

HB

203

UNIVERSITY OF ALASKA SOUTHEAST
School of Education, Liberal Arts and Science

11120 Glacier Highway • Juneau, Alaska 99801

April 4, 1991

Representative Kay Brown
Alaska State Legislature

Kay:

As promised, here are my thoughts on Alaska's telecommunications future. I won't waste time explaining the positive aspects of pursuing an information economy as you articulated them very well in our conversation the other day. I want to focus specifically on what we can do in Alaska to encourage the utilization of information resources to promote efficiency in government, to improve education, and to encourage economic development.

Overall Vision

Throughout the lower 48 and other parts of the world, distance education (using TV, computer conferencing, etc.) is now being used extensively for retraining geographically dispersed work forces. As an alternative to the very expensive and restrictive practice of bringing people together for updating worker skills, it is particularly applicable in Alaska. Similarly, the use of computer communication (electronic mail, bulletin boards, computer conferencing) has grown in the past decade to include millions of users world wide. It is an extremely cost-effective way to share resources, maintain contact, and organize group work. If you want an example of the kind of quantum leap in service that computer communication can provide, I suggest you speak with a number of teachers at the Dept. of Education's Centralized Correspondence Study (Donna Ostrowski, Susan Benton, or Linda Kadryk would be a good place to start) who are now interacting with remote students in a fraction of the time of the conventional mail service they had been using and delivering a far better service because of it.

As you well know, in Alaska there is very little overall planning to serve the many aspects of state government as a whole regarding telecommunications, particularly on a multi-use, inter-departmental basis. I recommend first educating management in each state department regarding the use of online communication and distance education for training and organizational management, polling each government agency to determine their online and distance education needs and then developing one, integrated delivery system for government and education (and perhaps business) which everyone shares. Indiana did this with its establishment of Intelenet and has set a de facto model for the rest of the country. Intelenet is capable of providing data, audio, and video highways for the entire state with an overall savings of 33% to the state. Although I am not a technician, I do know that we already have a tremendous infrastructure which could be adapted to serve some of Alaska's needs in a similar fashion.

Where to Start - Universal Data Access

At the very least, we need the rock bottom basics- equitable data communication opportunities for education. Data is far cheaper than video, potentially much cheaper than audio, and is a proven asset in education. There

are now thousands if not millions of educators and students across the world who are networked to share resources and ideas, and to collaborate on educational projects.

But there is a very gross inequity of data resource access throughout the state of Alaska. The University of Alaska Computer Network (UACN) is without a doubt one of our greatest in-state information resources, yet only 35 Alaskan communities can reach it on a toll free basis. Of those, about 24 have to use AlaskaNet, a very slow, quirky system. Having taught a few hundred teachers over the years how to use the UACN, it is ultimately disappointing when they realize that on one hand the UACN could be invaluable for them and their students but on the other it cost too much to use on a regular basis. There is the additional limitation that the UACN is officially only available to university students. I recommend studying the use of an 800 number funded by the legislature to help resolve technical/cost access issues, and the development of cooperative agreements between the University system and Dept. of Education to resolve issues of who is permitted access to the UACN.

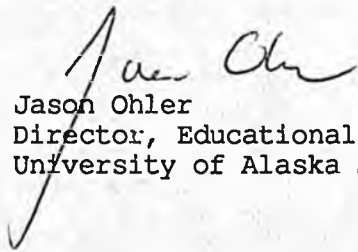
Alaska Online Talent Bank

One small project that could have great impact and serve as a proving ground for the use of data communication in Alaskan education is what I call "The Alaska Online Talent Bank." This would make experts in various academic areas accessible via computer to all schools in Alaska. The Talent Bank would be specifically designed for bush teachers who have to teach across a number of content areas and who need ready access to resources. Students and teachers needing help in an area would log on to the UACN, call up the Talent Bank, and leave a message for the "expert" in much the same way that students and legislators are now connected in the Legislative Connection project you are involved with. In addition, other students also interested in the same topic would be able to see questions asked of experts and add what information they have (the conferencing model). I think the value and cost effectiveness of the Talent Bank could be easily demonstrated in a 3 year pilot project. But its continuation would hinge on equity of access, which in turn hinges on a cost effective way for all members of the Alaska education community to reach the UACN on a continual basis.

Ultimately, I think Alaska could serve as an international model of an aspiring information economy, especially for developing countries. Thus, while we begin in Alaska, we shouldn't limit our thinking to providing service for just Alaska. There is no reason we couldn't begin to "export" our information resources, particularly in the Circumpolar North where there are already strong ties among us and the Yukon, Northwest Territories, British Columbia, and the Soviet Union.

I have more ideas about Alaska's telecommunications future, but I'll stop here. Please feel free to contact me if you want to pursue this subject with me.

Thanks for your time.


Jason Ohler
Director, Educational Technology Program
University of Alaska Southeast

April 10, 1991

At the risk of sounding unoriginal, let me add my voice to those who have observed that we live in an information age. Therefore, access to information becomes critical in order to maintain the democratic ideals which are foundational to our society. In truth, the tools of information communication are often used in the furtherance of these very ideals. The J-Bird and its formation of the Associated Student News Network is a prime example of the effective use of such modern technologies.

In cooperation with the UACN (UAS), training, support and hardware has been provided in order to contact students, teachers and others around the world via telecommunication networks. As a result of these contacts, students in Israel, Japan, Korea, and the USSR have submitted news to be redistributed electronically and printed in newspapers around the world. These student news stories are periodically printed in the Juneau-Douglas High School student newspaper, the J-Bird under the banner "PERSPECTIVE" by the ASNN. These newspapers are then mailed to the schools attended by the international writers for the ASNN. A short time ago, students in Moscow high school #1201 (an English speaking school) received fifty copies of the J-Bird which included writing from one of its students. Needless to say, they were amazed by this demonstration of freedom--freedom of the press. Please take time to read the letters to the editor published in the 4/2 edition of the J-Bird, by a Japanese student and teacher. I believe these letters are the most powerful testimony that can be given for the support educational technologies.

Information technologies are the tools shaping the present and the future, not just of education, but of the political structure of the world as well. Perhaps future global conflicts will diminish as the emerging generation practices international communications-online! "A thousand points of light" can easily be imagined as the glow of myriad student computer screens around the world as they learn more about each other by communicating and sharing information liberally. As the world shrinks because of technological advances, so does the prospect of conflict caused by cultural misunderstanding. The vision of the practical advantages of supporting such educational technologies is commendable. This vision restores my faith in the much maligned institutions of government and education.

Sincerely,

A handwritten signature in black ink that reads "Clay Good". The signature is written in a cursive, flowing style with a large initial "C".

Clay Good

April 11, 1991

To: Representative Bettye Davis, Vice-Chairman of H.E.S.S. Committee

As principal of North Star Elementary School in Anchorage, I support the passage of HB 203/204 to establish an Educational Technology Fund.

North Star's student population includes a large multi-cultural, bi-lingual group, twenty-five percent native group, and has over 64% low income families. The majority of my students do not have computers at home, but when they graduate from High School in 2000 + they will be expected to use technological skills in the workplace.

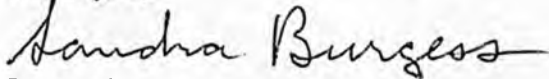
I support the idea of allocating funds through grants according to site based plans as I know the needs vary from school to school and district to district. When I was an administrator in the Northwest Arctic Borough and in the North Slope Borough School Districts I was able to offer basic computer skills to our students but we needed distance education technology and on-line data bases in order to expand our secondary students access to a variety of courses and to a larger knowledge base.

In Anchorage my students will be exposed to a wide variety of courses in Jr. High and High School so distance education is not a priority. Each school has a different set of needs, at North Star for example, we need a lower computer/student ratio. We are currently able to offer only 1 computer per 26 students and 1 VCR per 128 students.

All students in the state need equal access to inter-active video technology and informational data bases. This will empower our students to take a more active part in their own learning as they work on basic skills, Higher Order Thinking skills, or use up-to-date facts for research projects.

In 1979-83 Alaska led the nation in bringing technology into our schools. **Passage of 203/204 will enable us to take the lead once again.** A state wide educational technology fund will help make it possible for all of Alaska's students to have the technological edge they'll need to compete with students from other states as well as the Pacific Rim Countries.

Thank you,



Sandra S. Burgess, Ed.D
Principal, North Star Elementary

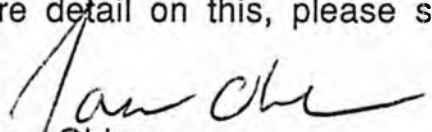
cc: Representative Kay Brown
Mr. Lee Wilson

UNIVERSITY OF ALASKA SOUTHEAST
School of Education, Liberal Arts and Science

11120 Glacier Highway • Juneau, Alaska 99801

April 11, 1991

1. Prepare students for their future, not our past.
2. Success in any culture requires a mastery of tools. Some of today's most important tools are information technologies. We at the University of Alaska Southeast recognize this by requiring every education student and teacher certification candidate to take ED 430: An Introduction to Educational Computing.
3. Two tools are critical: hardware and electronic highways. Hardware includes computers and the other information technologies that students will encounter in the work force they will enter after finishing their educations.
4. Electronic highways are the connections that allow computer networking and the potential for better equity of access to learning resources regardless of location. There are many ways to approach this. The simplest place to start is to provide state-wide access to the tremendous resources of the University of Alaska Computer Network which is now limited to only 40 communities on a toll-free basis. For more detail on this, please see attached letter.


Jason Ohler
Director, Educational Technology Program
University of Alaska Southeast
phone: 789-4538
email: jfjbo

A Student's Viewpoint on Telecommunications in School

Elizabeth Hagevig
364-2154 (Home) 586-3911 (School)

How important is communication to students? As the youth of today are facing more and more issues that relate to their lives, both internationally and nationally, how important is it that they be able to communicate with each other? This year Juneau students have seen tremendous friendships grow out of the various experiences they have had with different Soviet contacts. Our school newspaper, the J-Bird is expanding those contacts within Juneau-Douglas High School by reaching out to other students and teachers in other nations around the world. How important is all of this to today's students?

When I began this school year as editor-in-chief of the J-Bird, I saw the mission of JDHS's student voice as getting necessary information to students and getting it out in a timely manner. Just like the "real" press does. However, I have yet to see cross-cultural communication (actual communication not just stories about communication) in a "real" newspaper. I bring up international communication for several reasons. One is that I like it. I like to hear about what happens in other countries. It is interesting to me and to other students that Japanese female students don't have the freedom wear their hair in a permanent wave. What makes it interesting to both male and female students alike is that something so simple as the freedom to choose a hairstyle is not allowed in Japanese schools, whereas this same freedom is taken for granted in American school systems. This kind of communication is particularly applicable to our generation as we enter our adult roles in which we will

need to function daily as global citizens. The opportunity for students to learn about other nations, cultures and races first hand through computer technology is definitely a viable alternative that the United States needs to consider in looking for ways to solve the problems of discrimination, war and racism. These lessons are difficult to teach in school. Schools can no longer keep up with all of the knowledge that's out there. Teachers, today, have to assume the facilitator role to merely help students understand what's going on around them. Students need more activities that teach them how to think for themselves instead of regurgitating information back to teachers. We are all concerned about the failing educational system in this State and country. A major telecommunications project would be the start of something we could call a "living education"-learning through hands-on involvement and enjoyment. Our school newspaper staff is involved in an experiment right now called "foreign relations" but in the most domestic and comfortable sort of way. The friendships and understanding that students are building today may contribute to the future economic development of Alaska, and may even help prevent international conflict in the future. We hope that the J-Bird's focus on international understanding will have long range benefits for the students at our high school, both intellectually and in the very practical realm. I applaud the J-Bird and our foreign correspondents for leading the way in this innovation. For these reasons, I encourage you to think seriously about appropriating funds for so worthy a cause-that cause being certain to impact the future of Alaska and this country.

BAXTER ELEMENTARY SCHOOL

MEMORANDUM

April 11, 1991

TO: HOUSE OF REPRESENTATIVES
Health, Education and Social Services Committees

FROM: 
Bruce Lamm, Principal
Baxter Elementary

SUBJECT: House Bills 203 & 204

Attached find a copy of the testimony which was prepared to give at this morning's audio-conference. Again, I want to urge you to pass these bills through committee as quickly as possible.

Thank you.

April 11, 1991

Good morning. My name is Bruce Lamm. I have been an Alaskan educator for 19 years. I am currently the Principal of Baxter Elementary School in Anchorage, Alaska. I am here this morning to urge your support of House Bills 203 and 204. In supporting these Bills you will be supporting the children of Alaska, now and into the future. Living and working in Alaska we know better than most the value of technology. We are doing our children a disservice if we do not fully prepare them for life in a constantly changing, technological society. With the technology available in our schools today, I can not truthfully say we are developing computer literate students. The APPLE II E's used today in most elementary schools are 70's technology. Most are 10 years old or older. They are no longer an effective teaching tool.

Education cannot do the job without the tools. Each school in Alaska needs computer labs, an automated library system, available laser technology, and much more. Computer literacy is only the first step of our journey. We need current technology to prepare students for 21st Century jobs. Present vocational education programs are not fulfilling this need. Students need to become active learners and better develop their critical thinking skills. Technology would help them accomplish this goal. As evidenced by my ability to testify to you today, technology is now a requirement for effective communication. As you also know first hand, technology is expensive. Local schools do not have the funding necessary to even attempt a solution to this problem. The state of Alaska does? You have the chance to impact the future of every child and every family in Alaska. By passing the statewide technology bills you give our teachers the tools they need to teach and our children the tools they need to learn. Thank you for your time and for your continued commitment to the children of Alaska.

Written Testimony

HB 203/ HB 204

Submitted by:

Sharon Bandle
Computer Teacher Expert
Anchorage School District

April 11, 1990

Sharon Bandle

3451 Hilland Drive- Anchorage, Alaska 99504

April 11, 1990

**TO: Members of the House Committee on Health, Education
and Social Services**

RE HB 203/ HB 204

My name is Sharon Bandle. I have been a teacher in the Anchorage School District for the past 22 years; 18 of which were in the classroom and the last four as a Computer Teacher Expert. My job as a Teacher Expert entails working with 92 educational sites, 54 of which are elementary schools. I am in and out of schools on a daily basis and feel I am very qualified to give you a report card on the status of technology in the Anchorage School District.

Under the category of "EQUIPMENT-CURRENT AND UP TO DATE", I would have to check the NEEDS IMPROVEMENT section. I would, however, have to give our schools an OUTSTANDING for their efforts. Many of our schools have taken the ten year old equipment and tried to piece together labs. These labs have as many as five different types of monitors, three different types of drives and three types of CPUs. 85% of the monitors in the elementary schools are not capable of an 80 column text display. This means you are unable to read the text on the screen with the majority of the word processing programs available to us. These monitors were state of the art equipment when they were purchased ten years ago, but technology at that point had not yet embraced the wonders of word processing and the color composite monitor did not exist. Ten years ago, we did not have file servers or hard drives, as a result, these make shift labs have to deal with as many as 2,000 floppy disks. These combinations make it very frustrating for both teachers and students.

If we had a category, ABLE TO USE NEW INOVATIVE SOFTWARE, again, I would have to mark NEEDS IMPROVEMENT. "You'll never need more than 64K of memory." Those were the assuring words of the salesman who sold me my first computer. I was reminded of that recently, as I cleared 6 megabytes of memory off my computer in

order to load one new program. Software has come a long way in ten years. Programs now address higher order thinking skills, problem solving and cooperative learning. Sophisticated word processing packages include writing prompts, dictionaries and a thesaurus. These programs do, however, require more than the 64k or 128k computers we have in our schools.

Each month I log between 200 and 400 phone calls. Over and over I hear the frustrations of trying to work with old technology.

Our junior and senior high schools are not equipped much better than the elementary schools. As a parent of a seventh grader, I find it rather alarming that the computer my son had in his kindergarten class is the same computer he now has in junior high. Without funding, he could graduate from high school without ever having access to technology more sophisticated than the computer he used in his kindergarten class.

As the 69th largest school district in the nation, which was once on the cutting edge of technology, we have fallen drastically behind. We owe our children the best education we can provide. I am urging your support of HB 203 and HB 204.

HB 203-HB 204

Written Testimony

Submitted by:

Judy Weimer
Classroom Teacher
Anchorage School District

April 11, 1990

I am Judy Weimer, a resident of Alaska for the past 37 years. I am a product of the Alaskan schools, so are my children and my husband. I have been an elementary teacher for 15 years. I am presently a Modified Primary teacher at Chester Valley School in East Anchorage. I serve on the Computer Curriculum Committee and have since its conception over seven years ago. I helped develop the Anchorage School District Computer Education Scope and Sequence. Because of my interest and involvement with computers and students, I was appointed as an In-Building Computer Contact Person for my school for the past 5 years. I have trained teachers on computer and computer program use.

Over the years I have watched our school district go from one computer in each building to one computer per classroom at the elementary level. This proved to be very poor equity, not allowing each student equal access or equal time on the computer. It also made it almost impossible for any carry over after teacher instruction, because of the lag time before a student could get "their turn" on the one computer in their classroom.

We now are using equipment that is almost ten years old, which consist of Apple II+ and Apple IIe computers. Trying to see that all the students at Chester Valley received a computer education was to say the least frustrating. So I wrote a grant and was successful in receiving 4 new Macintosh computers in my building last Spring. In the past year I have seen to it that most of my school's teachers and even some of our parents have become trained on this new technology. But frustration still reigns. How can we prepare our students for the future with only 4 updated pieces of equipment for over 400 students?

To help tackle this problem, I launched a 24 station computer lab for our school, piecing together all the old equipment in our building. This involved set up, training all teachers on the use of a lab, scheduling and duplication of over 1200 disks for student use. These disks were carefully selected by each teacher to correlate with what is being taught in the classroom in language arts, math, science, and social studies. I monitor the lab continually trying to keep this old equipment functioning. This enables each student in my school to receive up to 80 minutes of computer instruction each week. But without new technology, I am faced with a losing battle.

