danger (this is consistent with the traditional Athabaskan respect for the independence of the individual). When intervention did occur, the violent behavior was the focus of the intervention, not the drinking. Physical aggression was restricted, but not the drinking which preceded it. Even after a violent episode, once the violent person had calmed down, he was allowed to continue or resume drinking, until such time as he presented another unavoidable threat.

Intervention would occur when a person became so aggressive as to present an apparent serious threat either to his own safety or that of others. The form that this intervention took seemed to be determined by sex roles. Women would attempt to intervene if overt, physical aggression appeared imminent, but had not yet occurred (The aggressor referred to here is always a male. With the exception of two teenage girls, I never observed active physical aggression on the part of women.). Female intervention would take the form of reasoning, persuading, physical restraining efforts, and threats, both joking and serious. A male could respond to female intervention without losing face; whereas male intervention of this type would merely intensify the aggression, or cause the male intervenor to appear feminine. Males would intervene if actual physical aggression, beyond the limits tolerated by the group, was occurring. Male intervention took the form of physically separating the combatants and trying to persuade them to cool down. This type of intervention was the last resort and used only when a safety issue was involved; the degree to which safety was an issue determined the degree of intervention. Females, primarily, but males also, would remove the potential weapons (knives, guns, scissors, etc.) when it appeared that the safety of the individual or the group was at risk.

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### Role of the Young

Children are a significant factor in the drinking system in Village X. When the parent may become incapacitated through intoxication, the children maintain and manage the household. Older siblings feed, clothe, and care for younger siblings, protecting them from neglect. They possibly take care of the helpless parent (s), and occasionally protect the family from the violent outbursts of the drinking parent. Under drastic conditions the children may leave the home and stay with relatives or friends temporarily.

Children also occasionally assist with the preparations for drinking. I observed three boys, ages 10, 14, and 14, loading and unloading alcohol from a car trunk to a kitchen, and heard the owner instructing them as to where and how to hide and protect the liquor. Having assisted with, or observed, the preparations for a party, the youngsters then wait for the drinking activity to begin. When alcohol is left unattended, or the adults are too intoxicated to care, they take full advantage of their opportunity to indulge. When the party (and hang overs) is finished, the children also assist in the clean up of the house. This assistance is rendered whether or not the youngsters engaged in the drinking.

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### Effects of Drinking

While it is difficult to demonstrate cause-effect relationships between drinking and certain events, a number of correlations may be identified in which alcohol is a present factor. These correlations include employee turn over, family discord, aggression, and deaths.

Of the villagers that are employed, employee turn-over in which alcohol is believed to be a present factor is 80%. This figure is the estimate of various members of the village council and other members of the village. With regard to marital and family discord, I am aware of two young women, each having one child, who have left their husbands because of their drinking. There are other cases of family breakdown in the village in which alcohol is present.


Aggression was not always present with alcohol, but alcohol was always present with aggression. The only fighting among men that I observed always included the presence of alcohol, as did the one instance of fighting among two teenage girls.

As determined from conversations with two members of the village, alcohol is believed to be present in the majority of deaths occurring in the village. This particularly holds true for violent deaths, such as shootings, drownings or snowmobile accidents. Approximately 10% of the village population (about 27 people) have died in the past 13 years. Of these, 40% were violent and were known or strongly believed to have alcohol as a present factor. If the cases of violent death in which the presence of alcohol is questionable are included, the figure becomes 60%.

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### Conclusion

This paper has described social systemic aspects of drinking behavior in one rural Athabascan village in Alaska. It has shown that drinking behavior is patterned systemically; and that implicit rules (and values) prescribe how alcohol arrives, how it is managed, and when, where, and by whom it is consumed. Though touched on only slightly here, economic, social, and religious factors in the drinking system were also identified.

This system of drinking behavior is powerful and pervasive. It ranges from the socialization of children to expressions of what it means to be a man or woman in this village at this time. Additionally, this system is supported by economic, social, and religious factors. All of these aspects together constitute what I call the cultural dimension of drinking behavior. This cultural dimension must be acknowledged; particularly by alcohol rehabilitation programs that aspire to be seriously effective. And not only is acknowledgement necessary, but also integration of this perspective with the medical and psychological models of drinking if we are to achieve a genuinely adequate understanding of drinking behavior. 

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## INTRODUCTION

## CLYDE

## COMMUNITY LEADERSHIP FOR YOUTH DEVELOPMENT

WHAT IS CLYDE?

CLYDE is a new public-supported, non-profit organization which organizes and trains citizens, youth and adults, to become community leaders for youth development. It offers a stimulating, creating forum for: (1) Assessing youth needs and problems; (2) Assessing youth opportunities and services; (3) Planning improvements in community conditions affecting youth; (4) Advocating such improvements. CLYDE's "products" is actually a process which links youth and adults together to prevent delinquency within a given locality--a city, town or neighborhood. The results of CLYDE on a short-term basis are community improvements for youth, and on a long-term basis are trained community leaders who improve the quality of decision-making in virtually all phases of community life.

HOW DOES IT WORK?

CLYDE had its origins with adults asking the question: "Is my neighborhood the kind of place I want my children to grow up in?" and with young people complaining: "There's nothing to do. Nobody cares. They just yell at you to behave!" In most communities, adults and youth have been stalemated in a "game" which nobody seems to understand. American optimism promises: "If you don't like something, you can change it." But when you can't define clearly what it is that you don't like, and then you can't find out who is in charge of making changes, you have no chance of success.

CLYDE was formed to deal with these problems. To do a job, you need the proper skills and tools. Thus, CLYDE trains young and old to work together constructively in solving community problems. Teenagers and adults "learn by doing" via simulation exercises, role-playing, and communications "games." Real community problems are dealt with--need for a youth center, lack of resources for family counseling, conflicts between teenagers and police, schools that "kick out" too many students, and so forth. The training of a CLYDE group is done by a volunteer (youth or adult) who has already been trained in another CLYDE group.

## PURPOSE

The training materials that are included in this booklet is part of our answer to assisting community people in preparing themselves to work as a group for community change. A group of people that are not able to communicate, make decisions, have some degree of trust and are not tolerant of each others values usually do not function well enough as a group to effect change. The major objectives of the training are to; (1) Build communication skills; (2) Build decision-making skills; (3) Clarify values of individual group members and (4) Build trust.

The training is set up for four sessions with the intentions of asking potential trainees for a maximum time of 10 to 12 hours. All four sessions are planned in a way to maximize group participation and enjoyment. CLYDE training is "fun" because people come to feel that they really can have a constructive influence on their community. Youth and adults learn to enjoy each other and see the other as a resource instead of an obstacle. People of different ethnic, racial and socio-economic groups learn about each other, slowly building trust.

## TO THE GROUP FACILITATOR

In order for potential CLYDE facilitator to be effective, it is important that they understand the basic concepts and theory behind the group process format which has been developed. As a statement of fact, we all live and exist in groups, and to a great extent our personal happiness and effectiveness depends on how competently we understand and use the various components and techniques of group dynamics. This view of "groupness" can be used to understand how people function together on an individual basis as well as on a more global level such as government and business.

Parts of what the CLYDE group process emphasizes are: trust, cohesion, valuing, communication and decision-making. Each one of these elements is extremely important and groups need to be competent in their observation and application.

Cohesion and trust are important for all groups and very few will function long or effectively without these qualities. The CLYDE process attempts to foster and develop these assets from the very beginning with exercises which facilitate contact and involvement. No group can further its task without members effectively communicating with each other. Communication skills, then, are important to CLYDE too and techniques for improving them are high-lighted.

Values differ from individual to individual and group to group. CLYDE members and groups need to understand how to handle and deal effectively with conflicts in this area and are encouraged to look at and examine theirs and others value systems. Groups and individuals are constantly in the process of decision-making. The more aware people are of what goes into an effective decision, the higher the quality of their decisions. This process is also highly valued in CLYDE.

Group activities can be looked at in two lights. Activities which further the overall goal of the group are task behaviors. Activities which help the group function smoothly and effectively are maintenance behaviors. Both are necessary and important for effective groups. The CLYDE group process attempts to flow smoothly from maintenance to task activities in order to assure optimum effectiveness. Attention to this basic framework should give group leaders some direction and focus in their efforts.

In working with a group it is helpful if the members of the group and the facilitator discuss "ground rules" that will add to the comfort and enjoyment of all participants. Decisions about how to handle smoking, side conversations, etc., should be made and all members are encourage to participate as much as possible in the decision.

## TO THE GROUP FACILITATOR

At this time you may want to discuss the location of restroom facilities and how breaks will be handled. If there are to be refreshments, the means to obtaining and the responsibility for purchasing.

The physical setting for training should be comfortable (heating, cooling, lighting and seating arrangements) to group members for maximum participation. When the entire group is together, a close circle tends to allow for good eye contact and for all participants to feel a-part-of the group.

Breaking the group into pairs, ~~small~~ or just into smaller groups tends to assist the less vocal group members to express their ideas and it provides opportunities for group members to get to know each other on an individual basis.

For the CLYDE training, we suggest a minimum size of six (6) and a maximum of twenty-five (25) participants. If the group is larger than twenty-five, co-facilitators are recommended.

**I.**

**First meeting:**

**A.** Introduce self to group.

**B.** Stating CLYDE goals clearly and simply:

1. CLYDE goals.
2. Goals of meeting and other 3 meetings.

**C.** Option - question and answer period.

**D.** Getting acquainted exercises:

Pair up with another person find out personal information (name, age, school/job, things they like, where they live, what do they do in spare time etc.) and one thing they would like changed in their community. Then, introduce person to the group. Finish with asking if anyone can name all people within meeting.

**E.** Values continuum exercise:

Subjects can vary from community needs to persons involvements in groups, etc.

**F.** Information about next meeting and the following 2 meetings.

(Also ask if anyone did not like or could not work with any particular person.)

**G.** Get commitment from individuals for next 3 meetings.

**H.** Feedback session on meeting:

What did they like? Dislike?  
Did they get anything from meeting?

I. First meeting

A. Introduce self to group.

B. 1. Stating CLYDE goals:

- a. A new way of looking at community problems or working with youth.
- b. It is a learning process, experience.
- c. A way for adults and youth to get together and work together.
- d. Long-range Goal: To improve the community and make the community better for everyone involved in ways that are real to you.

2. Goals of meetings:

- a. Get acquainted with everyone. Doing some exercises to help you learn more about everyone. Learning to work together. Making a decision whether you wish to meet together for 3 more sessions and learning whether you want to work together as a group.
- b. In addition to getting to know each other, there are other things that we need in order to make a group function. The last 3 sessions will be dealing with this meaning communication and decision making, valuing, group process, conflict resolution and problem solving. (Learning by doing is more fun and more effective. We will be doing exercises and experiments to reach our goals.)

I. E. Value Continuum Exercise:

Purpose - is to visually explain the difference in the value system of each individual thru the use of a continuum.

Instructions - Have individuals physically place themselves on the continuum (an imaginary line drawn from one corner of the room to the other) in stating their values on any 5-7 of the following questions:

(The facilitator will ask 2 or 3 persons "why are you standing where you are on the continuum?" Ask especially those persons at the extremes.)

- 1. Would you prefer to take a shower or bath?
- 2. How open are you in a group?
- 3. Important decision about High School activities should be made by adults.  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_
- 4. How helpful are you to others?  
Sweet Sugar Sue \_\_\_\_\_ Nasty Helen \_\_\_\_\_
- 5. How do you feel about kids dropping out of High School?  
OK \_\_\_\_\_ Not OK \_\_\_\_\_
- 6. In work or play would you prefer to do it by yourself \_\_\_\_\_ or with a group \_\_\_\_\_?

7. Imagine you were on a ship that sank in which only a 4 year-old girl, a teenage girl and you were the survivors. There are only two life jackets and so one person would be left without a jacket and would probably drown. Who would that be:

The 4 year-old girl \_\_\_\_\_ You \_\_\_\_\_ The teenage girl \_\_\_\_\_

8. If you were a creature of nature, would you live:

in the ocean \_\_\_\_\_ on top of a mountain \_\_\_\_\_

9. If a friend treated you to dinner, would you order a hamburger \_\_\_\_\_  
steak \_\_\_\_\_?

F. Information about next meetings.

Purpose: To inform the group of the next meeting and the following 2 meetings.

Instructions: State that the next meeting will be concerned with improving communication skills, getting further acquainted and learning through doing (exercise, explanations) how to effectively communicate with other persons.

Also explain within the next 2 meetings emphasis will be placed on furthering communications skills, awareness of group dynamics, and effective decision making.

G. Feedback.

Purpose: To find out how the group evaluated the meeting.

Instructions: Options

1. Ask the following questions of each individual.
  - What did they like?
  - What did they dislike?
  - What did they get out of the meeting?
2. Each person could name one thing they liked, (about the meeting) or disliked.
3. Ask them to evaluate the meeting on scale from 1 to 10 (10 being the ideal meeting)
4. Ask for an evaluation on the continuum and allow them to say why.

Example: Have the participants answer - "Did you dislike the meeting?"

By physically placing themselves on the continuum: (place themselves on one end of the continuum if they disliked the meeting, or at the other end if they liked it)

## H. Commitment

Purpose: To get a firm commitment from those who will attend the next 3 meetings.

Instructions: Verbally express the importance of commitment and the responsibility implied in making a commitment.

Ask the participants: "After you have been to this meeting, will you participate in the next three meetings?" All those who will participate put their names on the sign up sheet. (see attached form)

Pass the sign up sheet around and have all those who will come to the next 3 meetings sign.



## II: Second meeting - Communications skills

### A. Re-introduction of persons through the Group Warm-up exercises:

1. Milling exercise.
2. Name game (write your name on blackboard and tell others - how you got it, one thing you like about, where you were born).

### B. Review:

1. Past meeting.
2. Purpose of this meeting.
3. CLYDE goals.
4. Future meetings.

### C. Chaos exercise:

1. Purpose
2. Procedure
3. Processing

### D. Active listening skills:

1. Introduction: (Including emphasizing the need of the listener to suspend judgment, being accepted and have respect for the other person.)
2. Road Blocks to Communication.
3. Non-verbal communication: (eye contact, facial expressions, body posture, gestures etc.)
4. Paraphrasing:
  - a. Explanation
  - b. Option - whisper exercise
5. Active listening exercise.

### E. "I appreciate you, \_\_\_\_\_, because....." exercise.

### F. Option - feedback discussion on this 2nd meeting:

What did they like? dislike?

Did they get anything from meeting?

## II. Second meeting - Communications Skills

### A. 1. Milling Exercise: Procedure

In order to raise the energy level of the group and break the ice, ask the group to stand up and "mill around" in the center of the room. Ask them to try to communicate with each other non-verbally in as many ways as they can. Demonstrate with a member yourself, hand-shake, smile and a pat on the back.

After the group is involved, ask them then to go ahead and re-introduce themselves to each other by name. Once the group is warmed up, they can return to their seats.

### 2. Name Game: Procedure

If a blackboard is available, ask each member to write his name on the board and tell others how he/she got it, whether they like it or not and where they were born. If a blackboard is not available, have several of the members try to go around the circle and recall the name of each person.

### B. (Self-explanatory)

### C. Chaos exercise:

1. Purpose - the purpose of this listening exercise is to help us become aware of some of the things that go into being a good talker and listener.

2. Procedure - have the group pair off in adult/youth teams of two. Have them decide which one will be the talker and who will be the listener. Take the listeners to a separate part of the room for instructions. Tell them that as their partner talks for them to purposely look away, interrupt, avoid eye contact, give advice, be distractful, and generally be as poor a listener as possible without letting on that this is what they're doing.

Next take the talkers aside and instruct them to tell their partner about their most embarrassing moment or one of the most interesting people you know.