Your support is greatly needed on House Bill 203 and 204 if we expect to put present day technology in the hands of our students. Please help the youth of Alaska by empowering the teachers and students for the 21st century.



ALASKA PTA
P.O. Box 201496
Anchorage, AK 99520-1496
(907) 279-9345

Janice Foster
4-11-91

Testimony before House HESS, April 11, 1991

RE: HB 203/204

Mr. Chairman, members of the committee:

Thank you for this opportunity to testify in favor of HB 203 and HB 204. For the record, my name is Jan Foster, my address is 9621 Spring Hill Drive, Anchorage, AK 99507 and I represent the more than 18000 members of Alaska PTA as their vice-president for legislation. In convention in Anchorage this past weekend, Alaska PTA added support for the Alaska Technology Fund bills to their list of legislative priorities.

The history of the general use of computers spans more than thirty years. During that time a major effort was directed toward harnessing the potential of computers to educational applications. Today there is a renewal of optimism among educators and others that computers may serve as the source of revitalization that our educational system sorely needs.

Microcomputers have made a dramatic impact on both the potential and reality of educational uses of computers.

1. Reduced cost, reliability, and user friendliness has overcome many previous objections.
2. Use of computers in schools has gained grass-roots support from teachers, administrators, and the community.
3. Computer magazines, educational periodicals, curriculum publishers, universities and teacher organizations now promote educational computer use heavily with innovational ideas for classroom application.

At present there seem to be three major justifications for increasing and extending computer education in grades K - 12. These are to produce computer literate students; to prepare students for citizenship in a computer-based society; and to prepare students for jobs and post-secondary education. A non-computer literate person is in many ways a non-functional person in today's society. The computer literate school could become the setting in which people - adults and children - learn both with and about computers. Teachers in such a school would use computers in a variety of ways: to teach, to motivate, to stimulate, to entertain, and to explain. Using computers as a tool with which children can think and learn, augments in a positive way current curriculum delivery methods.

Yes, this technology is expensive; it is also necessary. Daily the papers print the lament that our young people finish school ill prepared to enter the job market. Computers are the job market. Technology pervades our society. I commend those of you who support this bill for your vision of the future. We must provide today what we need for tomorrow; rather than wait until tomorrow for what we really needed yesterday! Although the fiscal note may seem high, our children deserve our best efforts to prepare them for their world.

Testimony prepared by Robert P. Penzenik, Supervisor, Audio-Visual and Related Services, Anchorage School District in support of House Bills 203 and 204. For presentation to the Health, Education, and Social Services Committee of the Alaska House. April 11, 1991.

Representative Canty^e, Representative Lincoln, and members of the Committee, my name is Bob Penzenik, I am Supervisor of Audio-Visual and Related Services for the Anchorage School District. For the past 23 years I have been involved in supporting classroom education through the use of instructional media. In addition, for the past 10 years I have also been directly involved in the Anchorage District's efforts to bring computer technology into our classrooms.

Two issues, I think, are addressed by House Bills 203 and 204. First and foremost is the ability of our students to operate in today's workplace. Technology is now becoming integrated into almost every field of endeavor. For our graduates to be competitive they must have developed a competency with technology that will allow them to use the tools of the trade with a minimum of training. These skills can only be gained through long term contact with technology throughout their school career.

A good example of what happens when we are not comfortable with technology is the common video cassette recorder. I won't ask how many committee members have ever used the timer feature on their VCR. However, a recent survey found that less than 10 percent of all individuals owning VCRs were able to program their recorder to record a show when they were away.

The second issue addressed by these bills is that of the age and amount of technology that exists within our schools. In Anchorage, for example, it is very possible for a student to go through their entire 12 year career with no more than a fleeting exposure to computers, and that would be in the elementary grades. This is not because of a lack of interest, just a lack of equipment.

In many cases, the equipment that is available is of such an old technology that it is difficult to integrate into the instructional program. One example that is particularly critical is the fact that 85 percent of the monitors in use in elementary schools in Anchorage are limited to only 40 characters per line. This makes word processing almost impossible. While it may not be critical that students train on the same equipment that

they will be using in the work place, it is important that the overall look and feel of the equipment and software is in the same technological generation as that which they will work with after their schooling.

In conclusion, I am asking for your support of these bills, not just as a school administrator, but also as a parent that is concerned with our students in the 21st century.

Remember, if we graduate a student that can't use a spread sheet program, and that student plans to work in the retail trade, or we graduate a student that doesn't know how to find a book in the library, and that student plans to go on to college, the system has failed.



Alaska State Legislature

Please enter into the record my testimony to the _____

committee name

committee on House Bill 203 + 204, dated April 11, 1991

bill/subject

This is to express my support for funding for an Alaska Education Technology Fund. Students need the tools to acquire skills in an increasingly technical world. Older schools are falling further behind and need computers to offer students learning opportunities. Teachers need training and the schools need up to date equipment if students are going to be able to meet the educational objectives necessary in today's world. We have students in elementary + secondary schools in Fairbanks. Please think to the future. Students are counting on you.

Signed: Leil Hattan

Testifier

Tenana Jr. High PTA / Self

Representing (Optional)

992 Willow Grouse Rd Fairbanks 99712

Address (home)

457-3925

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the H.E.S.S.F
committee name

committee on HB 204 & HB 208, dated 03/18/91 / 03/11/91
bill/subject

H.B. 204 seems good; however, H.B. 208 seems a possible, ludicrous waste of Alaskan's Tax Dollars.

The present Ed. system needs only to be "dusted off" and Re-Structured; formally, disciplinarianly speaking, that is. (eg. Much less reverse sexual ~~off~~ ^{pedis-} crim in nation, etc.)

Signed: *Kevin P. McDonough*
Testifier

State of AK, A.T.A.C. (informally & unapproved)
Representing (Optional)

400 "D" St. Anchorage, Alaska
Address

(907) 274-0517 TTY/ITDD only
Phone No.



Alaska State Legislature

- page 1 -

Please enter into the record my testimony to the House HESS
committee name

committee on 203/
HB 204 , dated 4/11/91
bill/subject

The Alaska PTA, last weekend, adopted four priority issues. This bill was one of those. We feel that inequities which exist in the state with regard to technology must be corrected. Rep. Davis made an excellent point when she compared the ability school districts once had to address technology needs of schools and, because of reduced foundation support, the decreased ability which now exists.

Just as an example, my children attend one of the older schools in the Fairbanks area. Not only is our computer to student ratio one of the worst in the district, but we lack adequate access to VCRs, listening centers, and projectors and other equipment essential to our whole language curriculum. Since there is presently no system for addressing these needs through a state program (and since our district cannot meet these needs within the regular school budget)

Signed: SUE HULL
Testifier

Alaska PTA
Representing (Optional)

1630 Washington Dr., Fairbanks, 99709
Address

479-5729
Phone No.



Alaska State Legislature

- page 2 -

Please enter into the record my testimony to the House HBSS
committee name

committee on 203/
HB 204, dated 4/10/91
bill/subject

We joked about how we would have to find friable asbestos -- and "Scrap" our school -- in order to get our technology needs met. It was obvious to us that this was not the proper approach. But ~~never~~ as the inequities increase between our school and the new prototypicals, unless a grants fund is created our schools will fall further and further behind. It is important to point out that the students in our school -- with a high percentage of low socio-economic background children -- are far less likely to have access to technology at home.

In closing, the Alaska PTA strongly supports the passage of HB204. Alaska's children must be equitably served and technology will be critical to their success in the future.

Signed: Sue Hull
Testifier

Alaska PTA
Representing (Optional)

1630 Washington Dr., Fairbanks, Ak.
Address

479-5729
Phone No.

99709

ATTN
Rogel

My name is Brendan McGill, I am a fifth grader from U. Park. When I speak I am not speaking for just what I think, I am speaking for my class, my school, and the entire school district. I really would like to convey the message that HB203 and HB204 should be passed. Computers are taking this world over, and most people are well aware of it. What we all need to do is get used to using computers, get computer literate, and then we will be able to do anything on computers. Computers can do almost anything that people can do by hand, and computers are getting much more technologically advanced. If you pass this bill, every school will have the opportunity to experience computer communication, computer programming, and all together learn to interact with computers. The Junior High School we will go to is not very technologically advanced, but if you pass this bill, the U. Park students will be enabled to stay in contact with computers when we go to junior high, not forget all that they have learned while in U. Park. Most libraries in schools have an Encyclopedia, which is pretty efficient, but U. Park has a giant Program that enables you to sit down at one computer and easily access information about the universe's history since the big bang. It is run off a computer-controlled compact disk, another advantage that HB203 and HB204 would bring to all schools. In this school we have lots of computer technology, we have a computer or two for student use in each classroom, plus one for the teacher. We have two computer labs, a Macintosh Lab with 30 Macintoshes and another with 20 Apple II c's. We have the advantage of a network going through all the Macintosh's in the school, plus CD ROM, and Interactive Video. When I first typed this I was logged on to the network, so when I print this it will be on a LaserWriter in the computer lab, a totally different room. If HB203 and HB204 were passed, each school would have these advantages. After hearing this statement, I hope you will consider your vote a little more carefully. Thank You.

Brendan McGill
4664 Dale Rd
Box, AK
99709
99709
474-9920

David Van Amburg

3212 Wentworth - Anchorage, Alaska 99503 - (907) 277-1843

April 5, 1991

To: Members of House Committee on Health, Education, and Social Services

Sj: HB203 - a bill establishing the Alaska Education Technology Fund

Honorable Members of the House:

My name is Dave Van Amburg. I am a Field Underwriter with Mutual of New York, but I have spent the last 30 years working with technology, most recently as an Education Account Executive for Apple Computer. I am here today to speak in favor of HB203 and HB204.

I urge you to move both bills from committee with the strongest possible "do pass" recommendation. I recognize that you have many demands upon your time and many requests for money. Because of the shrinking state budget, some of you will undoubtedly suggest we can't afford to put technology in schools at this time. I would suggest that we can't afford not to.

In 1989, 37% of all American workers used a computer at work. In finance, real estate, and insurance, 71% of the work force used computers on the job. Computers are in 15% of all homes nationwide and in an estimated 34% of our homes in Alaska. At the same time over half of all 4th, 6th, and 8th grade students in Alaska never use a computer in school and less than 10% of our students have access to computers on a daily basis.

(Newsweek 4/8/91; 1991 Alaska Statewide Student Assessment Program)

David Kearns, in his book, *Winning the Brain Race* stated "*The American public school classroom is the country's future in action. We can change and compete, or take the downward path to national decline.*" In Alaska, we risk not only the future of our State, but the very equality of the education we offer our students. Technology is critical to providing equity of educational opportunity across our state at a cost we can afford and sustain. We must prepare all of our students for tomorrow, not just a fortunate few.

Our children live in a world of fast paced change, yet they attend schools still using the industrial model teaching paradigm developed for the 1800's. Schools have to evolve to provide students with the skills they will need tomorrow. As noted education author and speaker David Thornburg states "*We need to prepare students for their future, not for our past.*" We stand at the dawn of the "information age". Yet a recent study showed the average American household has 4-5 times the technology of the typical classroom. It is an unfortunante fact that there are more Nintendos in our homes than computers in our schools.

HB203 and 204 would establish the Alaska Education Technology Fund, infuse it with \$60,000,000, establish a Board to manage the fund distribution on an equitable per student - per teacher basis, and then sunset after 3-1/2 years. If we provide every school with this basic infusion of technology, we can reasonably ask the individual school districts to maintain the investment into the future. This is not a program intended to continue on forever, but rather a needed priming of the pump. It does not and should not compete with the foundation funding program.

I especially want to focus your attention upon the following four points:

First, the program needs to be site based. Every successful technology based program in Alaska shares the common basis that the teachers and administrators on the school site were the primary decision makers in devising the program. After three years of working with virtually every school district in the state, I can't identify a single program driven from the top down that has enjoyed success.

Second, it is critical that 10% or more of the recommended funding be dedicated to Staff Development. As envisioned, this would start with training for each site team before the site plan was even developed and would follow through as the plan was implemented.

Third, we believe a critical support element to be 800 # access to the University of Alaska Computer Network for all schools. The University is an established resource for schools and teachers and the UACN electronic mail system is a proven cost-effective communications medium for technical support.

And fourth, schools that have already invested in technology should not be penalized for having demonstrated that technology works. They should be viewed as an important resource to the majority of schools that have not been so fortunate. They can use the funds to expand and develop their existing programs and to continue to lead the way.

Educators, business leaders, and parents such as I, believe technology can empower both students and teachers. If you agree, please help get HB203 and 204 passed! Not only out of this committee, but through the entire process of House, Senate and Administration. Thank you for your attention and consideration.

Additional Comments:

1. The question of equitably funding small schools was raised. I am very sensitive to this concern. If you examine the attached Funding Model, you will see that it is indeed adjusted to compensate all schools under 220 students for their special needs. The model makes a consistently larger adjustment the smaller the school enrollment.

2. The Committee raised the concern about obsolete computers. Computers in schools have demonstrated useful lives in excess of 10 years. This does not mean that new technology does not outperform old or that the vocational strand does not need more frequent replacement of its computers, merely that by repurposing older units their life is far greater than in a commercial environment. Education requires functionality whereas industry can justify replacement solely upon productivity gains. For example: Apple II computers were first placed in schools in the late 70's. They have outlived their usefulness in the elementary schools, but are ideal units to put into middle and high school science labs. They have a wide assortment of very inexpensive probes (temperature, pressure, light, etc.) available, have the BASIC programming language built in, run a very acceptable spreadsheet / database / word processing program (AppleWorks) that has an extensive array of science templates available either as shareware or for a nominal fee, and are very easy to maintain. Moved into labs these units are likely to have a useful life in excess of 15-20 years. We have no reason to expect today's IBM Model 50 or Apple Macintosh LC to have any shorter a lifespan.

3. Apple Computer has offered to test a program called Student Advantage in Alaska if we pass this (or similar legislation). Student Advantage would make it possible for any student attending a school with a minimum level of technology to purchase a school model computer and printer for use at home at a very attractive price. Essentially, any parent could provide their child with a computer at home for about one year's permanent fund check. If Apple implemented such a program, I am sure that other vendors would find it attractive to follow suit.

Equipment Funding Model

# of Students	# of Schools	Projected Dollars per school					Total Dollars per Group
		Hardware	Furniture	Software	MultiMedia	Training	
1 to 20	75	\$8,300	\$625	\$2,400	\$19,200	\$33,917	\$4,833,125
21 to 40	63	\$14,700	\$1,125	\$4,800	\$19,200	\$44,250	\$5,296,725
41 to 60	44	\$20,700	\$1,500	\$7,200	\$19,200	\$54,000	\$4,514,400
61 to 80	35	\$27,100	\$2,000	\$9,600	\$19,200	\$64,333	\$4,278,167
81 to 100	35	\$33,500	\$2,500	\$12,000	\$19,200	\$74,667	\$4,965,333
101 to 140	42	\$45,500	\$3,250	\$16,800	\$19,200	\$94,167	\$7,514,500
141 to 180	19	\$57,900	\$4,125	\$21,600	\$19,200	\$114,250	\$4,124,425
181 to 220	25	\$69,900	\$4,875	\$26,400	\$19,200	\$133,750	\$6,353,125
221 plus	104	\$376,350	\$26,813	\$140,400	\$124,800	\$742,625	Note 1
Actual \$s for "221 plus" sch		\$3,763,500	\$268,125	\$1,404,000	\$1,248,000	\$7,426,250	\$14,109,875
					Subtotal		\$55,989,675
					Statewide 800# UACN access		\$1,500,000
					Fund Earnings (Note 2,4)		(\$7,200,000)
					Allowance for inflation (@ 4% annual rate)		\$8,958,348
					Fund Board expenses		\$750,000
					Projected Fund balance at sunset		\$1,977

Note 1 The line below shows actual funds required for the larger schools under the same formula used for the smaller schools above. Using the averages introduces too large an error in the totals.

Note 2 Shown as a negative since these are earnings, all other entries are expenses.

Note 3 Anticipate set-aside amount to be passed to UACN to fund approximately 8-10 years of access (telephone) charges.

Note 4 Assumes fund managed and invested by Dept of Revenue. Approximately 1/2 earnings rate of Permanent Fund.

General This is a model is premised upon every school buying computers, software, and multimedia tools. Not every school will do so, but dollar based models result in very similar per school allowances.

Strictly speaking this model would buy enough computers, software, etc. to assure every student in Alaska a minimum of 3 hours per week access. Every school would have a complete multimedia facility and every teacher (classroom) would have a computer for use in presentation, by students, and for teacher productivity

NOTE: This model is intended to illustrate the rationale for the requested funding only.

Mat-Su Services for Children and Adults, Inc.

5050 Dunbar St., Suite A/ Wasilla, Alaska 99687

(907) 376 - 9270

April 11, 1991

Representative Pat Carney

P.O. Box V

Juneau, AK 99811

Dear Representative Carney,

Re: Designated Fund Request

On behalf of Mat-Su residents with developmental disabilities I want to thank you for taking time out of your busy schedule to personally meet with me when I visited Juneau as part of the key campaign. Your constituents who are concerned about developmental disabilities are most grateful for the \$4,949,900 budget increase for Community Developmental Disabilities Grants that passed the House. This represents a genuine concern for the issues you heard during the key campaign. THANK YOU!

As discussed there is a tremendous transportation problem for Mat-Su residents with developmental disabilities. On behalf of the people we serve I am requesting your consideration of a \$5000 expenditure in designated funds for the purchase of a seven passenger van with wheel chair accessibility. We are making an identical request of Senator Kertula and Representatives Carney and Larson.