3. Processing - After the exercise has run from 5 to 15 minutes reform the group and ask them to discuss what their experience was like. At this point it may be necessary to hint that it was an experiment designed to give strong negative feelings and that it's o.k. to express them. Start out by asking some of the talkers how well they thought they were being listened to and what their "gut level" reaction was to the experience.

Ask them what specific behavior set off any strong feelings they might have had. Also, ask the listeners what their experience was like and how they felt and what they thought the talkers reactions were to them. From here lead into a discussion of how not to communicate. Emphasize poor eye contact, body language, non-acceptance critical attitudes and interrupting.

**D. Active listening skills:**

**1. Introduction:**

Tell the group that communication skills can be improved and methods can be learned to help people become more effective listeners. Tell them that certain attitudes should be present in order for communication to be more effective. Those attitudes are:

1. Acceptance of the other person and his point of view. (not necessarily agreement)
2. A non-judgemental demeanor.
3. Respect.

These attitudes make the talker feel more comfortable and incline to express himself more deeply and freely.

**2. Road Blocks to Communication:**

1. Ordering, directing, commanding.
2. Warning, threatening, promising.
3. Moralizing, preaching, should and ought.
4. Advising, giving solutions or suggestions.
5. Teaching, lecturing, giving logical arguments.
6. Judging, criticizing, disagreeing, blaming.
7. Praising, agreeing.
8. Name-calling, labeling, stereotyping.
9. Interpreting, analyzing, diagnosing.
10. Reassuring, sympathizing.
11. Probing, questioning, interrogating.
12. Withdrawing, sarcasm, humoring, diverting.

**3. Non-Verbally Communications:**

Relate the chaos exercise to ineffective non-verbal communication. Point out how: eye contact, head nodding (acknowledgement), body language, gestures, facial expressions, etc., can enhance positive communication. Ask them to name other physical things, which may improve communication. Demonstrate what you are talking about.

#### 4. Paraphrasing: Procedure

Tell the group that paraphrasing is a simple listening skill that involves simply repeating the words of the talker to him in the listeners own words to check for accuracy. The purpose is to:

1. Let the listener know that he is being heard accurately.
2. To make sure that what the listener is hearing is actually what the speaker is saying.

Tell them that by combining this technique with appropriate non-verbal behavior, they can enhance their listening skills appreciatively. Demonstrate paraphrasing to the group by having someone talk to you and then you repeat back what you heard in your own words.

#### 5. Active Listening exercise: Procedure

Have the members pair up again (adult/youth) and decide who is going to be the talker and who is going to be the listener. Next, ask the talker to tell the listener anything he wants about his life in a continuous 5 to 10 minutes dialogue.

After the talker says 3 or 4 sentences, the listener is to paraphrase the talker. Ask them to attempt all non-verbal behavior and suspend questioning, advising, or interrupting other than to paraphrase.

#### E. I Appreciate exercise:

1. Purpose - to bring the group to a positive close through re-enforcing one another's (verbal and non-verbal) participation in the group.
2. Procedure - members of the group should be seated in a circle with an empty chair designated as the hot seat. Members of the group will take turns sitting in the hot seat, while other members make positive statements about the person in the hot seat using I appreciate to begin the statement.

Examples: I appreciate the way you help me clarify myself to the group.  
I appreciate the way you smiled at me when you came in.

### III. 3rd meeting - Communication skills and group dynamics.

#### A. Group warm-up exercise:

1. Blind walk

#### B. Review:

1. Past meetings
2. Purpose of this meeting

#### C. Paraphrasing exercise.

#### D. Explanation of group dynamics:

##### 1. Individual roles.

- a. negative - blocker, aggressor, dominator, "know it all" (owl), interrogator.
- b. positive - gatekeeper, clarifier.
- c. option - discussion of roles through sketch of group.
- d. neutral - ghost, follower, leader.

2. Role reversal fish bowl exercise using a community problem (have youth portray adult roles and visa versa).

#### E. Decision Making:

1. Wrecked on the moon or Stranded on the Desert or Fall- Out Shelter.
2. Process and explanation.

#### F. Evaluation and preview of 4th session - Rate on scale of 1 - 10 on these subjects:

1. Intensity level
2. Enjoyment level
3. How valuable was it? (What did you get out of it?)

Then allow for any explanation, if desired. Preview of last session.

A. Group warm-up exercise: Blind walk

1. Procedure:

In order to get started, ask the group to pair up with someone that they don't know. Tell them that one person is to close his/her eyes while the other person leads them around the room and helps them explore the area. There is to be no talking and they should keep their eyes closed at all times. After the pairs have spent several minutes doing this, ask them to reverse roles and repeat the exercise.

2. Processing:

After each person has experienced the exercise, call them back to the main group and process it by asking them questions such as how it felt to be the leader and the follower. Focus on feelings of dependence, authority, trust, mistrust, anxiety, etc.

B. Review Last Session:

Once the group is warmed up and has discussed the previous exercise, review the last two meetings thoroughly as to their purpose and intention. Then, explain the purpose of today's meeting which is to enhance communication skills and to learn about group dynamics.

C. Paraphrase review:

Talk about the paraphrasing exercise that was practiced in session 2 and outline its major points such as: responding to feeling, non-verbal response, effective listening, etc.

Next tell the group that you are going to role play a situation and they are to spontaneously paraphrase you as you tell your story. Make sure everyone has a chance to do so at least once. You should stop at points during your dialogue and critique the different paraphrasing responses briefly.

D. Explanation of group dynamics:

1. After completing the previous exercise tell the members that the kinds of things that go on when people come together in a group are very significant in terms of how effective the group will be. Tell them that each individual may play a single or several roles at any given time in the group. Some of the roles are positive such as: gatekeeper, initiator, summarizer, starter, diagnoser and so on. Others may be negative such as: blocker, aggressor, avoider, etc. Ask them to name several other roles that they see in groups.

Role reversal - fish bowl exercise:

1. Procedure

Tell the group that in order to explore group dynamics, you'd like to suggest an exercise. Divide the group in half and have one half of the group sit in a tight circle in the center of the room. Ask the other half of the group to circle around the other members and choose one person whom they will observe. Tell the inner group to reverse roles and have adults

play youth and vice-versa. They're then to decide on the most important community problem e.g. marijuana, delinquency, etc.

### E. Decision-making:

#### 1. Procedure

Explain to the members that the way decisions are made in a group is an important part of group process and has an effect on how effective the group is and how happy the members are. In order to explore decision-making, ask them to break up into groups of 5 and give them the following task:

#### 2. Instructions

##### WRECKED ON THE MOON

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank them in terms of their necessity to your crew in reaching the rendezvous point. Place the number 1 by the most crucial item, the number 2 by the second most crucial, and so on through number 15, the least important.

- |  |   |
|--|---|
| <input type="checkbox"/> Box of matches                | <input type="checkbox"/> Stellar Map (of the moon's constellation)  |
| <input type="checkbox"/> Food concentrate              | <input type="checkbox"/> Life raft                                  |
| <input type="checkbox"/> Fifty feet of nylon rope      | <input type="checkbox"/> Magnetic compass                           |
| <input type="checkbox"/> Parachute silk                | <input type="checkbox"/> Five gallons of water                      |
| <input type="checkbox"/> Portable heating unit         | <input type="checkbox"/> Signal flares                              |
| <input type="checkbox"/> Two .45-caliber pistols       | <input type="checkbox"/> First-aid kit containing injection needles |
| <input type="checkbox"/> One case dehydrated Pet milk  | <input type="checkbox"/> Solar-powered FM receiver transmitter      |
| <input type="checkbox"/> Two 100-pound tanks of oxygen |   |

##### STRANDED IN THE DESERT EXERCISE

You are one of eight members of a CLYDE group that is on a field trip to study unusual formations in the New Mexico desert. It is the last week in July. You have been driving over old trails, far from any road, in order to see out-of-the-way formations. At 10:47 a.m. the specially equipped minibus in which your club is riding overturns, rolls into a fifteen-to twenty-foot ravine, and burns. The driver and the professional adviser to the club are killed. The rest of you are relatively uninjured. You know that the nearest ranch is approximately forty-five miles east of where you are. There is no other place of habitation closer. When your CLYDE group does not report to its motel that evening you will be missed. Several people know generally where you are, but because of the nature of your outing they will not be able to pinpoint your exact whereabouts.

The area around you is rather rugged and very dry. You heard from a weather report before you left that the temperature would reach 110 degrees, making the surface temperature 130 degrees. You are all dressed in lightweight, summer clothing, although you do have hats and sunglasses. Before your mini-bus burned, you were able to salvage the following items:

Magnetic compass  
 Large, light-blue canvas  
 Book, Animals of the Desert  
 Rearview mirror  
 One flashlight

One jacket per person  
 Accurate map of the area  
 A .38-caliber pistol, loaded  
 Bottle of 1,000 salt tablets  
 Four canteens, each containing  
 quarts of water.

The group needs to make two decisions: (1) to stay where it is or to try to walk out, and (2) to hunt for food or not to hunt. To make these decisions, it will be necessary to rank the salvaged items in the order of their importance, and in making the group decisions, your group must stay together.

#### THE FALL-OUT SHELTER PROBLEM

##### Purpose

This is a simulated problem-solving exercise. It raises a host of values issues which the student must attempt to work through in a rational manner. It is often a very dramatic example of how our values differ; how hard it is to objectively determine the "best" values; and how we often have trouble listening to people whose beliefs are different from our own.

##### Procedure

The class is divided into groups of six or seven, who then sit together. The teacher explains the situation to the groups.

"Your group are members of a department in Washington, D.C. that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fall-out shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

"It seems there are ten people but there is only enough space, air, food, and water in their fall-out shelter for six people for a period of three months-- which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

### The Fall-Out Shelter Problem

"But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have half-an-hour to make your decision. Then you will have to go to your own shelter.

"So, as a group you now have a half-hour to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in a half-hour, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. You have exactly one half-hour. Here is all you know about the ten people:

1. Bookkeeper, 31 years old
2. His wife, six months pregnant
3. Black militant; second year medical student
4. Famous historian-author; 42 years old
5. Hollywood starlette, singer; dancer
6. Bio-chemist
7. Rabbi; 54 years old
8. Olympic athlete; all sports
9. College co-ed
10. Policeman with gun (they cannot be separated)

The teacher posts or distributes copies of this list, and the students begin. The teacher gives 15, 10, 5 and 1-minute warnings and then stops the groups exactly after a half-hour.

Each group can then share its selections with the other groups and perhaps argue a bit more, if there is time. Then the teacher asks the students to try to disregard the content of the activity and to examine the process and the values implications. He asks questions like: How well did you listen to the other in your group? Did you allow yourself to be pressured into changing your mind? Were you so stubborn that the group couldn't reach a decision? Did you feel you had the right answer? What do your own selections say to you about your values? These questions may be thought about or written about privately, or they may be discussed in the small groups or by the whole class.

### 3. Processing:

After the exercise is over, call the group back to order and explain several different types of decision-making in consensus, majority vote, minority vote, (committee) authority, expertise.

Mention that there are strengths and weaknesses to each part - that the highest quality decisions are usually reached by consensus and that it is important for a group to be functioning well together for this type of decision-making to occur.

After the inner group has spent some time discussing the issues, ask them to pair up with the person that was observing them. The observer is to give feedback to the inner group member about how they were functioning in the group and what roles they might have been playing.

2. Processing:

Next bring all the group members back together and talk about the exercise. Have all the members share their impressions and feelings about how the process went.

F. Evaluation of the third session.

1. Procedure:

At this point, you may use your choice of approaches to obtain members feedback on the third session. You might go around and ask everyone how they rate the group over all or in terms of involvement and necessity on a scale of 1 to 10. Each may make some comment about their rating. You may also ask the members to place themselves physically on a continuum in terms of:

1. What they got out of it.
2. How valuable was it.
3. Enjoyment and so on.

Allow for general discussion.

2. Before terminating the third session - preview the next meeting emphasizing that it will involve focusing on team-building and decision making.

WHICH ONE ARE YOU?



Fourth meeting - Decision-making skills and obtaining commitment from participants.

Limits

15 minutes

A. Group warm-up exercise (Gossip Exercise).

30 minutes

B. Shortened Delbec on community problems.

(Each person pick 2-3 community problems/youth needs and then chose top 3.)

15-45 minutes

C. Getting commitment to continue (options):

1. Progressive questions on paper (personal stand).

2. Progressive questions and standing on line (public stand).

## C. Getting commitment to continue

## 1. Purpose:

To help persons become aware of their expectations for involvement in CLYDE and to help them be aware of their energy level, sense of commitment to the group and their sense of risk. The main purpose is to obtain persons commitment to continue their involvement in CLYDE. The information gathered can be for their own knowledge or can be shared with the group.

## 2. Procedure:

1. Give paper and pencil to all participants.
2. Explain that you want them to write 3 things that they expect to get out of their involvement in CLYDE.
3. Everyone writes their expectations.
4. Explain that if they desire to meet these expectations they will have to work for it. The responsibility is on them.
5. Explain that their participation in the group will focus on 3 factors, namely - (a) Their energy level (towards working further through CLYDE), (b) Their sense of commitment (at present towards working on any of the community improvement goals), (c) Their sense of risk (to freely state their ideas, feelings, opinions and beliefs).
6. On the same piece of paper have each person draw three parallel lines, placing the numbers 1 at one end, and 10 at the other end. Next ask them to privately rate from 1 - 10: their energy level on the first line, their sense of commitment on the second line, and their sense of risk on the third line.
7. The participants can then be asked if anyone would like to share with others their ratings.
8. Either the facilitator or each participant keep their commitment sheet for review in the future.

## EXAMPLE:

1. leadership skills
2. self-confidence
3. knowing people better

A) Energy level 1 \_\_\_\_\_ X \_\_\_\_\_ 10

B) Sense of commitment 1 \_\_\_\_\_ X \_\_\_\_\_ 10

C) Sense of risk 1 \_\_\_\_\_ X \_\_\_\_\_ 10

Fourth meeting

-4-

3. Pass the sign-up sheet around for the people who want to continue and work on a youth related community need.

D. Plan date, time, place for next meeting if there are people interested.



SCOMM

#6:14

*file*

DARROLL HARGRAVES  
Superintendent

September 27, 1977



Senator Mike Colletta  
Special Senate Committee on Alcoholism  
1016 W. 6th Avenue - Suite C  
Anchorage, Alaska 99510

Dear Senator Colletta:

As you requested while in Nome, I am sending you the statistics relating to our Community Schools Program.

Cold statistics, although impressive, do not adequately represent the total value of the program.

If you have any questions regarding the Community Schools Programs as they have worked in the community of Nome you might like to contact Bill Karp, Director of Community Schools.

Along with many other people in Nome, I sincerely appreciate the hearings on alcoholism and related programs being conducted in Nome.

Sincerely,

A handwritten signature in cursive script that reads "Darroll".

Darroll Hargraves

/skb

cc: Bill Karp

# NOME PUBLIC SCHOOL DISTRICT PRESENTS NOME'S COMMUNITY SCHOOL

SERVING .....



Community service groups using school facilities. This is the Womens Club recycle sale.

..... ALL THE PEOPLE



The Community School also sponsors activities. This is the beginning ballet class with over 30 participants.

OF ALL AGES .....



School facilities are used to increase individual skills for greater self sufficiency. This is in the Nome-Beltz automotive shop.



School facilities are used for special interest groups. This is the Sitnasuak annual meeting.

..... AT ALL TIMES



Using school facilities for community youth activities. Here is the Community Center Recreation Night in the Elementary gym.



Another Community School sponsored activity. Here are students attending the flight ground school.