Our organization is struggling to meet the transportation needs of over 50 program participants. These demands create a tremendous hardship for our program and staff. During FY90 staff used their personal vehicles to transport clients over 43,000 miles. This year (FY91) projections indicate an increase to over 50,000 miles. The reimbursement rate of \$0.24 per mile barely covers the actual cost of using personal vehicles. Additionally our insurance agent informs us that there is an insurance coverage gap when personal vehicles are used to transport clients. These factors cause undue hardship to employees and the organization in terms of increased cost and stress. We have been advised that the solution to this issue is for the organization to purchase additional vehicles to be used for client transportation. Thus far our efforts to secure funding through DMHDD, UMTA, donations and other sources have been unsuccessful. We were left off the FY92 capital equipment requests submitted by the Governor's Council and the Mental Health Board. We plan to continue our efforts to secure funding for vehicles, however, we need immediate relief.

We understand that you receive many requests for expenditures of the limited designated funds that you have. However, current transportation resources for Mat-Su residents with developmental disabilities are essentially non existent and plans to address this need must be made a priority.

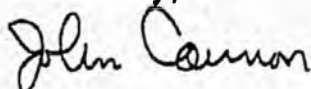
**Budget Request
1991 Seven Passenger
Wheel Chair Accessible Van**

Designated Funds

Rep. Carney	5000
Rep. Larson	5000
Senator Kertula	5000
Senator Menard	5000
Donations/local cash	<u>5000</u>
Total Cost	25000

Should you have any questions or require any additional information regarding this request please contact me. Thank you for your time in consideration of this request and your continued support of persons with developmental disabilities.

Sincerely,



John Cannon
Program Director



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HR 203 & 204, dated 4-11-91
bill/subject

I Am a mother of two school children and active volunteer in our school, University Park.

We have been very fortunate at UPark to have up to date computers and electronic equipment these past two years as we are a new school. My husband and I have seen the benefits of this technology and a fine teacher, Skip Via. Our children, unlike their parents, are very computer literate, have no hesitation about the use of ~~the~~ electronics as essential tools in this Age of Technology + Information. We want this for all school children in

Signed: Charla Ranch
Testifier

Representing (Optional)
P.O. Box 1491 UAF 99775
Address
474-7680
Phone No.

our state - We also want our children to
articulate into a school (Jr. High, ^{sr.} High) that
will continue to use and improve their
skills.

Please support HB 203 +
204. Thank - you

Charla Ranch



Lower
Kuskokwim
School
District

Eek School

Ken Schneider, Principal
P. O. Box 50 Eek, Alaska 99578
907/536-5229 FAX # 536-5828

4/10/91

House HESS Committee
Alaska Legislature
Juneau, AK

Dear House HESS Committee Members,

As the principal at Eek School, I am writing to ask for your support of HB 203 - Technology Bill and HB 204 - Technology Funding Bill.

Passage of this bill would give Alaskan schools adequate funding to purchase technology education materials and equipment to help our students stay competitive in a rapidly changing world.

Your support of these bills would be greatly appreciated by the students, parents, and staff of Eek School.

Thank you for your consideration on this important legislation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ken Schneider".

Ken Schneider
Principal

John B. Andrews
5th Grade Teacher
Rabbit Creek Elem.
13650 Lake Otis Pkwy.
Anchorage, AK 99516

Good morning. My name is John Andrews. I'm a 5th grade teacher at Rabbit Creek Elementary here in Anchorage. I've been an elementary school teacher for seven years and have been involved in computer education for 5-13 year old students for about eight years.

I strongly support House Bills 203 and 204.

Currently, at Rabbit Creek, and at many schools around our district, we're trying to teach our students to become productive members of a technologically oriented society. Computers are an integral part of our everyday lives, and educators, parents and other community members see the need for computer instruction in our schools. Unfortunately, we are being asked to provide this instruction without the proper computer equipment.

Our makeshift lab at Rabbit Creek is comprised of 16 computers that range in age from 2-10 years old. At any given time you can walk into that lab and at least one of those computers will be down. Classes are provided with one hour of lab time each week. There are 25-30 students per class, so each child receives about 7 minutes of computer time every week. However, between breaks, switching partners, and overcoming software and hardware problems each student more realistically receives only 10-15 minutes of actual time working on the computer.

Additionally, our computers are inadequate in other ways that are simply inherent to the type of equipment that we have. Many of our monitors cannot handle the 80 column display that is used by our word processing program. The quality of text that is displayed is so poor that students have difficulty reading it.

Another major problem that we face is the limited memory of our computers. The software developed for these machines is often confusing and difficult to use. Imagine the frustrations of a child unable to

accomplish a task simply because the program is not user friendly. It can be a disappointing experience for both teachers and students alike. I have spent weeks guiding fifth graders through the long and sometimes frustrating process of using the Appleworks word processor on an Apple IIe computer. I have also had the experience of teaching the same age group how to use the MicroSoft Works word processor on a Macintosh. Instead of weeks, children met with success in only a few short lessons. The difference is that the Macintosh programs are much more user friendly, and provide children with a much more powerful, interesting, and motivating writing tool.

I have witnessed many successes over the past years, especially since I've been at Rabbit Creek. We've trained students, teachers, and interested parents in the usage of the equipment and software available in our school. We've integrated computers into the instructional process as best we could with what we have at our disposal. Our students are developing their abilities to keyboard, and use word processors, as well as to reinforce their skills through curriculum integrated programs. We've involved parents in the operation of the computer lab. They are an integral, and supportive, part of our instructional technology program.

~~WE SEE THE PROBLEMS APPROACHING~~ → WE HAVE A VISION OF WHERE WE WANT TO GO FROM HERE, BUT
However, those successes are in the past. In order to insure that the children of Alaska are tomorrow's functional members of our computer literate society we need your ~~continued support~~ TO SUPPORT HB 203 & 204 TODAY.

AND ~~THE~~ OUR INADEQUATE EQUIP. IS LEADING US TO A DEAD END.

James E. Fellenberg
5007 E. 25th Place
Anchorage, AK. 99508

Profession: Teacher - Algebra and Technology Education
Place: Clark Junior High School

The following is a list of concerns about the lack of current technologies, such as computers, laser disc players, etc., for use in classrooms or limited supply in other classrooms.

1) Students are expected to develop an understanding of the use and application of computers by using books or videos/films. They are handicapped greatly by not being able to use the real devices. They fail to develop not only the knowledge of its use and capabilities, but also fail the basic understanding of how it works and interfaces with other aspects of life.

2) Students, who do have limited access to computer equipment, realize it can only be found easily accessible in one or two locations in the building. They do not get the opportunity to transfer skills and knowledge from one location to another or even one discipline to another.

3) Technology in every classroom opens the door to true learning by a hands on, activity based process with some real application versus the outdated communication process utilizing just books and teacher lectures.

4) Students using and applying updated technologies may graduate not having touched the latest in equipment, but if they have had the opportunity to experience technologies which are only a few years old, the gap to a successful real life or career transition is only a narrow one. They are much more receptive to the training required to bring them in step.

**TESTIMONY BEFORE THE HOUSE H.E.S.S. COMMITTEE ON
HB 203/204**

Thank you. I'm Lee Wilson. I work with a variety of instructional support programs in the Anchorage School District, including Instructional Technology and Staff Development.

Teachers and principals can give strong testimony about the need for more student access to sophisticated instructional tools. Honestly, I haven't talked to anyone lately who disputes the need. The School District Budget Advisory Commission which is appointed by the municipal Assembly has for several years recommended greater investment in technology. Business people I talk to are appalled by the lack of access by secondary students to what are rapidly becoming "standard tools of commerce." Support within the school board for technology is strong and growing. The superintendent is an outspoken advocate for greater use of technology in schools.

With all this open support, why has the District been unable to meet this compelling need? The answer is simple: the demands on the operating budget are growing each year while the base of support within the foundation program has been unchanged for five years. While we anticipate a budget increase for the coming year, almost all of the additional monies secured will be devoted to meeting the demands of the 2000 additional students we expect to serve. There are numerous districts in the state with fewer than 2000 students total. Community pressure is growing to commit a greater portion of

the operating budget to major maintenance projects; the list of wants in this area exceeds \$200 million.

At best we can hope for enough recurring revenue to insure support and maintenance of a new hardware base for classroom computing, over the next decade. The likelihood that the operating budget will cover a major investment in technology for our students is too small to take seriously. The legislature is our primary hope. We have extended the useful life of the antiquated hardware we now have about as far as we can. We can refurbish it but the cost per unit is typically 2/3 the cost of new, far more powerful and flexible equipment. Without a major influx of resources, specifically targeted to address this issue, our ability to provide learning opportunities relevant to the world as it is and how we think it will be will diminish each year at a time when the pressure to graduate a product with appropriate technical skills expected in the world of work is increasing.

I hope you will see your way clear, not simply to move this bill out of committee, but through the House, through the legislature, and through the Governor. Thank you for your consideration.

Lee Wilson
8410 Pioneer Drive
Anchorage, Alaska 99504

House Health, Education & Social Services Committee

House Bills 203/204 Teleconference

Thursday, April 11, 1991

Lawrence A. Wiget, Ed.D., Supervisor Instructional Technology Services
Anchorage School District
phone: (w) 269-2255

Good morning! My name is Larry Wiget and I am the instructional technology supervisor for the Anchorage School District. It is my responsibility to respond to the needs of principals, teachers and parents for technology in our schools, a job made difficult by a lack of resources not only in Anchorage, but in school districts throughout the state.

Our teachers and our students statewide desperately need computers and other instructional technologies, as well as the training in the use of these technologies. Passage of House Bills 203/204 will help meet these needs.

Several weeks ago, I attended a statewide computer conference here in Anchorage where computer experts from the U.S. and Canada told us that we were doing an excellent job in preparing our students for life in the 1970's, but not for life in the 1990's; and, that the technology we are using in our classrooms is not the technology our students will find in the workplace, nor the technology needed to prepare them to lead successful and productive adult lives in the world in which they will inherit.

As we prepare to enter the rapidly changing and globally competitive world of the 21st century, we must provide our teachers and our students with the technological tools to enhance productivity, master basic skills, improve communication skills, develop critical thinking abilities and foster cooperative learning. Greater access to technology will enable us to accomplish this.

And how do we effectively integrate this technology into our classrooms and into our curriculum? ---- Through Planning and Training!

At the District level here in Anchorage, we provide continuity of program and support, as well as coordination with principals and teachers in the establishment of District technology goals and objectives.

We work with building-level principals, their staffs and their parents to create a site-based technology plan which allows them to choose the technology and the training which meets the instructional and training needs of the teachers and students in their school.

We coordinate with our staff development department to deliver training to teachers; and, we work with our tests and measurement department to

assess the effectiveness of the training and the technology in meeting stated goals.

The intent of House Bill 203 is not only to purchase hardware and software, but to provide the training for its effective use, training which will help us successfully integrate the technology into our curriculum, training which is often omitted in favor of purchasing hardware. We cannot merely provide our teachers and students with the tools, we must train them to use them effectively.

Our District technology planning process ensures this; and, the guidelines for implementing technology presented in House Bill 203 will guarantee it.

Passage of House Bills 203/204 is a major step in enabling our schools to meet the educational challenges of the 21st century. Thank you for your support!

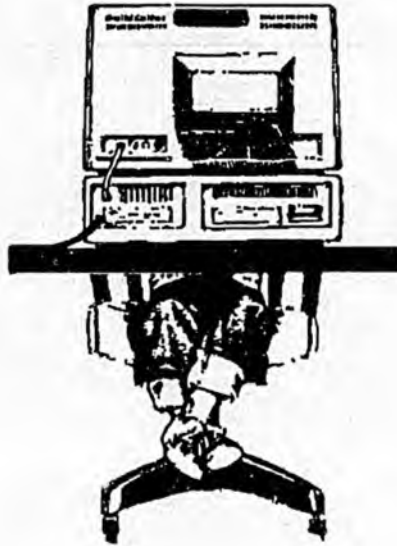


Table of Contents

- HB 203** **An Act establishing the Alaska education technology fund, and relating to publicly funded libraries; and providing for an effective date.**
1. **HB 203**
 2. **Fiscal Note, Department of Revenue**
 3. **SPONSOR BACK-UP MATERIALS**
 4. **Education**

CS FOR HOUSE BILL NO. 203 (HES)

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVES BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

A BILL

FOR AN ACT ENTITLED

1 "An Act establishing the Alaska education technology fund, and relating to publicly funded
2 libraries; and providing for an effective date."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1. FINDINGS AND PURPOSE.** (a) The legislature finds that

5 (1) 75 percent of the labor force in the state is unprepared to deal with rapidly changing
6 technology;

7 (2) the education system can help in creating a trained labor force;

8 (3) schools lack adequate hardware, software, and training for students and teachers in
9 computer technology;

10 (4) in order to implement effective education programs, teacher training and active
11 participation is essential.

12 (b) It is the purpose of this Act to establish the Alaska education technology fund, to provide
13 teachers with training in how to apply education technology in meeting instructional objectives, and to
14 provide the necessary equipment and materials to effectively utilize education technology within the

1 adopted curricula throughout the rural and urban schools of this state.

2 * Sec. 2. AS 14.30 is amended by adding new sections to read:

3 ARTICLE 10. ALASKA EDUCATION TECHNOLOGY FUND.

4 Sec. 14.30.750. ALASKA EDUCATION TECHNOLOGY FUND ESTABLISHED. (a)

5 The Alaska education technology fund is established in the department. The purpose of the fund
6 is to enhance the quality and equity of education at public elementary and secondary schools by
7 providing grants to purchase, install, and maintain instructional equipment and materials related
8 to technology for classroom use, to provide training in the use of the instructional equipment and
9 materials to help students achieve student performance standards, and to provide network access
10 for public schools through the University of Alaska computer network. The fund consists of
11 legislative appropriations to the fund and public or private donations made for the purpose of the
12 fund.

13 (b) A grant application may be submitted to the department by a public school or by a
14 school district on behalf of a public school. The department shall award grants from the fund
15 to a school district or to a public school grantee selected by the committee.

16 Sec. 14.30.760. POWERS AND DUTIES OF THE COMMISSIONER OF REVENUE.

17 The commissioner of revenue is the treasurer of the fund and has the following powers and duties
18 under this section:

19 (1) to act as official custodian of the cash and investments belonging to the fund
20 by securing adequate and safe custodial facilities;

21 (2) to collect the principal and income from investments owned or acquired by
22 the state treasury and deposit the amounts in separate principal and income accounts for the fund;

23 (3) to invest and reinvest the assets of the fund as provided in this section and
24 as provided for the investment of retirement funds under AS 14.25.180;

25 (4) to exercise the powers of an owner with respect to the assets of the fund;

26 (5) to do all acts, whether or not expressly authorized, that the commissioner of
27 revenue considers necessary or proper in administering the assets of the fund;

28 (6) to maintain accounting records of the fund in accordance with investment
29 accounting principles and with distinction between the principal and income accounts of the fund;

30 (7) to engage an independent firm of certified public accountants to annually audit
31 the financial condition of the fund's investments and investment transactions;

1 (8) to enter into and enforce contracts or agreements considered necessary for the
2 investment purposes of the fund;

3 (9) to report to the department the condition and investment performance of the
4 fund.

5 Sec. 14.30.770. EDUCATION TECHNOLOGY GRANT COMMITTEE. (a) The
6 Education Technology Grant Committee is composed of seven members appointed by the
7 governor. The governor shall appoint

8 (1) four members who are educators with demonstrated education technology
9 experience;

10 (A) one from a district with 15,000 or more students;

11 (B) one from a district with at least 6,000 but less than 15,000 students;

12 (C) one from a district with at least 1,000 but less than 6,000 students; and

13 (D) one from a district with less than 1,000 students;

14 (2) one member with demonstrated education technology experience who is
15 employed by the University of Alaska;

16 (3) one member with demonstrated education technology experience who is
17 employed by the department; and

18 (4) one public member.

19 (b) The committee shall review grant applications and award grants to school districts
20 or public schools from the fund. In reviewing grant applications, the committee shall incorporate
21 the school's or district's plan for utilizing new equipment and materials, and shall consider the
22 school's or district's provisions for initial and ongoing training for teachers in curriculum
23 application and implementation, the completeness and consistency of the application, and the
24 relationship between the application and the board's standards for student performance. In
25 awarding grants, the committee shall develop appropriate guidelines to ensure an equitable
26 distribution of grant funds. The committee shall recommend to the department the best method
27 for providing statewide teacher training on the application and implementation of education
28 technology as a part of the classroom curriculum.

29 (c) Members of the committee serve without compensation but are entitled to receive per
30 diem and travel expenses authorized for boards and commissions under AS 39.20.180.

31 Sec. 14.30.780. DEFINITIONS. In AS 14.30.750 - 14.30.780,

1 (1) "committee" means the Education Technology Grant Committee;

2 (2) "district" has the meaning given in AS 14.17.250;

3 (3) "fund" means the Alaska education technology fund.

4 * Sec. 3. AS 14.56.030 is amended to read:

5 Sec. 14.56.030. STATE LIBRARY DUTIES. The department shall undertake state
6 library functions that will benefit the state and its citizens, including:

7 (1) coordinating library services of the state with other educational services and
8 agencies to increase effectiveness and eliminate duplication;

9 (2) providing reference library service to state and other public officials;

10 (3) providing library services and administering state and other grants-in-aid to
11 public libraries, including publicly funded libraries, to supplement and improve their services,
12 the grants to be paid from funds appropriated for that purpose [,] or from other funds available
13 for that purpose;

14 (4) providing library service directly to areas in which there is not sufficient
15 population or local revenue to support independent library units;

16 (5) distributing financial aid to public libraries for extension of library service to
17 surrounding areas and to improve inadequate local library service under regulations adopted by
18 the department;

19 (6) offering consultant service on library matters to state and municipal libraries,
20 community libraries, school libraries, and libraries in unincorporated communities;

21 (7) serving as a depository for state and federal publications concerning Alaska;

22 (8) applying for, receiving, and spending, in accordance with AS 37.07 (the
23 Executive Budget Act), federal, state, or private funds available for library purposes;

24 (9) recording and distributing the election pamphlet provided for by AS 15.58 to
25 libraries throughout the state for use by blind voters;

26 (10) establishing and charging fees for reproduction, printing, and handling costs
27 [,] for mailing and distributing state publications and research data [,] and for other services
28 authorized by this chapter;

29 (11) operating and maintaining the Alaska State Archives under AS 40.21.