Northwest Community Education Development Center  
University of Oregon  
1724 Moss Street  
Eugene, Oregon 97403

1976-77 SCHOOL DISTRICT ANNUAL STATISTICAL REPORT ON COMMUNITY EDUCATION

GENERAL INFORMATION

1. School District: NOME PUBLIC SCHOOL DISTRICT
2. Report submitted by: BILL KARP
3. Check the year your Community School Program began:
- |         |               |         |               |         |               |
|---------|---------------|---------|---------------|---------|---------------|
| 1969-70 | <u>      </u> | 1972-73 | <u>      </u> | 1975-76 | <u>      </u> |
| 1970-71 | <u>      </u> | 1973-74 | <u>      </u> | 1976-77 | <u>X</u>      |
| 1971-72 | <u>      </u> | 1974-75 | <u>      </u> |         |               |

DEFINITIONS

1. A DIRECTOR OF COMMUNITY SCHOOLS would be that person who is responsible for the administration and coordination of the existing Community School programs within the district. It is anticipated that s/he will have had special training for this position.
2. A COMMUNITY SCHOOL COORDINATOR would be that person who, acting under the direction of his/her principal, would be responsible for one or more Community Schools.
3. FULL-TIME COMMUNITY SCHOOL COORDINATOR is a full-time employee without teaching or other administrative assignments.
4. HALF-TIME COMMUNITY SCHOOL COORDINATOR is one with full-time employment with no more than a half-time teaching load or other responsibilities. This person would be assigned to Community Education responsibilities at least half-time.
5. PART-TIME COMMUNITY SCHOOL COORDINATOR is one who performs Community School Coordinator duties on less than a half-time basis.
6. ELEMENTARY SCHOOL -- Those grades prior to middle or junior high.

CRITERIA FOR IDENTIFICATION OF COMMUNITY SCHOOLS

1. A school that is open for Community Education purposes and is supervised by a person who is trained and employed as a Community School Director or Coordinator. Such a person may be supervising the Community Education activities in more than one school.
2. A school that has an identifiable structure for receiving feedback from the community for program development, which may be reflected in any of the following forms: Advisory Council, Supervisory Board, Council Board, Community Council, Advisory Committee, etc.



7. NOME KENNEL CLUB
8. P.T.A.
9. NOME SPORTSMAN ASSOCIATION
10. ARCTIC NATIVE BROTHERHOOD
11. NOME ARTS COUNCIL
12. BERING STRAITS REGIONAL RESOURCE CENTER
13. MMM HOSPITAL
14. NOME PUBLIC LIBRARY
15. BOY SCOUTS

II. PROGRAM INVOLVEMENT (include only those activities organized and/or administered either directly or indirectly by the Community School Coordinator or Director)

ENROLLMENT An individual who registers in an organized activity and where a class roster is kept on continuing activities, i.e., Adult Education or Recreation class. Enrollees meet on a regularly scheduled basis for a definite number of times.

ACADEMIC CREDIT Credit granted by a post-secondary institution, i.e., community college, university, etc.

PARTICIPATION An individual who participates in activities which are organized but do not require continued attendance or registration, i.e., family swims, picnics, open recreation, dances, etc.

PLEASE NOTE: Enrollment figure is total for fiscal year (July 1, 1976 - June 30, 1977). Participation is weekly average.

Total population of school district: 3,000 +/-  
(Potential for long-range program development)

Student population of the school district: 899

ADULTS

			<u>Yearly Total</u>
A.	<u>Number enrolled in activities:</u>		
	<del>July 1, 1976</del> - June 30, 1977	<u>18</u>	Academic Credit
	Sept. 1,	<u>336</u>	Non-Credit
			<u>354</u>
B.	<u>Weekly average number participating in program (where enrollment is not necessary):</u>	<u>25</u>	

NOTE: Multiply the weekly participation figure by number of weeks program in operation to obtain annual participation figure for July 1, 1976 - June 30, 1977: 975

SUBTOTAL: 1329

PRE-SCHOOL & ELEMENTARY CHILDREN

Yearly Total

B. Number enrolled in enrichment programs:  
July 1, 1976 - June 30, 1977 223

E. Weekly average number participating  
in programs (where enrollment is not  
necessary): 15

NOTE: Multiply the weekly participa-  
tion figure by number of weeks  
program in operation to obtain  
annual participation figure for  
July 1, 1976 - June 30, 1977: 585

SUBTOTAL: 808

SECONDARY AGE YOUTH

C. Number enrolled in enrichment programs:  
July 1, 1976 - June 30, 1977 64

F. Weekly average number participating in  
programs (where enrollment is not  
necessary): 41

NOTE: Multiply the weekly participa-  
tion figure by number of weeks  
program in operation to obtain  
annual participation figure for  
July 1, 1976 - June 30, 1977: 1599

SUBTOTAL: 1663

TOTAL ENROLLMENT (ADD A, B, C): 641

TOTAL PARTICIPATION (ADD D, E, F): 3159

GRAND TOTAL: 3800

III. FINANCE (FISCAL YEAR)

Funding Sources and Amounts

A. Please break down the total amount of the expenditure of your Community School program.

1. Tax funds (Note: Include pro rata share of salaried personnel and related program costs in General School Budget)

General School Budget	\$ <u>14,190.00</u>
Other Local Government Agencies (city, county, community college, etc.)	\$ _____
Special State Aid, if applicable	\$ <u>22,978.00</u>
	(categorical aid)
Federal	\$ _____

2. <u>Private Funds (other than university grants)</u>	\$	_____
3. <u>Tuition or Fees</u>	\$	3,000.00
4. <u>College or University Grants</u> (specify: _____)	\$	_____
5. <u>Other</u> (Explain: _____)	\$	_____
TOTAL EXPENDITURE:		\$ 40,168.00

Future Financial Expectations

A. Next year, do you anticipate additional financial help from any of the aforementioned sources?

YES     NO    \$ 16,000.00 AMOUNT

If yes, from which source(s)?    STATE \_\_\_\_\_

B. Next year, do you anticipate additional financial help from sources other than the aforementioned?

YES     NO    \$ \_\_\_\_\_ AMOUNT

C. Next year, do you anticipate a decrease in financial assistance?

YES     NO    \$ \_\_\_\_\_ AMOUNT

If yes, by which source(s)? \_\_\_\_\_

ADDITIONAL COMMENTS:

COMMUNITY SCHOOLS PROGRAM REPORT

FOR

FY - 1976 - 1977

by

Bill Karp, Director

NOME COMMUNITY SCHOOLS

PRELIMINARY REPORT  
May 3, 1977

This is a preliminary report and covers only 8 months of programs. The purpose of this report is to assist in planning for the FY 77/78 program year.

### INTRODUCTION

The Board of Education of the Nome Public School District has long expressed its commitment and support of the concept, development and implementation of a Community Schools Program. The community school concept stresses improved school-community relationship, interagency cooperation and coordination, broad citizen involvement and greater utilization of local resources.

### BACKGROUND

Certain important chronological events preceeded the actual implementation of the Community Schools Program in the Nome Public School District. Among the more important were:

1. In May 1973 the Board of Education first endorsed the community education concept
2. The State Legislature passed the Community School Act on June 3, 1975
3. On December 22, 1975 the Nome Public School District first approached the Nome City Council for support of a community school program and a local contribution of \$8,645.00.
4. On January 13, 1976 the Board of Education approved a Community School Proposal to be submitted to the Department of Education.
5. In January of 1976 the Nome School District initiated its first community school program.
6. The Department of Education approved a Planning & Development Grant to allow for staff training, program development and a needs assessment for FY 76/77
7. On August 15, 1976 the Board of Education hired its first full time community schools coordinator.
8. The Department of Education approved the first Nome Operational Grant of \$22,978.08 on October 6, 1976.
9. A planning grant in the amount of \$7,330.00 was received in January 1977. These funds were primarily for staff training, workshops and task force meetings relating to community education.

## REPORT FORMAT

This report lists (1) the classes and activities that were held in each of the schools as well as the number of participants, fees collected, if any, (2) summary statistics for both schools, and (3) a list of groups and organizations that utilized school district facilities.

In addition, the report lists other non-class activities that took place at each school, such as concerts, recreational programs, special meetings or programs that involved either members of the community or the community school director.

## CONSIDERATIONS

A number of factors should be considered in interpreting the factual data which is included in this report.

Partial Year - This report covers only the months of September 1976 thru April 1977.

Attendance Factors - Recreational activities and activities already taking place prior to the initiation of the community schools program are included because the increased availability of school facilities has, in most instances, increased use of facilities for these programs.

- Attendance figures are not cumulative, i.e., if 10 persons enroll for a class that meets 5 times, those 10 are counted only once.
- Attendance figures for recreational activities are not cumulative, however, it should be kept in mind that if 32 participants are listed for an activity that met 30 times, these 32 people may have been different each week.

Activities Not Included - Not included in this report are any school sponsored activities such as sporting events, concerts, P.T.A. meetings, public hearings, School Board meetings etc. Activities scheduled in the Beltz Dormitory are not included.

## HIGHLIGHTS

- \* 46 classes/activities were initiated by the Community Schools Program.
- \* A total of 409 Community Schools Programs/Meetings were held.
- \* 527 people participated in Community Schools Programs/Classes/Activities.
- \* Fees:
  - \$1,635.00 was received for building rental.
  - \$3,044.00 was received for class fees.
  - \$ 260.00 was received for materials fees.
- \* 1309 Community Activities of all types were held.

\* Participants involved in Community Activities of all types:

- 277 were 12 years old or younger.
- 146 were teenagers.
- 834 were adults.
- 3,212 were mixed ages.

- 4,429 Total (this figure is actually larger as many activities i.e., Recreation, City League, were attended by different people each week)

\* 44 different groups, organizations or agencies utilized school district facilities.

\* Total contact hours for the 8 month period (September thru April) was 79,620.

NOME PUBLIC SCHOOL DISTRICT  
 COMMUNITY SCHOOL PROGRAMS REPORT  
 FOR  
 1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/ MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**						TOTAL CONTACT HOURS	TERM***			FEES ASSESSED				
			A	B	C	D	TOTAL	1		2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL		
SCHOOL: SUMMARY																	
NOME / BELTZ	479		0	34	124	71	229	23,742				340.00	1,195.00	0		\$1,535.00	
NOME ELEMENTARY SCHOOL	830		277	112	710	314	4200	55,878				1295.00	1,849.00	260.00		3,404.00	
TOTAL(S)	1309	254	277	146	834	3212	4429	79,620				\$1,635.00	3,044.00	260.00		\$4,939.00	

(\*\*) A = 12 & under; B = Teens; C = Adults D = Mixed Ages  
 (\*\*\*) 1 = Fall; 2 = Winter; 3 = Spring

#Organized by Nome Community School Program  
 (\*) Took place other than at school site

NOME PUBLIC SCHOOL DISTRICT  
COMMUNITY SCHOOL PROGRAMS REPORT  
FOR  
1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**						TERM***			FEES ASSESSED			
			A	B	C	D	TOTAL	TOTAL CONTACT HOURS	1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL
SCHOOL: NOME ELEMENTARY SCHOOL															
# Gymnastics, High School	10	3		6			6	180		X	X	0	60.00	0	60.00
# Gymnastics, Grades 5 & above	10	3	17	8			25	750	X	X		0	54.00	0	54.00
# Home Holiday Decorating	6	3			13		13	234		X		0	37.00	0	37.00
# How To Make A Dog Harness	1	3	1		1		2	6		X		0	2.00	0	2.00
# Mushroom Identification	1	2			20		20	40	X			0	20.00	0	20.00
# Ground School	12	3			7		7	252		X	X	0	490.00	0	490.00
# Quilling	1	3		3	12		15	45		X		0	15.00	0	15.00
# Reloading Ammunition	4	3		1	5		6	72	X			0	43.00	0	43.00
# Square Dancing	12	2		3	22		25	600		X	X	0	42.00	0	42.00
# Tatting	1	3			6		6	18		X		0	15.00	0	15.00
# Needlepoint	3	3			9		9	81		X		0	27.00	0	27.00
# Things To Do With A Needle	1	3			4		4	12		X		0	4.00	0	4.00
TOTAL(S)	62		18	31	99	0	138	2,290				0	809.00	0	809.00

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(\*\*\*) 1 = Fall; 2 = Winter; 3 = Spring

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(\* ) Took place other than at school site

NOME PUBLIC SCHOOL DISTRICT  
COMMUNITY SCHOOL PROGRAMS REPORT

FOR  
1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			FEES ASSESSED					
			A	B	C	D	TOTAL		1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL		
SCHOOL:NOME ELEMENTARY SCHOOL																	
# Little League Basketball	12	2	20					20	480		X	X		0	0	0	0
# Beginning Guitar	10	1	2	3	6			11	110	X	X		0	100.00	0		100.00
# Advanced/Intermediate Guitar	10	1.5			4			4	60	X	X		0	60.00	0		60.00
# Tumbling/Acrobatics 1, 2 & 3	7	1.5	16					16	168		X		0	80.00	0		80.00
# Tumbling/Acrobatics 4, 5 & 6	7	1.5	15					15	157		X		0	75.00	0		75.00
# Cake Decorating	2	2.5			12			12	60			X	0	60.00	0		60.00
# Community Choir	10	2		3	24			27	540	X	X		0	200.00	0		200.00
# Cooking For Children (Kindg)	10	1	10					10	100		X	X	0	0	100.00		100.00
# Cooking For Children ( 1st.)	10	1	9					9	90		X	X	0	0	90.00		90.00
# Cooking For Children ( 2nd.)	10	1	7					7	70		X	X	0	0	70.00		70.00
# Flower Drying	1	3			7			7	21	X			0	7.00	0		7.00
# Women Conditioning	10	1			14			14	140		X	X	0	42.00	0		42.00
# Fencing	10	1		6				6	60		X	X	0	18.00	0		18.00
TOTAL(S)	109		79	12	67	0		128	2,056				0	642.00	260.00		902.00

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CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			FEES ASSESSED			
			A	B	C	D	TOTAL		1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL
SCHOOL: NOME ELEMENTARY SCHOOL															
# Weapon safety & Marksmanship	10	2	4	9			13	520	X	X		0	39.00	0	\$ 39.00
# Community Theater	12	2			17		17	408	X	X		0	0	0	0
# Towline Construction	2	2				3	3	12	X			0	3.00	0	3.00
# Woodworking	10	3			4		4	150	X	X		0	40.00	0	40.00
# Child Care (PTA Meetings)	8	1	30				30	240	X	X	X	0	0	0	0
# Community Choir	12	2			12		12	288		X	X	0	60.00	0	60.00
# Archery	8	1		1	3		4	32		X	X	0	40.00	0	40.00
# Fencing	8	1		6			6	48		X	X	0	50.00	0	50.00
City League (players)	28	3.5			75		75	7448	X	X	X	290.00	0	0	290.00
Community Ctr. Recreation K-4	30	2	25				25	1500	X	X	X	0	0	0	0
Community Ctr. Recreation 5 & 6	30	1.5	15				15	675	X	X	X	0	0	0	0
Community Ctr. Recreation 7 & 8	30	2	20				20	1200	X	X	X	0	0	0	0
City League Practice Sessions	15	4			40		40	2400	X	X	X	0	0	0	0
TOTAL(S)	203		94	16	151	3	264	14,921				290.00	232.00	0	522.00