30 * Sec. 4. Before accepting grant applications under AS 14.30.075(b), enacted in sec. 2 of this Act
31 the Department of Education shall conduct a statewide education technology and grant writing seminar,

1 available to all public schools and school districts.

2 * Sec. 5. AS 14.30.750, 14.30.760, 14.30.770, and 14.30.780 are repealed December 31, 1996.

3 * Sec. 6. This Act takes effect July 1, 1991.

FISCAL NOTE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. HB 203

Revision Date: March 11, 1991
Title: An act establish the Alaskan Education Technology fund
Sponsor: Brown
Requestor: HESS

Department Affected: Revenue
BRU: Treasury
Component: _____

Component Serial No. _____

1	2	3
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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES	5.0	5.0	5.0	5.0	5.0	5.0
TRAVEL						
CONTRACTUAL	20.0	20.0	20.0	20.0	20.0	20.0
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	25.0	25.0	25.0	25.0	25.0	25.0

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

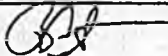
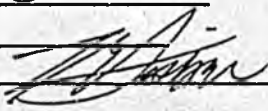
GENERAL FUND						
FEDERAL FUNDS						
OTHER	25.0	25.0	25.0	25.0	25.0	25.0
TOTAL	25.0	25.0	25.0	25.0	25.0	25.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: Basic personal services and contractual costs for investment management, accounting, auditing, and custodial services for a trust fund within the Treasury division.

Prepared by: Brian C. Andrews 
Division: Treasury
Approved by Commissioner: 
Agency: Revenue

Phone: 465-2350
Date: March 11, 1991

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

SPONSOR STATEMENT

HB 203/204 - Establishing an Education Technology Fund

HB 203

HB 203 would provide for education technology in Alaska's public elementary and secondary schools.

Specifically, the legislation would:

- 1) **Establish an Education Technology Fund in the Department of Education.** The purpose of the fund is to provide one-time grants to public elementary and secondary schools to purchase, install, and maintain education technology in the classroom.
- 2) **Establish an Education Technology Grant Committee, consisting of seven members, appointed by the Governor.** The Committee would review grant requests using specified criteria and award grants to individual schools or school districts.
- 3) **Expand the duties of the state libraries system.** The state library would be able to provide grants to all publicly funded libraries to expand and update database and information network systems.

Discussion

Look around you. In this room, and every room in the Capitol Building there are computers. In the past, computers were considered to be nothing more than revolutionary word processors. Today, they act as gateways to a wealth of information unheard of as little as five years ago.

Technology now reaches beyond basic keyboarding skills. Interactive multimedia centers combine telecommunications, satellite systems, and videodiscs that open new doors to students. Databases, documentaries, and dramas offer a glimpse into a rich and diverse world. Student's interests become more global, and provide the incentive to learn how to further access information.

As a state, we can no longer afford to neglect this issue. A recent national poll indicated that on the job computer use has increased from 25 percent in 1984 to 37 percent in 1989. Each year businesses spend approximately \$250 billion to train and upgrade the skills of employees. In spite of the increasing

prevalence of computers in the work place, innovative applications of education technology have been lacking in our schools.

Education Technology has the potential to act as an equalizer in education, and to assist with the delivery of quality education in rural Alaska. This is essential to insure that our students are prepared to meet the needs of the business community in the future.

Alaskans cannot afford to be followers in the technological revolution. We need to become leaders.

HB 204

House Bill 204, as a companion measure, would appropriate \$60 million from the general fund to the Education Technology Fund. In addition, \$3 million would be appropriated from the general fund to the state libraries system to provide grants to all publicly funded libraries to expand and update database and information network systems.

SECTIONAL ANALYSIS

HB 203 — Education Technology Fund & State Library Duties

Section 1

Findings and Purpose.

Section 2

The Alaska Education Technology Fund is established in the Department of Education. The purpose of the fund is to provide one-time grants to public elementary and secondary schools to purchase, install, and maintain education technology in the classroom. The Commissioner of Revenue is designated as treasurer of the fund.

An Education Technology Grant Committee, consisting of seven members, is appointed by the governor. The Committee shall review grant requests using specified criteria and award grants to individual schools or school districts. Members of the Committee serve without compensation but are entitled to receive per diem and travel expenses.

Section 3

AS 14.56.030 is amended to allow the state library to make grants to publicly funded libraries.

Section 4

Sunset clause. The Alaska Education Technology Fund established by this legislation is repealed December 31, 1994.

Section 5

Effective date of July 1, 1991.

HOUSE BILL NO. 203

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

Introduced: 3/8/91

Referred: Health, Education & Social Services, Finance

A BILL**FOR AN ACT ENTITLED**

1 "An Act establishing the Alaska education technology fund, and relating to publicly funded
2 libraries; and providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. FINDINGS AND PURPOSE. (a) The legislature finds that

5 (1) 75 percent of the labor force in the state is unprepared to deal with rapidly changing
6 technology;

7 (2) the education system can help in creating a trained labor force;

8 (3) schools lack adequate hardware, software, and training for students and teachers in
9 computer technology;

10 (4) in order to implement effective education programs, teacher training and active
11 participation is essential.

12 (b) It is the purpose of this Act to establish the Alaska education technology fund, to provide
13 teachers with training in how to apply education technology in meeting instructional objectives, and to
14 provide the necessary equipment and materials to effectively utilize education technology within the

1 adopted curricula throughout the rural and urban schools of this state.

2 * Sec. 2. AS 14.30 is amended by adding new sections to read:

3 ARTICLE 10. ALASKA EDUCATION TECHNOLOGY FUND.

4 Sec. 14.30.750. ALASKA EDUCATION TECHNOLOGY FUND ESTABLISHED. (a)

5 The Alaska education technology fund is established in the department. The purpose of the fund
6 is to enhance the quality and equity of education at public elementary and secondary schools by
7 providing grants to purchase, install, and maintain instructional equipment and materials related
8 to technology for classroom use, to provide training in the use of the instructional equipment and
9 materials, and to help students achieve student performance standards. The fund consists of
10 legislative appropriations to the fund and public or private donations made for the purpose of the
11 fund.

12 (b) A grant application may be submitted to the department by a public school or by a
13 school district on behalf of a public school. The department shall award grants from the fund
14 to a school district or to a public school grantee selected by the committee.

15 Sec. 14.30.760. POWERS AND DUTIES OF THE COMMISSIONER OF REVENUE.

16 The commissioner of revenue is the treasurer of the fund and has the following powers and duties
17 under this section:

18 (1) to act as official custodian of the cash and investments belonging to the fund
19 by securing adequate and safe custodial facilities;

20 (2) to collect the principal and income from investments owned or acquired by
21 the state treasury and deposit the amounts in separate principal and income accounts for the fund;

22 (3) to invest and reinvest the assets of the fund as provided in this section and
23 as provided for the investment of retirement funds under AS 14.25.180;

24 (4) to exercise the powers of an owner with respect to the assets of the fund;

25 (5) to do all acts, whether or not expressly authorized, that the commissioner of
26 revenue considers necessary or proper in administering the assets of the fund;

27 (6) to maintain accounting records of the fund in accordance with investment
28 accounting principles and with distinction between the principal and income accounts of the fund;

29 (7) to engage an independent firm of certified public accountants to annually audit
30 the financial condition of the fund's investments and investment transactions;

31 (8) to enter into and enforce contracts or agreements considered necessary for the

1 investment purposes of the fund;

2 (9) to report to the department the condition and investment performance of the
3 fund.

4 Sec. 14.30.770. EDUCATION TECHNOLOGY GRANT COMMITTEE. (a) The
5 Education Technology Grant Committee is composed of seven members appointed by the
6 governor. The governor shall appoint

7 (1) four members who are educators with demonstrated education technology
8 experience;

9 (A) one from a district with 15,000 or more students;

10 (B) one from a district with at least 6,000 but less than 15,000 students;

11 (C) one from a district with at least 1,000 but less than 6,000 students; and

12 (D) one from a district with less than 1,000 students;

13 (2) one member with demonstrated education technology experience who is
14 employed by the University of Alaska;

15 (3) one member with demonstrated education technology experience who is
16 employed by the department; and

17 (4) one public member.

18 (b) The committee shall review grant applications and award grants to school districts
19 or public schools from the fund. In reviewing grant applications, the committee shall incorporate
20 the school's or district's plan for utilizing new equipment and materials, and shall consider the
21 school's or district's provisions for initial and ongoing training for teachers in curriculum
22 application and implementation, the completeness and consistency of the application, and the
23 relationship between the application and the board's standards for student performance. In
24 awarding grants, the committee shall use a per student - per teacher guideline to ensure an
25 equitable distribution of grant funds. The committee shall recommend to the department the best
26 method for providing statewide teacher training on the application and implementation of
27 education technology as a part of the classroom curriculum.

28 (c) Members of the committee serve without compensation but are entitled to receive per
29 diem and travel expenses authorized for boards and commissions under AS 39.20.180.

30 Sec. 14.30.780. DEFINITIONS. In AS 14.30.750 - 14.30.780,

31 (1) "committee" means the Education Technology Grant Committee;

1 (2) "district" has the meaning given in AS 14.17.250;

2 (3) "fund" means the Alaska education technology fund.

3 * Sec. 3. AS 14.56.030 is amended to read:

4 Sec. 14.56.030. STATE LIBRARY DUTIES. The department shall undertake state
5 library functions that will benefit the state and its citizens, including:

6 (1) coordinating library services of the state with other educational services and
7 agencies to increase effectiveness and eliminate duplication;

8 (2) providing reference library service to state and other public officials;

9 (3) providing library services and administering state and other grants-in-aid to
10 public libraries, including publicly funded libraries, to supplement and improve their services,
11 the grants to be paid from funds appropriated for that purpose [,] or from other funds available
12 for that purpose;

13 (4) providing library service directly to areas in which there is not sufficient
14 population or local revenue to support independent library units;

15 (5) distributing financial aid to public libraries for extension of library service to
16 surrounding areas and to improve inadequate local library service under regulations adopted by
17 the department;

18 (6) offering consultant service on library matters to state and municipal libraries,
19 community libraries, school libraries, and libraries in unincorporated communities;

20 (7) serving as a depository for state and federal publications concerning Alaska;

21 (8) applying for, receiving, and spending, in accordance with AS 37.07 (the
22 Executive Budget Act), federal, state, or private funds available for library purposes;

23 (9) recording and distributing the election pamphlet provided for by AS 15.58 to
24 libraries throughout the state for use by blind voters;

25 (10) establishing and charging fees for reproduction, printing, and handling costs
26 [,] for mailing and distributing state publications and research data [,] and for other services
27 authorized by this chapter;

28 (11) operating and maintaining the Alaska State Archives under AS 4 . . .

29 * Sec. 4. AS 14.30.750, 14.30.760, 14.30.770, and 14.30.780 are repealed December 31, 1994.

30 * Sec. 5. This Act takes effect July 1, 1991.

HOUSE BILL NO. 204

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

Introduced: 3/8/91

Referred: Health, Education & Social Services, Finance

Funding Information: General Fund \$63,000,000

Other Funds -0-

\$63,000,000

A BILL

FOR AN ACT ENTITLED

1 "An Act making special appropriations for the Alaska education technology fund and
2 grants for publicly funded libraries; and providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. Contingent on the enactment of an Act passed by the Seventeenth Alaska State
5 Legislature creating the Alaska education technology fund, the sum of \$60,000,000 is appropriated from
6 the general fund to the Alaska education technology fund.

7 * Sec. 2. Contingent on the enactment of an Act passed by the Seventeenth Alaska State Legislature
8 amending AS 14.56.030 to authorize grants to publicly funded libraries, the sum of \$3,000,000 is
9 appropriated from the general fund to the Department of Education, division of libraries, for grants to
10 publicly funded libraries for library computer automation and resource sharing systems.

11 * Sec. 3. The appropriations made by this Act lapse June 30, 1994.

12 * Sec. 4. This Act takes effect July 1, 1991.



MORE WEAKNESSES ARE REVEALED IN ANCHORAGE'S EMERGENCY RESPONSE CAPABILITY WHEN A POTHOLE SWALLOWS A FIRE TRUCK, AN AMBULANCE, AND SEVERAL LOOSE DOGS.

Best foundation for future is education

Is there a reason why it's so much easier to get legislators and governors fired up about construction projects than about spending money to produce stable, well-educated citizens?

Let's get specific: Why have we committed tens of millions to a demonstration coal power plant to produce power we don't need at prices higher than we now pay while funding day-care assistance at barest minimums — and arguing about even that?

Why is it that most politicians get hot and bothered by dams and port projects but seize up at the mention of community block grants? Why can they coolly calculate payoffs from causeways and deep-sea pipelines costing hundreds of millions of dollars but fail to see the value of Head Start programs that have proven effective in keeping marginal kids in school?

We'll readily spend \$50 million on a new prison, but choke on hiring inspectors to keep day-care centers operating safely. Does it occur to the people making these decisions that they're just pay-



**HOWARD
WEAVER**

ing at the wrong end of the pipeline?

To be fair, not everybody in Juneau misses the point. It was a politician whose recent quote started me thinking along these lines. Rep. Niilo Koponen of Fairbanks capsulized it well when he observed, "Criminals don't come out of the woodwork. They come out of the second grade."

Increasingly, many experts would argue, second grade is too late to consider this issue. Formative years begin far younger than that, and the inescapable fact is that our society increasingly forces parents to commit

kids in those tender stages to the care of strangers with uncertain qualifications.

The dam builders and port planners will surely argue that their special spending interests represent "infrastructure" — concrete investments in the future designed to generate jobs and wealth. They will say day-care assistance is just an operating budget line-item, spent today and gone tomorrow.

To begin with, let's acknowledge the need for concrete. I'm only arguing that it would be easy to pay for a host of needed additional programs if we could just avoid the genuine turkeys in the Cement Budget.

(We need to pay for roads, for instance. But before we spend untold millions on a road to Cordova, shouldn't we buy ourselves a decent road to Eagle River?)

Take the proposed Fire Island port — the one with no customers yet, and nothing much to ship through it. It's projected to cost better than \$250 million, even according to the traditionally optimistic estimate of its proponents. Do you have

any idea how much quality day care \$250 million would buy?

Truth to tell, there is no more cost-effective investment in Alaska's economic future than the production of mentally healthy citizens with skills and attitudes that are going to be useful in tomorrow's marketplace. There's will be a world increasingly oriented toward information and internationalism, and they will need all the help they can get competing in it.

But will we spend the money to help them? For about \$60 million, we could fund a plan to bring real technological literacy to every school in Alaska — grants for computer labs, specialized teachers and enough hardware to give kids ready, easy access.

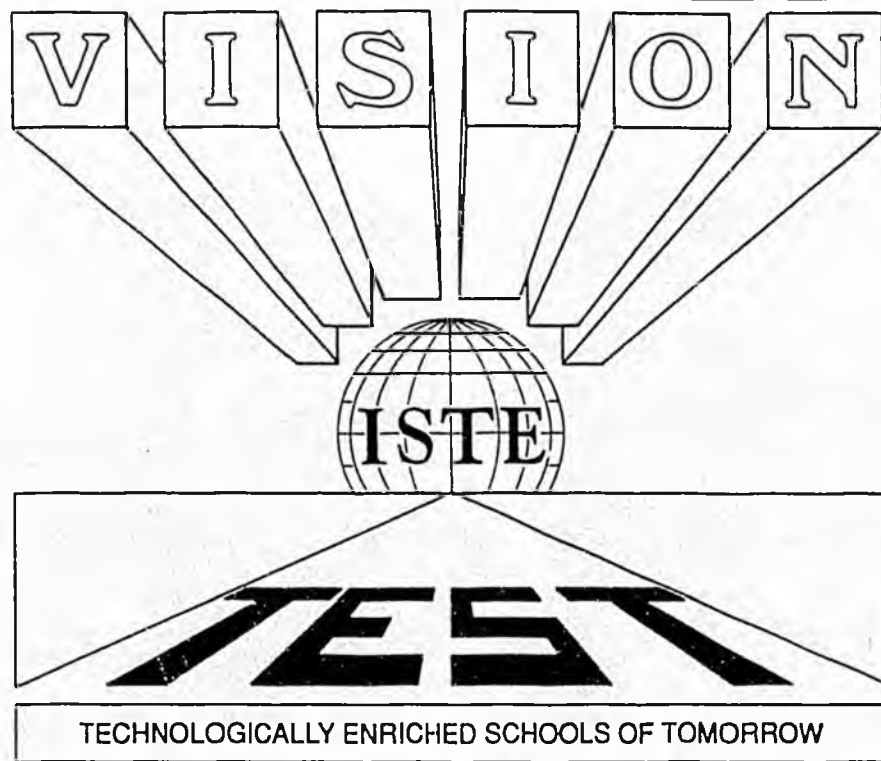
There's a bill to do just that in the House this session — right alongside the turkey coal plant at Healy. Want to bet on which one gets the bucks?

□ Howard Weaver is editor of the Anchorage Daily News.

Bush causes longing for the Reagan years

School Dropouts, Economics, and Technology

by Lud Braun



This article is excerpted from Vision:TEST (Technologically Enriched Schools of Tomorrow) Final Report: Recommendations for American Educational Decision Makers. The Vision:TEST project, carried out by ISTE with funding from IBM, involved 150 leading educators at all levels in a study of the potential that technology offers to education. Copies of the Vision:TEST report and related videotapes may be purchased through the ISTE office.

During the same period, the decline for Hispanic young men was 38.6%; for young black males it was 61.3%.

In terms of the current state of our economy, the consequences of dropping out of school and/or not achieving at full potential are summarized below (Taggart, 1987):

One of the great tragedies of the educational system of the United States is that one child in four who enters school as a starry-eyed kindergartner will be seriously handicapped in realizing the American dream of success and a secure family life because that child will not graduate from high school. If that kindergartner lives in the inner city, the chances that the child will not graduate from high school rise to one in two or worse.