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NOME PUBLIC SCHOOL DISTRICT  
COMMUNITY SCHOOL PROGRAMS REPORT  
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CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			FEES ASSESSED					
			A	B	C	D	TOTAL		1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL		
SCHOOL: NOME ELEMENTARY SCHOOL																	
NWCC/ First Aid/Outdoor survival	15	3			11		11	495		X			30.00	0	0		30.00
NWCC/ Introduction to Accounting	15	3			13		13	585	X	X			30.00	0	0		30.00
NWCC/ Principles of Accounting	15	3			11		11	495	X	X			30.00	0	0		30.00
NWCC/ Introduction to Business	15	3			13		13	585	X	X			30.00	0	0		30.00
Process of Management/NWCC Written Communication/ Developmental writing/NWCC	15	3			13		13	585	X	X			30.00	0	0		30.00
Art/NWCC	15	3			6		6	270	X	X			30.00	0	0		30.00
#Yoga	10	1			18		18	180	X	X			0	54.00	0		54.00
#Archery	10	1		2	3		5	50	X	X			0	30.00	0		30.00
#Astronomy	1	2	1	1	2		4	8		X			0	4.00	0		4.00
#Basketball Clinic 4th & 5th	10	1	13				13	130	X	X			0	39.00	0		39.00
#Basketball Clinic 6th	10	1	13				13	130	X	X			0	39.00	0		39.00
TOTAL(S)	146		27	3	116	0	133	4,098					210.00	166.00	0		376.00

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#Organized by Nome Community School Program  
(\* Took place other than at school site

NOME PUBLIC SCHOOL DISTRICT  
COMMUNITY SCHOOL PROGRAMS REPORT  
FOR  
1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**						TERM***			FEES ASSESSED			
			A	B	C	D	TOTAL	TOTAL CONTACT HOURS	1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL
SCHOOL: NOME ELEMENTARY SCHOOL															
City League / Observers	28	3.5				50	50	4900	X	X	X	0	0	0	0
Nome Arts Council / Concert	1	2				80	80	160		X		0	0	0	0
# Theater Workshop / Performance	1	3	65	10			75	225		X		0	0	0	0
Nome Arts Council / McLain Fam.	1	2				300	300	300			X	0	0	0	0
Walk-In Center Teen Recreation	34	2		40			40	2720		X	X	0	0	0	0
Community Ctr. Adult Women Rec.	30	3			20		20	1800	X	X	X	0	0	0	0
Community Ctr. Adult Recreation	30	3			18		18	1620	X	X	X	0	0	0	0
Public Forum / Office of Gov.	1	4			65		65	260	X			0	0	0	0
Accounting / NWCC	15	3			6		6	270		X	X	30.00	0	0	30.00
Ed. 612 / NWCC	15	3			13		13	585		X	X	30.00	0	0	30.00
General Science / NWCC	15	3			8		8	360		X	X	30.00	0	0	30.00
Shorthand / NWCC	15	3			10		10	450		X	X	30.00	0	0	30.00
English / NWCC	15	3			6		6	270		X	X	30.00	0	0	30.00
TOTAL(S)	201		65	50	146	430	691	13,920				150.00	0	0	\$150.00

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NOME PUBLIC SCHOOL DISTRICT  
COMMUNITY SCHOOL PROGRAMS REPORT

FOR  
1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			FEES ASSESSED				
			A	B	C	D	TOTAL		1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL	
SCHOOL: ELEMENTARY SCHOOL																
Accounting / NWCC	15	3			15		15	675		X	X		30.00	0	0	\$30.00
Managerial Acct. / NWCC	15	3			13		13	585		X	X		30.00	0	0	30.00
Soapstone Carving / NWCC	15	3			6		6	270		X	X		30.00	0	0	30.00
Income Tax / NWCC	15	3			18		18	810		X	X		30.00	0	0	30.00
Learning Disabilities / NWCC	15	3			9		9	405		X	X		30.00	0	0	30.00
Northern Lights Evang. Assoc.	2	3				35	35	210			X		50.00	0	0	50.00
Recycle Sale / Nome Womens Club	1	4				700	700	2800			X		0	0	0	0
Bering Straits Shareholders	2	8				480	480	3840			X		200.00	0	0	200.00
Sitnasuak Stockholders Meeting	1	8				65	65	520			X		50.00	0	0	50.00
Church of Latter Day Saints	30	2				6	6	360	X	X	X		195.00	0	0	195.00
# Community School Adv. Council	8	1				10	10	80		X	X		0	0	0	0
TOTAL(S)	120		0	0	61	1296	1357	10,555					645.00	0	0	645.00

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CLASS/ACTIVITY/GROUP	NO. OF CLASSES/ MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			FEES ASSESSED				
			A	B	C	D	TOTAL		1	2	3	BUILDING RENTAL FEES	CLASS	MATERIAL	TOTAL	
SCHOOL: ELEMENTARY SCHOOL																
Volunteer Firemen	1	4				1100	1100	4400		X			0	0	0	0
Norton Sound Health Corp. Meet	3	1.5			50		50	225		X	X		0	0	0	0
Dept. Fish/Game Adv. Board	3	2			18		18	108	X	X	X		0	0	0	0
Kegoayah Kozga Library	9	2				17	17	306	X	X	X		0	0	0	0
Nome Kennel Club	12	2				14	14	336	X	X	X		0	0	0	0
Nome Police Department	7	1			5		5	35	X	X			0	0	0	0
Lions Club / Larry Beck	2	2				40	40	160		X			0	0	0	0
Lions Club / Santa	1	4				220	220	880		X			0	0	0	0
Snow Machine Club	5	1				5	5	25		X	X		0	0	0	0
Kawerak ABE Classes	43	3				11	11	1419		X	X		0	0	0	0
Boy Scouts	3	2	24		2		24	144			X		0	0	0	0
TOTAL(S)	89		24	0	70	1412	1489	8,038					0	0	0	0

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1976-77

CLASS/ACTIVITY/GROUP	NO. OF CLASSES/ MEETINGS	HOURS PER MTG.	NUMBER OF PARTICIPANTS**					TOTAL CONTACT HOURS	TERM***			BUILDING RENTAL FEES	FEES ASSESSED		
			A	B	C	D	TOTAL		1	2	3		CLASS	MATERIAL	TOTAL
SCHOOL: NOME/BELTZ															
Typing / NWCC	15	3			12		12	540	X	X		30.00	0	0	30.00
Dog Sled Construction / NWCC	15	3			7		7	315	X	X		50.00	0	0	50.00
Welding / NWCC	15	3			11		11	495	X	X		50.00	0	0	50.00
# Weight Lifting	10	2		1	3		4	80	X	X		0	40.00	0	40.00
# Fix It Yourself Auto Repair	10	4			19		19	760		X	X	0	475.00	0	475.00
# Aircraft Owners Mechanics	10	3			7		7	210		X	X	0	210.00	0	210.00
# Auto Repair	10	4			16		16	640	X	X		0	400.00	0	400.00
# Tennis	28	2			6		6	336	X	X	X	0	30.00	0	30.00
# Cross-Country Skiing	6	3				23	23	414		X	X	0	0	0	0
# Weight Lifting	10	2		1	3		4	80		X	X	0	40.00	0	0
Open Gym / J.O.M.	272	2		32			32	17,408	X	X	X	0	0	0	0
TOTAL(S)	401		0	34	84	23	141	21,278				\$130.00	\$1195.00	0	\$1,325.00

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GROUPS/AGENCIES/ORGANIZATIONS THAT HAVE USED SCHOOL FACILITIES SINCE SEPTEMBER 1, 1976:

1. Nome Public School District (K-12)
2. Nome Community School Program
3. State Department of Education (Hearing)
4. Office of the Governor (Hearings/Forum)
5. Department of Fish & Game Advisory Board
6. Community Center
7. Walk-in Center
8. Nome Public Library
9. Kennel Club
10. Girl Scouts
11. Police Department
- \*12. Northwest Community College
13. Capital Site Selection Committee
- \*14. City League
15. Lions Club
16. Norton Sound Health Corporation
17. Candidate Forum
18. Nome Sportsman Association
19. Snow Machine Club
- \*20. Arctic Native Brotherhood
- \*21. True Life in Christ Ministries
22. Beta Sigma Phi
23. Bering Straits Regional Resource Center
24. Nome Pre-School
- \*25. Waters & Livesy
26. Volunteer Firemen
27. M.M.M. Hospital
28. LaVonne Okleasik Piano Recital
29. Kawerak Inc. (Adult Basic Education)
30. American Institute for Foreign Studies
31. University of Alaska/Southeast
32. Alaska Federation of Natives
33. Alaska Christian Conference
34. Boy Scouts
35. Ex-Cede Program - U. of A.
- \*36. Northern Lights Evangelistic Association
37. Nome Arts Council
38. Health and Social Services/Receiving Home
- \*39. Sitnasuak Native Corporation
40. Fort Steelicoom Community College/Workshop & Play
41. Public Hearings - D-2 Lands
- \*42. Bering Straits Native Corporation
43. Nome Womens Club
44. Bureau of Land Management (Hearings)