In the past, this tragedy has been mitigated by the easy availability of jobs at which one could spend a lifetime and through which one could maintain a middle class standard of living without a high-school education. As we move into the Information Age, where technology plays an increasing role in business and industry, such jobs are disappearing. (For example, one of the major national fast-food restaurant chains is planning to almost totally automate its fast-food restaurants, eliminating many jobs currently available to ambitious but under-educated people.)

The existence of school dropouts is socially unacceptable and has dire consequences for business. The waste of potentially productive lives cannot be tolerated in a society that values the life of each of its citizens. Even if, as a nation, we wish to ignore the social dimension of this waste, we cannot ignore its business consequences. As we move into the Information Age, businesses need highly-skilled employees in increasing numbers. For the sake of our national economic health, we cannot accept a generation of increasing numbers of under-prepared workers. Both for humanitarian and for business reasons, we must consider the immediate future as the Era of Human Capital Development.

A recent report focusing on at-risk youth warns that "We are on the way to creating a soup-kitchen labor force in a post-industrial economy." (MDC, Inc., 1988.) It points out that the real mean earnings of male high school dropouts between the ages of 20 and 24 declined 41.6% between 1973 and 1984.

- The dropout realizes only 64% of the income of a high school graduate achieving at grade level; high school graduates average 1.6 times the lifetime income of dropouts; people with 1-3 years of college average 1.7 times and those who graduate from college average twice the income of dropouts.
- Each year of added schooling reduces by one-third the likelihood that a person will receive food stamps or cash assistance.
- In 1979, among women who were 17-21 years old, 7.7% gave birth out of wedlock.
- Among non-institutionalized males over 19, 7.7% were arrested in 1981; among those with high school diplomas, 93.5% fewer were arrested than those who had dropped out.
- Parents with more education have children with better basic skills; basic-skills deficiencies often continue from generation to generation.

Taggart cites the experience gained from a national program carried out by the Remediation and Training Institute in which tens of thousands of people have experienced typical gains of 1.1 grades in reading and 1.6 grades in mathematics skills through the intensive use of educational technology. These results were achieved in an average of 50 hours of instruction at an average cost of \$300 per student. These gains were realized in a population that included single parents, welfare recipients, people who read below seventh-grade level, and dropouts.

Taggart has proposed a comprehensive Agenda for Action that is too extensive for description here; however, his demonstrated success and his detailed study of the effects of technology on dropouts with reduced levels of basic skills are worthy of careful study by educational decision makers at all levels.

In a long-term study of educational system reform and the impact of dropouts, Robert Gholson of IBM observes (1990, August):

- 80% of the jobs that will exist in the year 2000 do not exist today; 70% of these will require two years of education beyond high school, and 35% will require four years of education beyond high school.
- The half-life of the knowledge of an engineer (the time it takes for half of an engineer's specialized knowledge to be replaced by more current knowledge) is 3.2 years. This suggests the necessity for lifelong learning.
- Most jobs currently held by dropouts will be done by robots in the year 2000 (see the comment about automation plans of fast-food restaurants above).

Gholson has developed a model of the economic impact of dropouts that is known as the Colorado Model. Among the inputs to this model are: total student population; dropout rate; percentage of dropouts who go on welfare; percentage of dropouts who go to prison; costs of welfare and of incarceration; costs of current dropout prevention programs and remediation costs; costs of adult literacy programs; and wage rates for dropouts, high school graduates, and college graduates. After all inputs are entered into the model, in a hypothetical state with a population of 500,000 students, the cost of dropouts (including lost tax revenue because of low annual incomes of dropouts, and costs of dropout-prevention programs, incarceration, and welfare) over a four-year period is \$1


billion. This cost amounts to \$500 per student per year. The existence of dropouts drains state-wide resources that could be invested in educational enhancements for all children statewide, including the at-risk students.

If we wished to carry the Colorado Model to its logical conclusion, we would extrapolate the welfare costs over the lifetime of the recipient (typically \$200,000-\$400,000); we would add the long-term cost of the children of dropouts (many of whom will become dropouts themselves); we would add the costs of recidivism among dropouts who are incarcerated; and we would add the costs of additional pregnancies among female dropouts. We shall leave these out of the current discussion to ensure that the conclusions are conservative. In addition, we do not account for the real, but unquantifiable, social cost of unrealized contributions to society of people who do not reach their intellectual potential, the social cost of unstable families of dropouts, or the cost of the stigma of failure among these dropouts.

Using the most conservative estimates, then, we conclude that school dropouts cost our nation \$500 per student per year. This economic loss is a combination of direct costs and unrealized tax income. If we identify some way of dramatically reducing dropout rates, we can realize significant savings. If we cut the dropout rate by half, we can realize a reinvestment potential of \$250 per student per year, nationally. With 43 million students enrolled in our public schools in 1990-91, this is a reinvestment potential of \$11 billion per year nationwide that can be used to provide funds needed to purchase hardware and software to improve the educational environment of all students, as well as to provide funds for teacher training and to provide teachers with the time and support they need to integrate technology into their classrooms. Gholson has used his model to extrapolate these results over the next several years. (Gholson, 1990, September). The annual reinvestment potential, which is \$11 billion in 1990, totals several hundred billion dollars over the next decade, an amount which, if directed to the improvement of our educational system, would have an enormous impact on the preparation of our children for the 21st century.

In addition to the reinvestment potential identified above, we should consider the fact that U.S. industries and businesses spend \$25 billion annually developing basic skills among their employees. These funds, com-

bined with the \$11 billion identified above, represent a total of \$36 billion that the United States is spending to compensate for inadequacies in our educational system. It seems clear that, if an effective way can be found to reduce dropout rates and to improve basic skills, this nation has a significant sum to use to support improvements in our educational system without requiring any additional revenues! It should be noted here that the money we are talking about is real money—money that comes from eliminating costs of programs that will become unnecessary, and from added revenues based on increased earnings among those children whose education is improved through reinvestment.

Technology combined with properly trained teachers offers a dramatic solution to the dropout problem. The successes I have described elsewhere in the *Vision: TEST Final Report* (Braun, 1990) suggest that we can cut dropout rates at least in half and we can significantly increase the basic-skills levels of our students. Further, we can improve the levels of problem-solving, decision-making, communication, and other skills among students at all age and ability levels if we provide schools with adequate amounts of technology and provide teachers with professional development activities to learn how to use the new technologies and apply them in their own work and in the design of student learning activities. These technologically enriched classrooms can inspire all students to achieve at levels beyond anything possible in conventional classrooms. 

[Ludwig Braun, c/o ISTE, 1787 Agate Street, Eugene, OR 97403; CompuServe 7014.2117; Bitnet ISTE@Oregon.]

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Classroom Technology And Its Global Connections

By Jane Boston, Adrian Chan
and Gary Mukai

The vignettes which follow describe three such approaches.

WE LIVE IN A SOCIETY in which every space of public and, increasingly, private life is influenced by technology. New and emerging forms of media have opened windows into the world's many cultures and brought us up to speed with the pace of current events. Through the use of technology, many schools are adapting their curricula to reflect changes in our interdependent world. Students are developing critical thinking and perspective talking skills, gaining an appreciation of other cultures and actively participating in decision-making exercises in their own communities and beyond.

Jane Boston is the Interim Director of the Stanford Program on International and Cross-Cultural Education (SPICE) at Stanford University. Adrian Chan is the Project Coordinator of the Soviet Union and Eastern Europe Project of SPICE. Gary Mukai is the Project Coordinator of the Japan Project of SPICE.

Satellites, Computers and Penpals

It's Halloween, and dressed in all of the Ninja Turtle, Bart Simpson, Pirates of the Caribbean and Karate Kid costumes is a bubbly group of kindergartners at Jeanne R. Meadows Elementary School in San Jose, California. Behind their masks, I see that 90% of them are Asians — Vietnamese, Chinese, Cambodian, Japanese and Filipino. The other 10% are of European or Latin American descent. How many of them realize that their ninja and karate costumes originated in Japan? Do they know there's a Disneyland near Tokyo?

The themes of the newly established (1990) Meadows School are global understanding and interdependence. Eleanor Kitagawa, kindergarten teacher at the Meadows School, skillfully directs her class in Halloween activities. Above the jack-o-lanterns, Drachmas and orange-frosted cookies, is a large-

please turn to page 48

screen television connected to a videotape player located in the media center of the school. Lynne Hopkins, principal, has ambitious plans for utilizing technology to help children understand the theme of global understanding. A satellite dish has also been installed and plans are underway for Meadows' students to interact with penpals in other parts of the world.

Today, Kitagawa has decided to show *My Day*, a video profiling a

day in the life of a child in Japan. Students are quick to spot cultural similarities and differences. Masafumi, a young boy in Japan, wakes up to a breakfast of raw eggs, baked fish, seaweed and soy bean paste soup. At school, however, he has a lunch of meat cutlet, spaghetti, bread and milk. After school, Masafumi enjoys going to the candy store and playing ninja, but he has to spend time doing homework too. In sharp contrast to textbooks, videos allow limited or non-English speakers to better understand

other cultures and expose students to the sights and sounds of foreign places and languages, important elements of global education. Later Kitagawa helps her students write letters to penpals in Japan.

Storyboards and Video Presentations Via Networked Computers

In Pat Sheltren's eighth grade classroom at Ravenswood Middle School in East Palo Alto, California, students huddle around Macintosh workstations, conceptualizing, researching, sorting, organizing and editing digitized images, sounds and text into presentations. The MediaWorks project gets the young learners actively engaged in their community. Using topics that cover different subject areas, they conduct and videotape interviews, research newspapers and maga-

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The Media Works project gets the young learners actively engaged in their community.

zines and watch TV documentaries and special reports. Students then use SuperCard storyboards on their six networked computers to paste together their presentations. Working in their interdependent groups, they come to appreciate the different abilities and perspectives each of them brings to the project. Where one makes a good editor, others demonstrate talent in choosing sounds or images, or in solving bugs in the technology.

One project constructed by 12 eighth grade girls focussed on the issue of redevelopment in their lower income community of East Palo Alto. For example, they juxtaposed an interview with a real estate developer with the views of people living there and views of fellow students. Students followed the issue

in the newspaper, and in four weeks produced a video presentation containing animated and still images, sounds and text. They had examined the development project from multiple perspectives, weighed the planned hotel's costs and benefit to the community and considered how these should be measured. Later, students were able to reflect on their experience while looking at issues of development.

Computer-Based Telecommunications System

Imagine a portable classroom with wall-to-wall bulletin boards covered with computer paper. Messages from other "countries," weather reports and research notes fill every available inch of wall space. Excited students move about the classroom and the noise level rises as they share ideas and respond to new information. Students give up spring break time to return to the school to work. This is not a description one would ordinarily give to a required senior high school economics class, but fits the one taught by Vicky Dewar at Turlock High School in Turlock, California. Embedded in a one-semester economics class is a simulation which links Dewar's students to 19 other classrooms in nine states, Canada and Argentina through a computer-based telecommunications system.

During the first quarter, Dewar's students study a more traditional economics curriculum, but the second quarter is consumed entirely as they apply and extend their learning through preparation for and participation in the simulation. Students first become "experts" in the economic, political and social systems of the countries with which they will be negotiating. Next they prepare in depth for the country they represent. This year it will be the United Kingdom. According to Dewar, there is not a more effective teaching strategy to develop students understanding of the complex and changing international economic system.

The program, which requires a single computer with a modem, a printer and a telephone line, was initiated by a collaborative ar-

please turn to page 54

AN ANTIDOTE FOR MUTANT REPTILES AND ALIEN WIZARDS.

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Windy Taylor,
PC Computing



"PC GLOBE IS A SUPERB EDUCATIONAL PRODUCT AND AN ESPECIALLY GOOD VALUE."

Peter H. Lewis,
New York Times

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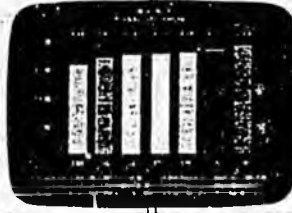
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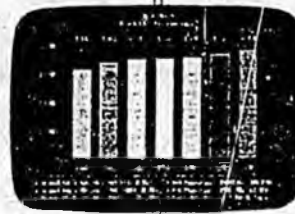
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range between the school district and the Program on International and Multicultural Education (PIME) at California State University, Stanislaus. PIME's co-director, Dr. Pail Magnelia, linked Dewar to the telecommunications program with some financial support from the California International Studies Project managed by Stanford University. The ongoing success of the class has earned it a firm place in the school district's program and budget.

Today's educators face the challenge of how best to foster the knowledge and understanding students need to keep up with the rapid pace of change in this increasingly interdependent world. When logically embedded and woven into the curriculum, the use of technology in our schools can help meet the goals set forth by schools like Meadows, Ravenswood and Turlock.

The students not only created the graphic but also created brochures for the events.

The experience is not always without hitches, of course — the use of technology always introduces new and unforeseen problems. But Pat Sheltren tells a story about an eighth grader who delivered his presentation to educators and project managers at a large computer company one summer. His system crashed during the middle of the presentation. Sheltren stood at the back of the room and watched as her shy ESL student casually explained that these things happen every once in a while and not to worry, he could reboot the machine and be back in the swing of things just a moment. If that doesn't demonstrate a learned familiarity with technology and the ability to adapt to a changing world, what does? ■

a client/producer relationship. When a teacher or an administrator requests a product from the Video Rangers, a student is assigned as producer. The student then sets up a meeting with the client to discuss the project. During the development of the project, the student consults with the client several times to make sure that the product is meeting the client's needs. Some of the desktop publishing products created by students include newsletters, forms, brochures, overhead transparencies and programs for events.

Great and exciting opportunities are on the brink for our students. With whole language as an area of instructional focus for our Chapter I students (grades K-2), Chapter I teachers have been given an Apple IIGS computer, an ImageWriter printer and specially chosen software. Since desktop publishing is a natural avenue for whole language development, *Print Shop* was chosen so students could begin with some simple desktop products. Young students will learn to make cards (perhaps a get-well or birthday card for one of the characters in a story they've read), signs (to advertise a "good" book or as a book jacket cover for their own books) and personalized stationary.

As students begin to develop writing skills, we needed a program that would allow them to create and illustrate their writing. The software package chosen for this purpose was *Children's Writing and Publishing Center*. Students will be able to write and illustrate their own stories and learn about the importance of editing at the same time. Choosing fonts and graphics is a big plus in this user-friendly program and is a natural motivator for students and teachers alike. *The Comic Book Maker* (Pelican, Farmington, CT) and *Big Book Maker* (Pelican) also offer students an opportunity to create original stories often found in the books in the media center.

Another curriculum area where plans are in operation to introduce desktop publishing is Industrial Technology. Plans include a communication strand of all levels of the Vocational Education curriculum. Junior High Industrial Tech-

nology teachers plan to use desktop publishing as one component in the communication unit with all junior high students. *Publish It* and *CAD-Apple* (T&W Systems) were chosen for this course. *CADApple* offers future possibilities for students to incorporate their CAD drawings with desktop publishing as well. One of the possibilities is to have students use the CAD program to design a product, and then incorporate that design into their desktop publishing program and create an advertisement to promote their design.

Students give up spring break to return to the school to work.

Students choosing Industrial Technology at the high school level will have the opportunity to continue their desktop publishing skills through the communication strand of the curriculum. At this level, the students will work with several computer programs to produce products that relate to their field of study. They will learn how several different programs can be used together to create advertisements, newsletters and diagrams. The CAD program chosen for the high school students is *CADKey* (CAD Key, Inc., Manchester, CT).

As you can see, desktop publishing is alive, well and growing in popularity for students and teachers alike in the Dubuque Community School District in Iowa. As students continue to work with desktop publishing, they are developing the necessary skills of writing, editing and creating as well as the higher level thinking skills of analysis, synthesis and evaluation. Many exciting opportunities await our students in the 21st century and desktop publishing offers one way students will be prepared to face those challenges. ■

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

Global Mind Change

The Challenge of Restructuring Education

David Thornburg, Ph.D.

Thornburg Center for Professional Development
1561 Laurel, Ste. A, San Carlos, CA 94070 (415-508-0314)

Restructuring may come from the top or from the bottom but, either way, our schools will undergo a tremendous transformation before the end of the century.

Why restructure?

The future isn't what it used to be.

Arthur C. Clarke

We need to prepare students for their future, not for our past.

When will your child be your age now?

Too many students spend their school careers leaning on their shovels.

William Glasser, The Quality School

The American public school classroom is the country's future in action. We can change and compete, or take the downward path to national decline.

David Kearns, Winning the Brain Race

Technology in the home...

Telephone	99%
Color Television	96%
VCR	68%
Cable	50%
Computer	23%
Video Projector	6%
Satellite Dish	3%
Copier	3%
Fax Machine	2%

(Figures for 1990, obtained from the Electronic Industries Association.)

Note, 14% of all households fall below the poverty level.

Technology in the Classroom?

Technologically, we have 19th century classrooms for 21st century students.

Paradigm Paralysis...

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain of its success, than to take the lead in the introduction of a new order of things, because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new.

Machiavelli

Assessment...

What gets measured gets done.

Tom Peters

What you test is what you get.