\*Indicates a rental fee charged

# NO ME

*Sherrill*

## COMMUNITY SCHOOL PROGRAM NEWS

Nome Community School News, September 21, 1977

Darroll Hargraves, Superintendent	2231
George Smith, Director Fed. Programs	2231
Joe Murphy, Elementary Principal	5299
Ken Satre, Asst. Principal, Jr. High	5299
Joe Martin, High School Principal	5201
Mark Bergemann, Asst. H.S. Principal	5201
Bill Karp, Director, Community School	5161

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issue



*Community School Program*

**PUBLIC LIBRARY**

**NORTON SOUND HEALTH CORPORATION**

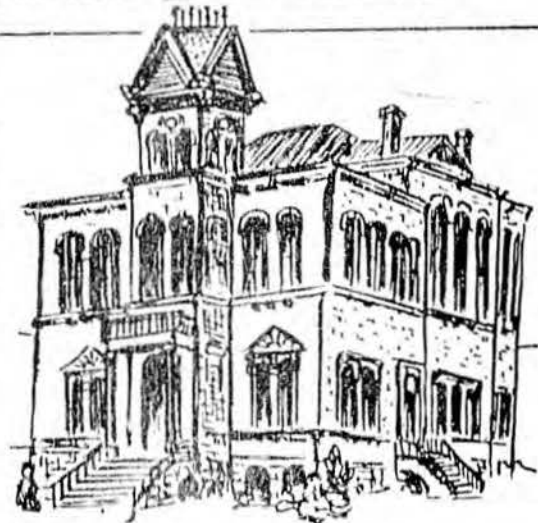
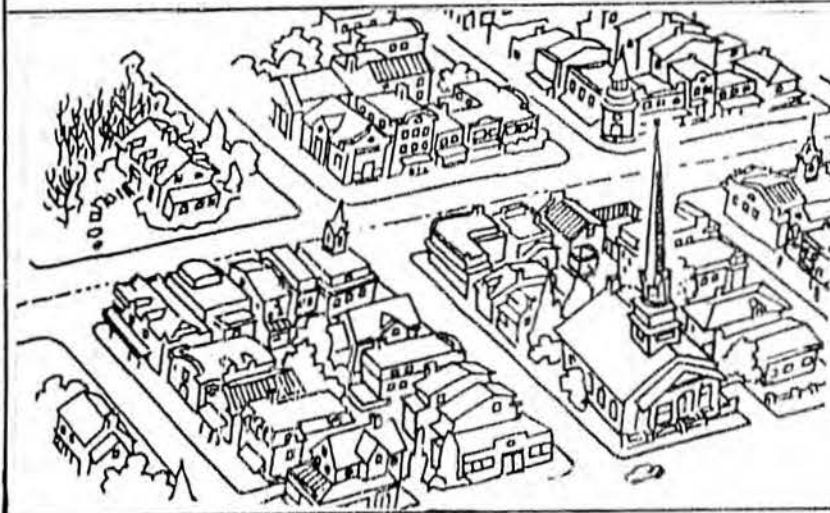
**Walk-In Center**

**Sportsman Association**

**Community Center**

**Adult Learning Center**

**NANOOK Basketball**



PROGRAM BEGINS OCTOBER 3, 1977 AND ENDS  
ON DECEMBER 16th

**GENERAL INFORMATION:**

**PROGRAM DIRECTOR:**

Bill Karp

**ADDRESS:**

Nome Community School, Box 131,  
Nome, Alaska 99762

\*Office located in Elementary School  
at top of stairs near So. entrance.

**FEES:** As indicated with each course  
description.

**REFUNDS:** Refunds will be made if activity  
is cancelled due to lack of en-  
rollment or if student withdraws  
a minimum of two (2) days before  
start of course.

**REGISTRATION:** You may register by dropping  
by the Community School office  
located in the Elementary School  
or by calling 5161 in the after-  
noons.

In those classes where there is an  
enrollment limit registration will  
be official upon payment of fee.  
Please register early!!

THERE WILL BE NO COMMUNITY SCHOOL CLASSES  
OR ACTIVITIES ON NOVEMBER 24 & 25



## COMMUNITY SCHOOL Advisory Committee

An Advisory Committee has been  
established to give support to the  
community school director and to serve  
as advisors to the program. The council  
takes an active part in designing, plan-  
ing and setting up programs.

Meetings are held on 2nd Thursday  
of each month at 3:30 PM in the Elementary  
School. The public is invited to attend  
and provide additional input. Please  
feel free to discuss any ideas or  
recommendations you may have concerning  
the community school program with Advisory  
Committee members. Present Advisory  
Committee members are:

Noralee Ichoak	Sharon Satre
Joe Martin	Paul Sterling
Nard Nichols	Jane Tennesen
Carol Piscaya	Jerry Trigg
Father Jim Poole	Wiley Scott

## COMING ATTRACTIONS

Please watch for information about the following Community School sponsored classes &  
activities scheduled for the near future:

HOLIDAY DECORATING IDEAS  
WEIGHT WATCHERS  
COMMUNITY THEATER  
CROSS-COUNTRY SKIING  
SOURDOUGH COOKERY  
PHOTOGRAPHY (DARK ROOM)  
EDUCATIONAL TOYS YOU CAN MAKE

CANDLE MAKING  
BASKETBALL CLINICS (BOYS & GIRLS)  
SATURDAY AUTO MECHANICS  
WOMEN PHYSICAL FITNESS  
BIRDS OF THE SEWARD PENINSULA  
TAXIDERMY  
TUMBLING & AEROBATICS

# FALL PROGRAMS

## RECREATIONAL TENNIS

NOT A CLASS!! No formal instruction involved, simply the opportunity for tennis lovers to play the game under good conditions. Payment of a \$5.00 fee makes you eligible to reserve the Beltz gym during those hours it is not in use for school activities or other large group activities. Reservations will be made on a weekly basis through the community school office. FEE: \$5.00

## FIX-IT-YOURSELF AUTO MECHANICS

NOT A CLASS!! If you want a warm place to work on your car with plenty of equipment, tools and expert help if you need it, then this is the program for you! This is for experts and beginners alike. You will receive only as much help as you want. THERE MUST BE 16 ENROLLED FOR THIS ACTIVITY TO GO!! SIXTEEN IS ALSO THE MAXIMUM ALLOWED SO SIGN UP EARLY!!!!

INSTRUCTOR: Fred Dyen

TIME: Tuesday evenings, 6-10:00pm for 10 weeks

STARTING DATE: October 10

AGES: Adult

PLACE: Nome-Beltz Power Mechanics area

FEE: \$25.00



## SQUARE DANCING

Square dancing for fun! Jerry has several more dances to work on this year so come on out and have a great time! Beginners are welcome, we all start somewhere!! This activity could possible evolve into a Nome Square Dancers Club.

INSTRUCTOR: Jerry Springer

STARTING DATE: October 13 until Christmas

TIME: 8:00 pm to 10:00 pm Thursday evenings

PLACE: Elementary School MPR

FEE: If your by your self, \$3.00. (This will cover your partner in future weeks). Couples, \$3.00



## WEIGHT LIFTING

This activity gives you access to the School Districts PRO-16 weight machine. Stay in shape with this safe, modern piece of equipment. Scheduling for use of machine is flexible, Arrangements to be made on an individual basis.

PLACE: Nome Beltz wight room.

STARTING DATE: October 3 thru December

TIME: Varies

AGE: Adult men and women

FEE: \$10.00