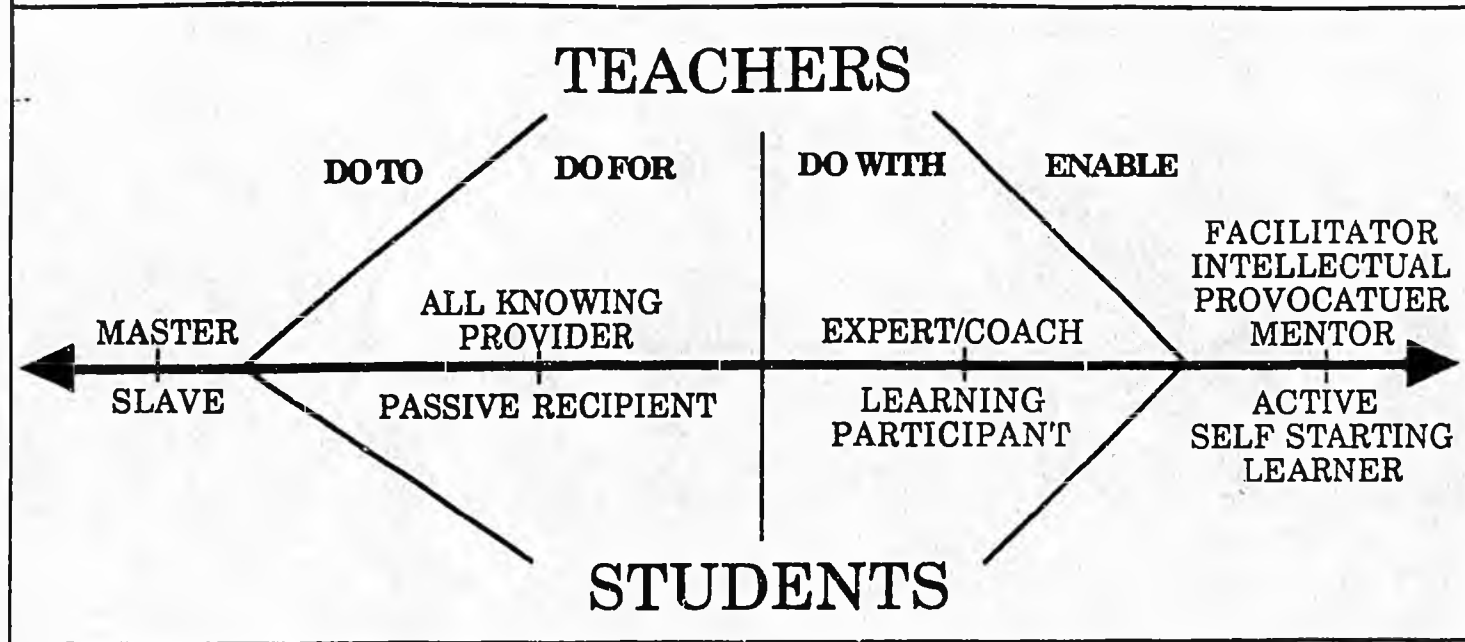
Anon.

Performance-based assessments have moved us beyond the bubble sheet.

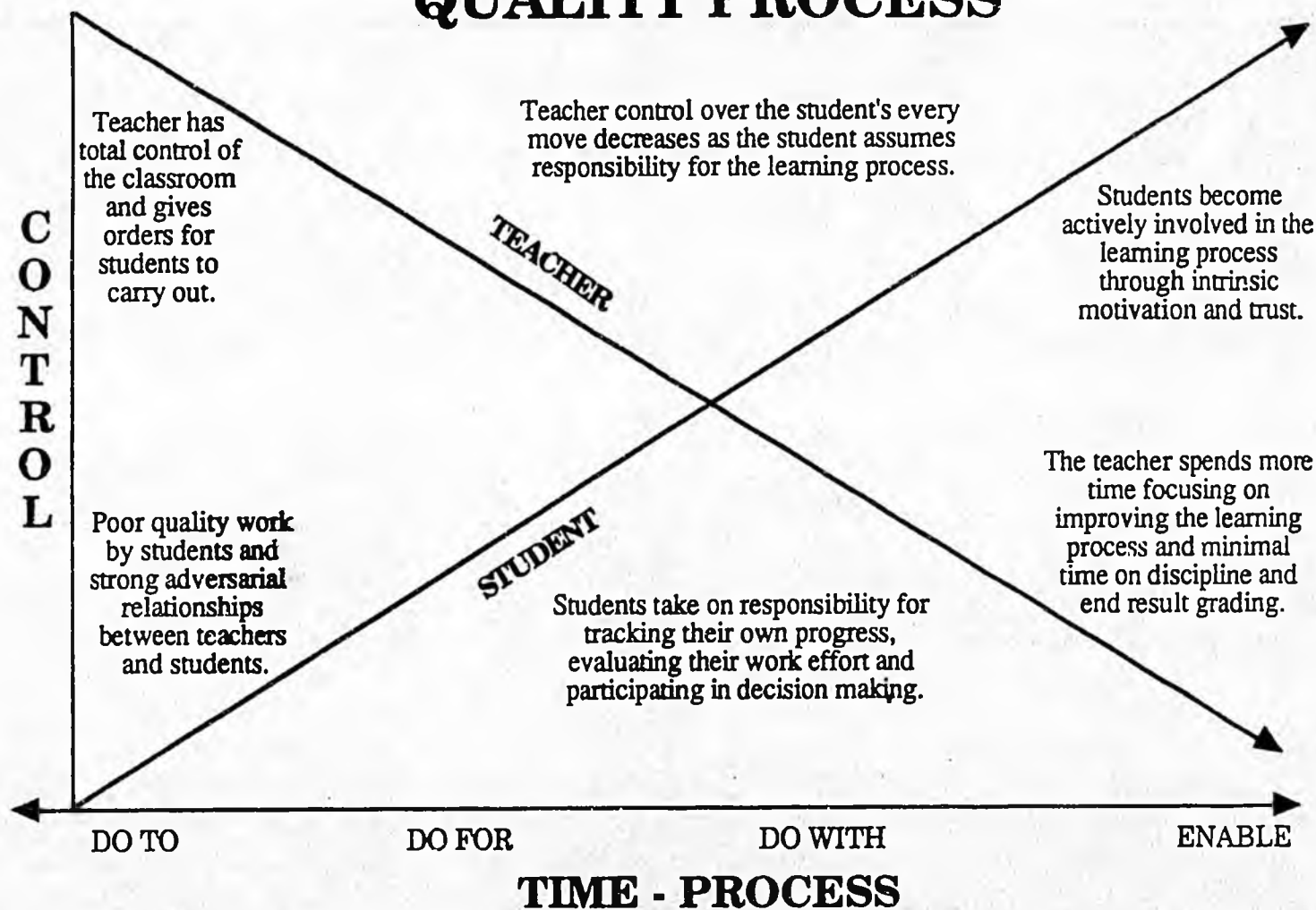
What's next?

- Treat education as if it mattered
- Insure schools have tools
- Reduce class size
- Provide teacher training
- Restructure for the future
- Change assessment methods

Teacher/Student Relationship Spectrum



QUALITY PROCESS



EDUCATION IN THE INDUSTRIAL AGE AND INFORMATION AGE

Industrial Age

Information Age

- | | |
|---|--|
| 1. Promotes uniformity while stressing self-reliance. | 1. Promotes individual variation while stressing collective responsibility. |
| 2. Defines the core of education as knowledge of a set of basic mathematics and communication skills necessary for minimal economic survival in an industrial society. | 2. Stresses training of the mind in high level cognitive skills and acquisition of knowledge. The term "to know" is redefined to include being able to locate facts, to interrelate data, and to evaluate. |
| 3. Education is primarily for individual benefit. | 3. Education is a national economic imperative. |
| 4. Insular outlook. | 4. Stresses a national economic imperative. |
| 5. Promotes linear, sequential thinking. | 5. Promotes non-linear, multi-dimensional thinking. |
| 6. Textbook oriented. | 6. Multimedia, experiential approaches to education. |
| 7. Promotes rigid hierarchies among students and staff in schools. | 7. Hierarchical relationships are de-emphasized. |
| 8. The teacher is the purveyor of knowledge. | 8. The teacher is a resource manager and guide. |
| 9. The teacher tends to deal with people in groups and categories. | 9. The teacher deals with group and individual characteristics and needs. |
| 10. Views the outcome of education as a set of knowledge. The school is conceived of in industrial terms as the production center for a product that can be measured with standardized tests. | 10. Views the outcomes of education as a process. The results of education are indirectly observed and inferred. |
| 11. Education terminates at graduation. | 11. Education is a lifelong experience. |
| 12. Education creates economic and social mobility. | 12. Education creates national wealth. |

(Bramble, Mason & Berg, 1985, p. 300).

FISCAL NOTE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. CS HB 203

Revision Date: _____ Department Affected: Education
 Title: Establishing the Alaska Education Technology Fund BRU: Education Program Support
 Component: Basic Education and Instructional Improvement
 Sponsor: Brown
 Requestor: House HESS COMPONENT SERIAL NO.

--	--	--	--

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES	119.6	119.6	119.6	78.3	78.3	78.3
TRAVEL	15.0	15.0	15.0	4.0	4.0	4.0
CONTRACTUAL	26.6	26.6	26.6	11.6	11.6	11.6
SUPPLIES	.6	.6	.6	.6	.6	.6
EQUIPMENT	6.0					
LAND & STRUCTURES						
GRANTS. CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	167.8*	161.8	161.8	94.5	94.5	94.5

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	167.8*	161.8	161.8	94.5	94.5	94.5
FEDERAL FUNDS						
OTHER						
TOTAL	167.8*	161.8	161.8	94.5	94.5	94.5

POSITIONS:

FULL-TIME	1	1	1	1	1	1
PART-TIME	1	1	1	1	1	1
TEMPORARY	1	1	1	-	-	-

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

This fiscal note is based on the sponsor's intent that funding for the statewide education technology and grant writing seminar is to be allocated from funds appropriated in HB 204; this cost is not reflected in this fiscal note.

Prepared By: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 4/18/91
 Approved by Commissioner: Steve Hole, Acting Commissioner
 Agency: Education Date: 4/18/91

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

NOTE: This fiscal note is based on the sponsor's intent that funding for the statewide education technology and grant writing seminar as required in Section 4 is to be allocated from funds appropriated in HB 204; this cost is not reflected in this fiscal note.

Personal Services

FY92 through FY94:

1 FT Education Specialist II, Range 21: \$64.3

Primary responsibilities: Assistance to school districts in grant proposal development, technical expertise on instructional strategies utilizing technologies, coordination of projects and proposals between school districts, planning for training, Grant Committee meetings, overall oversight of grant program.

Temporary Project position: 1 FT Education Associate I, Range 13: \$41.3

Primary responsibilities: Overall support to Education Specialist in administrative requirements of program including paperwork associated with grant proposal review, disbursement of funds, support for Grant Committee work, response to general inquiries from school districts and technology vendors, public notices, scheduling of audioconferences, etc. Position will last the duration of the grant fund (through FY94).

1 PT Clerk Typist III, Range 8: \$14.0

Primary responsibilities: Clerical support for Technology grant program and Specialist's work with school districts in use of technologies in the classroom.

FY95 through FY97:

Retain Education Specialist and part time clerical support to provide ongoing assistance and support to teacher and school districts on implementing and utilizing education technologies.

Travel

FY92 through FY94:

Travel for Grant Committee members to meet and develop grant criteria and procedures (7 members for one 3 day meeting, with \$500 average travel cost, \$285 for perdiem): \$5.5

Three day meeting of Grant Committee for review and award of grants: \$5.5

Technical assistance, advisory function of DOE specialist, travel to school districts, estimated at 5 per year, at cost of \$.8 per trip: \$4.0

FY95 through FY97:

Travel for technical assistance retained: \$4.0

Contractual

FY92 through FY94:

NOTE: This fiscal note assumes that all training opportunities, including district pre-planning are to be funded by the appropriation contained within HB 204.

Fiscal management/sub-grant accounting functions: \$15.0

Phone, postage, photocopying: \$8.0

Audioconferencing with school districts and follow-up meetings with Committee: \$3.2

Materials: \$.4

FY95 through FY97:

Phone, postage, photocopying, audioconferencing and materials: \$11.6

Commodities

FY92 through FY97:

Supplies associated with positions: \$.6

Fiscal Note Analysis
HB 203: Establishing the Alaska education technology fund
April 10, 1991
Page 4

Equipment

FY92 only:

Computer terminal for word processing, electronic mail system interconnecting school districts and school libraries, grant management (spreadsheet) functions: \$6.0



Opinion...

War with Iraq

Page 2

Features...

JDHS Grads in Saudi Arabia

Page 9

Sports...

Region V Highlights

Pages 12-13

A&E...

All-Northwest Candidates

Page 10

The J-Bird

68 years-Juneau's Student Voice

Juneau-Douglas High School

Juneau, Alaska

Vol. 68 Issue 5

February 4, 1991

Planning Committee aims for improvement

by SARAH BERNSTEIN

A new plan has been implemented to provide students with a mechanism for restructure and improvement at Juneau-Douglas High School. The Strategic Planning Commission will be the tool used to obtain this higher quality atmosphere here at the high school.

Teachers, staff members, and representatives of the Juneau community and student body, 28 in all, met for the first time in November. At this meeting, the group came up with a mission statement summarizing what they hope to help JDHS eventually develop into. The statement reads as follows: "The mission of JDHS, a healthy community of learners, is to prepare our culturally diverse students for global citizenship by providing a comprehensive educational program, including prescribed competencies in communication, thinking skills, and mathematics."

Following the mission statement is a list entitled "JDHS Strategies." These strategies are the specific subjects and goals that the Strategic Planning Commission will focus on. Ideas include developing a more effective grading method, increasing involvement of the Native community in both academic and extra-curricular activities, and establishing a system to help students with attendance problems.

Other focuses include: organizing a better communication system between the decision makers and the students of JDHS, reducing the number of non-teaching tasks for teachers, and providing programs which allow the students of JDHS to voice their opinions.

Six sub-committees, one to focus on each strategy, were created. The members of these smaller groups were either representatives of the original 28, or additional students, community representatives, and staff or teachers.

The sub-committees will produce plans that give necessary attention

to the strategies laid out. According to Principal Kathy Odegaard, these plans will not resolve the problems. Instead, they will lead the administration and school board in the right direction. Said Odegaard, "the plans don't resolve the issues, but lay out the road that we must take to successfully address each strategy."

Each of the six sub-committees will research their specific strategy. The groups will also review all the research and statistical information that pertains to their goal. After forming a plan of attack, they will present it to the original group who created the mission statement.

The 28 members of the original group, all various representatives for facets of the school community, will review the plan and determine its workability. The group will then present the accepted plans to the school board Superintendent, Bruce Johnson.

Odegaard said that everything will remain in the planning stage until

turn to plan, p. 16



photo by Mike Olsen

Student Supports Soldiers: Juneau-Douglas High School junior Frank Rowcroft kneels with loyalty in front of the National Guard building near the airport. Rowcroft has also demonstrated several times in January at the intersection of Egan drive and the Douglas bridge during the 4:30 rush hour.

Rowcroft explained why he chooses to demonstrate, "I just believe in what's going on, I support what we're doing," he said. "I saw a bunch of peace demonstrators and didn't think it was realistic...there's no quick way for peace." Rowcroft added, "these people (troops) didn't want to go to Saudi Arabia. They had to."

Rowcroft also mentioned that he himself has been getting a lot of support. "People in 1 out of every 3 cars will honk and wave," he said, adding that he has been given coffee, doughnuts, camouflaged gloves, a pole for his U.S. flag, and a marker to darken his sign. KINY radio, which incidentally is across the intersection from where Rowcroft had been standing, broadcasted an interview with the young demonstrator. Rowcroft stressed that in no way did he intend to solicit the attention. "I don't want people to think I wanted this publicity."

Rowcroft has grown up in a family with a military background; his father, step-father, all three of his uncles, and his grandfather were members of various armed forces. He plans to join the Marine Corps upon graduation from JDHS as a way of financing his college education.

South African connection postponed

by KIRSTEN SHELTON

According to Principal Kathy Odegaard, the Juneau-Douglas High School/South Africa connection has been postponed, but definitely not terminated.

The program, first made public in the fall of 1990, was organized in Juneau by high school faculty Bob Weiss, Nancy Seamount, and Odegaard. With the help of modern technology, students from JDHS and the University of Witwatersrand in Johannesburg were to be linked together in a television extravaganza.

Recently, the South African Broadcasting Corporation, producers on the other end of this project, sent a letter to JDHS coordinators informing them of a change in the leadership of their organization. The new head is interested in incorporating the Philippines and Czechoslovakia into the program. Due to this addition, the project will not actually begin until the 1991-1992 school year.

Odegaard says that at the moment, JDHS program coordinators are awaiting further in-

cont. on page 16

Editorial:

War: The choice of a new generation?

Personally, each of us on the editorial board, has our own ideas about the war, but collectively, just as this nation cannot agree, neither can we. War is never a clear cut case of who is right and who is wrong. When war occurs, those involved are filled with emotions, all different, stemming from different ideals. That is, in fact, why war exists.

If Americans find it so difficult to arrive at the same point of view concerning Operation Desert Storm, why have the halls of JDHS been filled with students wearing yellow ribbons? These ribbons are worn in support of the troops who are serving in the Middle East. Although the board could not agree on why the United States is in the Middle East, or whether our forces should be there, we did agree on the fact that our soldiers are there, and that we should be standing solidly behind them, praying for their safe and speedy return.

We have been given many different reasons, by many different people as to why we are in this war. Some say that Bush wants Kuwait for its oil. Hussein argues that it was a part of his country to begin with, and that he wants it back. The Coalition says that it is to punish this Hitler-like man for his cruel actions in taking over a smaller, and more helpless neighboring country. Others say that this is an ego trip between Saddam Hussein, and George Bush. Who are we to believe? Is it wise for us to bestow so much power primarily on our president? Should Americans trust their lives, and those of their loved ones to one man? If the draft is reinstated, it is our friends, our brothers and sisters, the children of our generation, that will die. Is what we are fighting for worth the losses we will suffer? Is killing others worth whatever it is we are hoping to gain?

The objective of this editorial is not to change your mind about any aspect of the war. It was written to challenge you to think, and to openly question yourself as well as those in authority. The editorial board of the J-Bird strongly encourages anyone wishing to express their perspective concerning our presence in the Middle East to write a letter to the editor of this or any other newspaper. Freedom of speech is a right that we, as Americans enjoy. Exercise your right to free speech and let your leaders know how you feel about the decisions they make concerning you. Although it is a fundamental human right, sadly there are countries in which this freedom does not exist.

Letters to the editor:

Editor's Note: Ms. McCoy originally wrote this letter last November. Unfortunately, we were unable to print it until now due to space restrictions. We are striving to provide more space for future letters and regret any inconvenience.

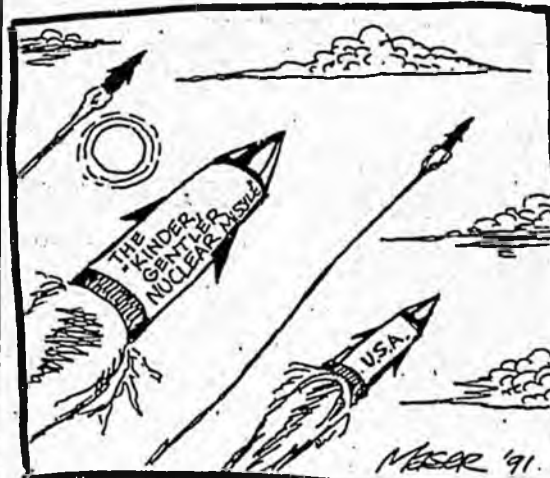
Dear Editor:

In the fall of 1987, I entered JDHS as a freshman. Everything about the school was so big and wondrous. Since then my impression of JDHS has weakened. Every year I have become less and less impressed with all that goes on in the school. When I was a freshman, homecoming was an event that made me love the school, that feeling of love is so contrasting to the feelings that I received from my senior year homecoming that it is almost unbelievable. Before the assembly I was terribly upset because I wasn't

going to be able to participate in it. I had remembered the assembly as the funnest part of homecoming. All of the classes pull together to raise the level of spirit in the school. Everyone, freshmen through seniors, pep up the basketball teams and JDHS students are no longer in separate classes, they are a unified school. When I returned from my Thanksgiving vacation, I asked my sister how the assembly went. Her answer was surprising to me, but even more, it was embarrassing. She told me that when the seniors found out that they didn't win homecoming they all left the gym. Why? Homecoming week isn't supposed to be about winning, it is about pulling together as a school. Sure, the competition aspect of it is fun, but it is nothing to act like babies over if you lose. I know that a lot of people put a lot of time and effort into making homecoming fun and when their class doesn't win they get upset. Those of us who didn't help with the float or the wall

still appreciate the effort that went into it. The seniors always want to think of themselves as mature and ready to be on their own, leaving an assembly because you lost a class competition is not mature. Sure, it is a sign of going on your own, but where are you going? You are running away. Also, I don't understand why some people, seniors, are saying that they aren't going to go to any more pep assemblies for the rest of the year. That is not helping anything except for proving to the teachers that you are just kids and teaching the people younger than you that giving up is the way to act. You aren't hurting the juniors by not going to the pep assembly, you are hurting yourself. You are also defeating the whole purpose of the pep assemblies, the school administration has already cut down the number of assemblies that we have from when I first started going to this school. If everybody stops going to them, then the administration won't let us have them at all. That isn't fair to the people that enjoy the assemblies and it isn't fair to the people in the activities that the assemblies are pepping up.

Sincerely,
A senior, Liz McCoy



"BUSH SENDS HIS REGARDS TO IRAQ"

Dear Editor:

Now that war is a reality in Iraq, thousands of people are dying.

Saddam Hussein is a war-monger who some have compared to Hitler, or that he is on the edge of going insane. The man comes out of an eight-year war with Iran, only to engage in war with...how many, a twenty-eight nation alliance. Weren't we allies with Iraq during their last war? What happened to that?

Saddam's troops give him honor and respect for standing up to such an awesome force, but they just don't know what's good for them! Thousands of Iraqi civilians have been reported dead or injured by the Allied air raids and bombings. If you lived in Iraq, for the time-being, you'd probably be safer if you were in the military.

The way I see it, as I'm sure many others do, Saddam Hussein feels he has nothing to lose (he "it's better to burn out, than to fade

away" theory). He stated that he was willing to lose as much as fifty per cent of his troops before surrendering to the Allies.

Civilians have been a major target in this war so far, both in Israel and Iraq. I don't believe that the U.S. can really say that Iraqi civilians are not targets, because the U.S. and the Allies are allowing these people to die.

I think that once American casualties increase, perhaps in a ground war, the protesting for peace will grow even stronger. Protestors are a very small minority of America, but they still can make a difference.

War is o.k. if we're on the winning team, right? Wrong. This war especially is not in this country's best interest. I don't know if President Bush would agree with me. It's going to get a lot worse because our military leaders have stubbornness in their blood.

War, what is it good for? Nothing.

Josh Masar



J B I R D



by ZACHARY PEREGRINE

I was sitting at the kitchen table this morning, listening to the news, thinking about the world and eating my cereal, when I decided that I don't much like Raisin Bran. The flakes always go soggy before I finish and I've always had trouble with the box tops. The top of a Raisin Bran box is a victim of questionable architecture. On the top flap there is the old "LIFT TAB TO OPEN" which, being a trusting soul, I always do, but it doesn't work; I lift up on it and it tears off to the right, making its insertion into the lower flap ("TO CLOSE, INSERT TAB HERE") an exercise in futility.

I suppose there are other ways of going about opening a box of Raisin Bran: I could carefully slide a sharp knife between the flaps from one end of the box to the other, or I could hold the box upside-down above a pot of boiling water and gently steam the two flaps apart, but I don't usually think about these more reasonable methods of gaining access until after I've irreparably damaged the flaps of the box. I suppose I should allow time for the necessary debate before I open the box, but if I have to think about it that much I'm probably not really hungry, and if I'm not really hungry there's no need to eat Raisin Bran. Once you've opened the box you've crossed the Rubicon, all the debate

and protest in the world won't change the fact that you're left with a whole box of cereal to eat.

Raisin Bran isn't that bad if there's nothing else left to eat and you're starving, but I think it would be better without the raisins. I don't really like the taste of raisins, they depress me. I always think of

"It's entirely a human thing; there are no forces outside of ourselves that compel us..."

grapes as they once were, young and bursting with Dionysian joy and potential; ready to be made into wine that will age gracefully and add something to the greater glory of mankind and all. Raisins are murdered grapes, left to shrivel and blacken in the desert sun; the sickeningly sweet remains of a once noble fruit. But I suppose you

can't really have Raisin Bran without the raisins. So it goes.

But I don't have to eat Raisin Bran; nobody does really. That's the part that confuses me. It's entirely a human thing; there are no forces outside of ourselves that compel us to eat Raisin Bran, so whether we do or not doesn't really matter to the real world of trees and rocks and mountains. It would be wonderful if the citizens of the world could unite and say, "Raisin Bran is gross; it tastes like mothballs and we don't want to eat it again. Ever." It would be nice. But let's face it, many people like Raisin Bran and are excited, even proud, to eat it. Maybe it's the box. The box is indeed a glorious thing, it says, "RAISIN BRAN" in strong, sure, white letters right below the red "Post" trademark and right above the photograph of the blue bowl full of big, ever-crunchy high fiber flakes and plump raisins that look happy to be sitting there in the milk. It's nice to have the photo there for reassurance when you pour the cereal and see the small, stale, cracked flakes and rabbit-dropping raisins fill your bowl. If the photo isn't enough, you can turn to the back of the box and read that Raisin Bran offers you over six grams of dietary fiber. "Yes Kyrn," John might explain, "Raisin Bran sure is awful, but it's good for you, gives you fiber. That's what those anti-Raisin Bran folks need, a little fiber."

The box is nominally democratic; on the side, below the fine print and statistics there is an address to which you may send complaints "if you are not completely satisfied" with the product. I suppose that I could write to the president of the company and tell him what I think of his cereal, invite him down to my kitchen table and have him eat some of the stuff, but I doubt that it would help much now that the box is open. No, now that the box is open, the best thing to do is finish it as quickly as possible, avoiding the raisins where I can. But it's a big box, a lot bigger than I expected, a lot bigger than many of us expected. I'd rather have granola.

Every Rose has its thorn...



by ROSE FLEISCHHAUER

I am so tired. I'm either an incurable hypochondriac suffering from exhaustion (I think) or a 97 year-old trapped in the body of a teenager; a very stressed and busy high school senior -- in the throws of finals at that.

When I'm not looking at my feet to keep from stepping in nacho cheese or Coke spills from the pigs in the hall, I glance at the crowds around me. I see kids cruising around at mach 4, leaping and pirouetting through slower students like ballet dancers wearing Reeboks. I imagine they don't tire either because:

a.) they've never been to school before, or

b.) they have some kind of intravenous apparatus full of Jolt ("all this sugar and twice the caffeine") pumping into their bloodstreams every 3.14... seconds.

I go for filling in oval B as caffeine stunts growth and the majority of sprinting blurs that jostle me have reached their full mental capacity of age six already.

After being knocked to the tile by a bulldozing Barishnikov, I hear someone comment to their friend that they have, "just seen a corpse with black eyes sitting in the nacho cheese by her locker".

A fellow senior slumps comatosely down beside me and offers me some Jolt. My lethargic, half-slumping companion smiles knowingly at me and reminds me that everyone gets to be exhausted seniors someday.

We finish off the Jolt and start toward the "off limits" parking lot with visions of Fahrvergnugen (I'm a phonetic speller) dancing in our heads. The bronze paint of the Mom Mobile beckons to us and we run for the hills.



Juneau-Douglas High School
10014 Crazy Horse Dr. Juneau, Ak 99801
Editorial policy summary

J-Bird

The views expressed in the J-Bird belong solely to the authors and are in no way to be construed as those of the school board, administration, faculty, or advisor. The J-Bird invites and encourages its readers to submit their comments and views for publication as letters-to-the-editor. Please limit the length of submissions to 300 words. No letter will be published without the author's name. All submissions are subject to editing as deemed appropriate for length and/or content. Submission is no guarantee of publication.

Student's European exchange cut short due to war

by MEILANI CLARK

Six months ago, Juneau-Douglas High School student Mike Satre departed from Juneau, Alaska to spend a year abroad as an American Field Society (AFS) exchange student in Belgium. He has returned early, a result of the conflict in the Middle East.

It was Satre's parents who decided that it would be safer for him to be back home in Juneau. They were worried about potential terrorism, and wanted their son to be on the safe side. Satre also lived amongst a large amount of Arab refugees who had a reputation for getting into fights.

Satre's parents had mentioned the possibility of bringing him home early, and Satre told them to make the decision, which they did. His parents called him on the morning of Jan. 14, and twelve hours later, Satre was on a plane back home. "I

didn't know what to think at the time," he said. The big rush was due to the impending United Nations Jan. 15 deadline requiring Iraq to withdraw from Kuwait or face military attack, which did, in fact, result in conflict.

Satre said that the airport in Belgium had taken heavy security measures, including machine gun patrols. He added that he had to undergo 20 minutes of questioning and bag-searching. "They asked me questions like, when was the last time I used my walkman."

While he was overseas, Satre stayed with the Bua's, an Italian family, in Fremeries, Belgium. He had two brothers, Mike and Jonathan, who, ironically, have the same names as Satre and his real brother in Juneau. Satre said he really enjoyed living in Fremeries, which was within bike-riding distance from the border of France.

Satre found Belgium's school system to be quite different from the typical American experience.

"The Belgium school's are prisons," Satre stated emphatically. "All the buildings are old and have bars on the windows. When the bells ring, we all had to line up. There are no extra-curricular activities, and the classrooms have nothing in them except for ancient desks and a chalkboard."

Satre attended sophomore classes while living in Belgium, and found them to be about the same level of difficulty as the classes he was accustomed to at JDHS. However, this was the only similarity. "I stayed with the same class all day," said Satre. "The teachers weren't very friendly with the students. They didn't joke around like they do here, and we had to call them 'sir' and 'madam'. At lunch time, we would all go to a room where we would have 15 minutes to eat, and then we would all have to go outside for 45 minutes no matter what the weather was like," he said.

The school Satre attended was much stricter than American

schools. "We ha carry around ID cards and assignment books with us all the time, and if we didn't have them, we would get detention," he said. One thing that Belgium schools do have, however, are dances, but the dances differ as well, due to the fact that, in Belgium, there isn't the 21-year old drinking age that students in the United States are accustomed to. According to Satre, alcohol is served at the dances in Belgium.

One of these dances in October provoked speculation at JDHS as to why Satre returned home early from Belgium. According to the rumor, Satre was beat up by someone expressing their anti-American sentiment in conjunction with the war. In reality, Satre was hit, but it was by a man who was extremely intoxicated, a long time before the antagonism in the Middle East had heightened to the point of war.

Overall, Satre says that his trip was "a good experience," and that he liked living in Europe.

"Basically, there were long times where it was boring," admitted Satre. "But, there were short times where it was a lot of fun. It was like normal life except in a different setting," he said. Satre mentioned that he had a good time attending the parties and concerts. Also, he said he often biked the half-hour journey to the border of France.

Another benefit of his overseas visit, said Satre, was being able to spend Christmas with his relatives in Germany. Incidentally, the father of the family he stayed with, his uncle, is serving in the Persian Gulf.

Satre is not going to return to Belgium as an exchange student, but hopes to go back and visit his family there. He plans to take the extra year at JDHS that he needs in order to fulfill his credit requirements, and will graduate next year with the class of 1992.

Drama team showcases talents at recent assembly



"The snails usually suik under the cinnamon bush..." Brennan Halterman sulks as Sarah Hanson and Mellani Clark perform "When the sky is like lace"



Todd Satko warns the audience with the help of "hands"

photos by Mike Olsen

"What makes me really mad is all the *@!\$ red-necks who say, 'we're out there to kick some Iraqi \$#!' I'm sort of a hippy myself and somewhat anti-war. War isn't exactly a wonderful thing."
- Matt Pasteras, 10th



"I support the soldiers that are over there - and I'm scared. But, we have to stand up to Hussein before his evil spreads too far."
- JDHS Police Hason Jackie Renniger



photo by Jan Gunstrom



J-D girls celebrate 1st place victory at Southeast

Women's b-ball team upset over lack of radio coverage

By STEPHANIE EADDY

"I don't think it's right, I mean it's just not fair! Aren't we just as important as the guys?" asked Nicole Beadle emphatically. Beadle, a member of the Juneau-Douglas High School women's varsity basketball team, was referring to the lack of airplay the team's games receive on the radio.

The lack of airplay is not a new issue. According to Bill Szepeanski, head coach of JDHS women's varsity basketball team, he and several parents have been trying to get women's games on the air for the past six to eight years. "We were told there was no money for it, and when we got the money we were told there was no time," said Szepeanski. "It has been very discouraging," he said.

Jennifer Mickle, a junior on the women's varsity team, asked, "Shouldn't the community support both the girls and the boys equally?" Women are not the only ones questioning the lack of

broadcasting. Travis Rose, a member of the men's varsity basketball team said, "I think (the radio station) ought to play girl's games. It would be nice to hear how they're doing, especially when they're out of town."

Dave Mathews, JDHS's Student Services Coordinator and Athletics Director, feels that this is a business decision, not a matter of preference. "Over the years, KINY has been a strong supporter of all athletic programs," he said. "I think it would be inaccurate as well as unfair to say that KINY does not air women's games simply as a personal preference. I view this as a cold hard business decision," continued Mathews.

Businesses are asked to be sponsors, and according to Dan King, station manager of KINY, there is "very little interest" on the part of businesses to sponsor women's basketball games. Since the programs that will be aired are based on the number of sponsors, women's games are not broadcasted.

Alaskan students plan for better future

by BROOKE ROHWEDER

Recently, high school students from across the state of Alaska met on a cloudy Saturday afternoon to discuss ways they could help contribute to our nation's "drug war."

Ten sophomores and juniors representing Fairbanks, Cordova, Kenai, Ketchikan, Juneau, Craig, and Sitka gathered Jan. 19 on the sixth floor of the Court building in Juneau, brought together by the "Youth Awareness Student Congress," sponsored by the Loyal Order of Moose.

The Loyal Order of Moose is a 1.5 million-member fraternal organization with lodges located in the United States, Canada and Great Britain. The individual lodges often perform civic activities within their communities.

According to Robert Deyemude, LOM's statewide coordinator for the conference, the purpose of the conference was for the students to prepare for six presentations they will each be giving to schoolchildren, ages four through nine, in their communities. Deyemude, along with Juneau LOM member Dolan Lancaster, were facilitators for the conference. Joe Graham, the local coordinator for the conference, handled transportation, food, housing and chaperoning for the students.

The 15-min. talks will focus on the dangers of drug and alcohol abuse, "explained to them in their terms," said Deyemude. "This is a time when we should really start working with them," he said. "Before peer pressure starts taking its effect."

Students were encouraged to come up with their own ideas for the presentations, such as how they



"Youth Awareness Student Congress" participants

will talk to the children, and the kinds of visuals and handouts they will give to the young students.

While at the conference, the ten students voted on one representative out of the group to attend the LOM national convention in Anaheim, Calif.

In order to select the students, various LOM lodges, across the

state sent requests into the high schools in each of their communities. Teachers nominated and selected interested students namely on the basis of a good academic record, but also, said Deyemude, "if they are someone that can relate to what could happen (with drugs) and maybe what did happen to them."

The student's airfare, lodgings and food costs were all paid for by the LOM.

Kelly Williams, a sophomore at JDHS, as well as the only student from Juneau who attended the conference, said it "was a nice

experience," and added that she enjoyed "hearing what other people had to say about the topic."

Russel Thomas also felt that it was beneficial for him to listen and learn from his peers. "I'm really involved with 'Drug-Free' in Ketchikan, and I wanted to see what other people in the state are doing," he said.

Other students said that they wanted to help do their share to improve life for young children. "I really like little kids," said Deena Haffman from Sitka. "I know it sounds corny, but I want to make sure they have a better future - I care about their future." She also mentioned that this was especially crucial in today's society, which, added Chris Colbert, who came to Juneau from Craig, "is going downhill - with no parking brake."

"...I think Hussein is insane!"
- Jason Cadigan, 9th



"Right now I support it. I don't want the other generation to deal with a more supplied Hitler-wanna be."
- Corey Heimbuch, 12th



"I think it was necessary that force be used to remove Hussein. I'm certainly surprised at some of the things the Iraqi's have done. I have faith that we will prevail, and gas prices will go down so I can afford to drive to school."
- Chris Anderson, 12th

"I don't think we're over there for the oil. We're there to protect the country, just trying to promote world peace. Yeah, it's lame that we lose people, but I do think we should be over there."
- Tara Lee, 12th



NEWS IN BRIEF:

* Juneau-Douglas High School Drama Competition Team will present solo, duct scenes, pantomime and reader's theatre on the theme, *And You Call This Love?* The program will take place on Fri., Feb. 1, and Sat., Feb. 2, at 7:00 p.m. in the Drama Studio. Cost is \$3 for students, \$5 for adults.

* Juneau Arts & Humanities Council presents *Tears of Joy Puppet Theatre*, Sat., Feb. 23, at 2:00 p.m., Centennial Hall. Admission is \$8 for adults and \$4 for children. The puppet theater company will present Mercer Mayer's *There's a Nightmare in My Closet*, a Danish folk tale called *The Fat Cat*, and Lewis Carroll's *Jabberwocky*. For more info., call 586-ARTS.





Hearing impairment 1st-hand

BY AYA NAKAGAWA
ASNN-YAMASHIRO HIGH SCHOOL, JAPAN

I have a profound hearing impairment. But I can speak normally because I didn't have any impairment until I was 7. Most hearing impaired people, including me, understand what people say by watching the movements of a speaker's mouth, that is, by lipreading. Well, my hearing impairment causes me many difficulties.

First, making a telephone call is very difficult for me. I can hear only vaguely what is being said over the telephone. But I can't understand it as soon as it gets a little complicated. My telephone conversation is limited to only what is necessary.

When I talk with my friends, I can't read four or five people's lips at the same time. Often I can't laugh when everybody else is laughing. But I have an advantage! I can talk through window glass. When my friend in the hallway talks silently near the end of a class period, I can tell what she is saying while others can't.

Well, there is another important thing. When I become a lady and fall in love, I can't whisper with my lover on a romantic night date along the beach.

So you can see I have a lot of problems, but I think I can solve most problems by remembering sign language and seeing a few words written down. Of course, this can be done only if there is effort on both sides. A small amount of cooperation will help me a lot.

Now there are 9 hearing impaired students, including me, at my school. And my school has 'guarantee of hearing' for us hearing impaired students: that is, they guarantee that information which is necessary for all students is conveyed to us. For example, when the students of the same grade meet in the auditorium, outlines of teachers' and students' talks are projected onto a screen with an overhead projector. We are happy with this. But, what is considered to be not-so-important is not projected. And we wish to know it as well. Are there any ways to enable us to receive information besides mere outlines? If we only had a machine which would transcribe voice into written words, it would help us very much. I'm sure we could think of many good ways if the wisdom and knowledge of people all over the world were put together. So I'd like to ask all of you to think about this problem.

Some hearing impaired people don't wear their hearing aid on purpose to hide their handicap. In trying to look normal, they are deceiving themselves. Rather than doing such a thing, we, hearing impaired people, should make efforts and make up for what we can't hear. Also we should speak out about our hearing impairment and gain people's understanding. To do this, I must accept the reality that I am hearing impaired. We all choose to disregard reality too often, don't we? I think we must be willing to see reality, accept it and act upon it.

Endurance training brings out best in Korean grade schoolers

ASNN- JING EUI GIRLS' HIGH SCHOOL, KOREA

From July 18 to 20 the second-graders (822) finished the endurance training program for 2 nights and 3 days at Sanjung Youth Town. They had a great chance to cultivate their mind and body by receiving well-scheduled meaningful train such as mountain climbing, mind exercises, and etiquette training. First day, they climbed Myongsung mountain with a view of Sanjung lake. They took the fresh air of the mountain after having climbed to the top of the mountain with great difficulty. After having descended from the mountain, they had mental training with the head of the group and watched a movie instead of night march.

On second day, waking up early, they did jogging and exercise similar to military drill. Under the direction of instructors, they got exercised like army rangers, had confidence and trained bodies. In the afternoon they swam in the pool or at the brook, had etiquette training, learned how to bow and the way to carry themselves when wearing Hanbok, and had

Korea through Japanese eyes

BY MAKI LIDA ASNN-JAPAN

My image of Korea since my childhood has been a country between Japan and China both geographically and culturally. "Culturally in-between" means that Korean culture is the mixture of that of Japan and China. I had little knowledge of Korea before and I couldn't tell things of Korea from those of China. Cultures and customs of these two countries seemed so similar to me. And to me, China was far more familiar so that I used to regard Korean culture as no more than a imitation of that of China.

I learned that Korea was different either from Japan or from China, which I understand in my head, but basically my view on the country didn't seem to change much since my childhood.

It was not until I did visit there that my view of Korea saw a drastic change. Then I made some important discoveries.

In the first place, I found that the country had bright and dark sides at the same time. Korea, which has been growing economically, has its long history and the culture of a remarkable level on the one hand.

On the other hand, Korea has been facing the threat of war since the civil war and the division of the country into the north and the south. That wide highways which allow many tanks to pass along any time symbolizes that reality. The people are exposed to the possible danger of war all the time, while they contribute to the development of that country.

The second discovery is about cultural matters. It may be very natural that Korean things should resemble Japanese or Chinese ones, because many of them have the same origin and these three countries have been influencing one another for years. But it was in the colors of such buildings as temples and palaces that I took great interest. The color of Japanese temples is more colorless than dark colors. By contrast primary colors are often used in Korean temples. According to the theory a noted scholar proposed, such colorfulness has much to do with the climate of Korea.

Thirdly, Korean people generally seem to keep strong racial consciousness. For example, my pen pal in Korea introduced a famous temple to me, where only Korean characters called Hangul were written on the signboards of the stores. Other characters like English or Chinese Kanji letters could be rarely seen. Korea is quite different from Japan in this respect. It may be because Korea is divided so that the people are sensitive to their characters which is supposed to unite the two divided peoples.

The trip to Korea has revealed a couple of new aspects of the country to me. If I should go there again, I would surely make a new discovery. Every trip could be very educational and fun. Thinking this way, I felt like traveling all over the world.

mental training. During the campfire each class showed off their talents, put away all the stress and pressures, and had pleasant time with recreation instructor. After the campfire, they had candle ceremony and could realize the deep debt they had towards their parents and teachers. The last day, at the look out near the DMZ (de-militarized zone), they could catch the glimpse of North Korea, and had a deep wish for re-unification of two Korea. The program gave us a chance of being far from home and school, spending time with friends, and feeling gratefulness towards our parents and home, and confirmation of friendship. Enduring the physical hardship and winning at 'the fight with myself' they got confidence and could get the feeling of 'I can do it'. By this program Jeung Eui girls built up more confidence and patience and they got the strength to be exact in everything, to act clearly, to think 'us' rather than 'me', and decided to do well in school and home.

Soviet principal sends season's greetings to J-Douglas High

ASNN-MOSCOW, USSR

We send you our hearty greetings and best wishes on the occasion of Christmas Day. We are happy to say that this year we shall celebrate this great holiday in our country too. Now many of our people want to be christened and to read and learn from the Bible. Perhaps you know that under Stalin regime millions of the best people of our country were exterminated (thousands of clergymen among them) and thousands of churches and cathedrals were blown up. Now people collect money to build them again. Some churches are under construction and many are being restored. We also take part in the restoration.

Our country is the largest country in the world. It is so large, that when it is morning in the East of it, it is already evening in its West. When it is still Winter in the North of our country, it is summer in its South. The capital of our country is Moscow and its heart is Red Square with the Kremlin. "Red" means beautiful. In our old songs you can hear of "krasnaya solnishko" (the red sun, the beautiful sun) and krasnaya devitsa (a beautiful girl). Our country is very rich in gas, coal, oil, and mineral resources. There are great rivers and lakes, mountains and forests in it. But our main treasure is our people. Russian people are modest, sincere, hard-working, hospitable, friendly and generous. After the revolution some of them would present a museum with a picture from their old collection that cost a million, while they were dying with hunger.

Dear friends! We want to say that Russian people respect you and love you. We are your friends and we are happy that we work to save our planet together with you. With all our hearts we wish you happiness and peace. Merry Christmas!

Lyudmila, Principal of Moscow school #1201.

Auditorium Manager chosen

by ELLEN McALISTER

"All the world's a stage and the men and women merely players..."

-William Shakespeare

Can you tell me, then, who is lighting this stage?

At JDHS an elite group of students known as the "stagecrew" not only keep the players from standing in the dark, they give them music to dance to and create far-away places for them to exist within.

However, creating alternative worlds with simply the use of light, sound, and a few props is not an easy task. Said Jessica Currier, a junior who has spent two years on the stagecrew, "I like the challenge. I like working against the clock. I can now get a light plot done and set in one day." Currier continued, stating that light design was her favorite element of stagecrew. "I can use my own ideas to create the picture I have in my mind...on stage," she said thoughtfully. As to stagecrew on the whole, Currier replied, "There are definite shows that I have liked more than others. I liked putting on my own light show - designing my own lights. There was a time last year when I was told that I was a student and that I had no right to give my opinion."

Despite this, the stagecrew members were suddenly dealt an extreme amount of freedom when

Maureen Crosby, former auditorium manager, accepted a teaching position in Soldana. Until a new auditorium manager could be hired, Lee Riggs, a light designer living in the Juneau area, filled the position. Said Riggs, "I'm just helping out the school district in an interim period - filling in." However, he was not interested in the position himself. "I just...I'm working for myself right now," stated Riggs. As such, the stagecrew members were, for the first time, allowed to run shows without the supervision of an auditorium manager.

David Eddy, a second year stage technician specializing in sound, even questioned the necessity of such an authority figure. Commented Eddy, "For the paperwork, yes we need an auditorium manager. In other cases we'd almost be better off without." Other members of the stagecrew echoed this idea. Stated Heather Westcott, the only senior on the stagecrew, "Yeah, we need one, but only to do the paperwork stuff. We know how to handle the equipment."

In spite of these queries, a new auditorium manager was hired just prior to Christmas break and many people seemed to have the perfect one on their holiday wish lists. Said Riggs, concerning the new manager, "He needs to be gentle, calm, committed - part philosopher." Currier seemed to agree with him, "It needs to be

someone with a good sense of communication...he needs to be able to keep his cool."

Enter Dan Miller. Currier, also a member of the interview board, commented, "He was aware of what he was talking about and it showed." Others must have agreed for, on December 26, the new manager arrived in Juneau.

Prior to his new position, Miller worked as "a self employed light designer." He became interested in stage technology while in high school and immediately following his graduation he began touring with the Osmonds. Later he returned to school at a college level. He has worked as a light designer for productions of "Cats" and "Little Shop of Horrors," among others.

Though newly arrived, Miller has definite goals set for the stagecrew. "Unification, education, commitment to professionalism," the new manager stated simply. In contrast to some of the stagecrew members, Miller feels that the role of the auditorium manager is "to structure the stagecrew...to work together with the stagecrew on projects." At this point, Miller plans to set up workshops to increase the knowledge of those on the crew and others in the performing arts department. "I'm thinking about basic seminars - sound reinforcement, practical lighting, stage managing...safety," said Miller. After a moment of thoughtfulness, the creator of so



JDHS Stage Crew

photo by Lara Denhart

many fanciful worlds, commented, "It's exciting. I feel that Juneau, Alaska is a magical place. It's a wonderful opportunity."

The following students are involved in stagecrew this year: Jessica Currier, David Eddy, Heather Westcott, Cynthia Cintra, Mathew Maguire, Sara Ward, Dustin Grimes, Sean Gillis, Ellen McAlister, Louisa Cryan, Phillip Fitzgerald, Annie Laurie Ward, Tammy Busich.

Upcoming shows for the 1991 season include: (in order of

scheduling) Fine Arts Showcase, Orion Trombone Quintet, Body Building Competition, In Studio S.N.T., Talent Show, Juneau Symphony Concert, Fairbanks Youth Symphony, Spring Musical - "Anything Goes," Paula Poundstone, Miss Juneau Competition, Fine Arts Potlatch, Juneau Lyric Opera - "The Desert Song," Ketchikan Jazz Society Big Band, Jazz and Classics Festival, JDHS Spring Concert, and Baccalaureate.

Wasi'chu defined

by TANYA CROSBY

Wasi'chu. If you have seen the movie *Dances with Wolves* you may remember this word. Wasi'chu is a Lakota word which is not only an important word for the past but for the present. Among the Lakota people wasi'chu has come to mean white man, although the original translation is: greedy one who takes the fat. Today, however it has come to have a broader interpretation, wasi'chu is a disease, a rapid spreading, contagious disease in which its victims are inflicted with the insatiable desire to take more than they need at any cost. You may have seen this disease blatantly displayed in *"Dances with Wolves"*, a screenplay based on a novel by Michael Blake,

directed, and produced by Kevin Costner who also starred in the film as Lt. John Dunbar. At the time that this film was placed as far as the Lakota people knew the wasi'chu disease was isolated in the white culture, but the reality today is that the disease is global, in fact this disease has been alive and flourishing for centuries in many cultures.



The disease is seemingly brought on by the separation of the spirit from daily life and religious practice. The victim so drastically compartmentalizes his or her life so that values and respect for the earth and its inhabitants are no longer of any importance unless there is some gain to be had.

Today, the wasi'chu disease is growing, running rampant throughout the whole world.

Whether the justification for the greed is gold and uranium in the black hills, a holy war or oil and money in the middle east the disease lives, it grows, it has become an entity of its own. It is empowered by the deep rooted denial, lies and propaganda that our society feeds us. The wasi'chu has not been stopped; they have spread and the disease will not stop until there is a radical shift in consciousness that will overthrow the ethnocentric and jingoist federal policy of today.

The film *"Dances with Wolves"* not only has a message about the unjust treatment of the native American people but also about the greedy disease which creates hatred and blocks peace in our modern society.

"I don't particularly approve - I don't think we should be there, for the most part. We're there to lower the price of oil...we're fighting to get cheaper oil."
- Tait Bergstrom, 10th

"I don't like it. All the young guys are going over there and fighting and I don't think it's good. All the families are sad and all the people will die...I try not to watch the news - it's too depressing."
- Bre Weyhe, 10th

War affects JDHS students



photo by Mike Olsen

As the Middle East crisis developed into war, JDHS students crowded the commons, solemnly watching CNN news reports of allied air-force attacks on Iraq's capital city of Baghdad.

JD-High students express feelings on conflict

by SEAN DORSEY

Many Juneau-Douglas High School students have great-grandparents who fought in World War I, others have grandparents who were embroiled in World War II. Students also may have parents who became involved with the action in Vietnam. However, Operation: Desert Storm is unquestionably a conflict in which the young generation of today has become heavily involved.

How is the war in the Middle East affecting students and faculty at Juneau-Douglas High School, and how do they feel about United States involvement in the conflict? As with all big issues, reactions within the high school are mixed. Many students strongly believe that the use of force is necessary, while others are convinced that more time and effort should have been taken to attempt to come up with a peaceful solution.

The majority of JDHS students support Operation: Desert Storm. In a recent random poll of 65 students, 62% favored U.S.

involvement in the conflict. The other 38% said that they support the troops in the Middle East, but are opposed to the use of force.

Some students believe that Hussein should be punished, but that a war is unnecessary. Senior Meilani Clark said, "I think that Saddam Hussein should be brought to justice, but that we don't need to sacrifice the nation of Iraq, and the people of our nation, to do it."

Senior Winona Hugo also feels that the conflict is for a just cause, but doesn't feel lives should be lost. "I don't really oppose the war," she explained. "I oppose the fact that people might be dying."

There are also students who are much more closely affected by the war than others. Ginger Stephans, for example, is a senior whose 20-year old brother, David, is currently fighting in Saudi Arabia as a member of the Army.

Stephans agreed that Hussein must be stopped "so he doesn't do it again." She also said she realizes that human lives (including Iraqis) will be lost in the process, but hopes that the conflict will end quickly with the fewest possible

casualties on both sides. "I want Dave and all those guys to come home as soon as possible," said Stephans.

Psychology and Western Civilization instructor Karyn Price concisely outlined her reasons for opposing the war. "It's costing one billion dollars a day. The emir of Kuwait isn't worth it. We need to



"I'm afraid of it. I'm afraid for the people I love. I think it's stupid, but I'm not going to protest because it's too late. I have so many feelings about it that it's hard to sum up. It's too confusing."

- Genesis Ransom, 11th

learn to live with those we don't like. Being the cop of the world is too costly." Nathan Mannix, senior, simply said, "I'm opposed to this war because it could have been avoided. It's senseless."

On the other hand, many JDHS students believe that war in the Middle East is best. "I think we should support the war because I don't believe it's fair for bigger countries to go in and take over littler countries just for oil. By going in there, we can spread peace by stopping Saddam," stated sophomore Paul Brown.

Mike Gravel, another sophomore, believes we should follow the decisions of our elected officials. "I support the war, especially our soldiers, because it was our President's decision and I support him, and because I think Saddam is an evil man," said Gravel.

"It's kind of scary, but in another way I'm really proud of him," said junior Ann Nielson of her brother Rex, who is serving as an officer in the Navy. Nielson said that, although she wished that war could have been avoided, "I support the troops." She added that since the conflict has begun, and that U.S. troops were there, she supported the war.

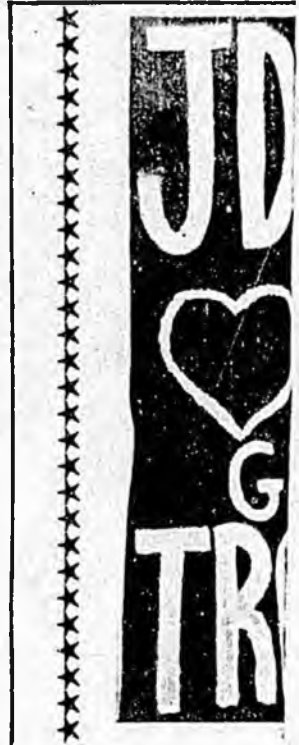
Sandy Eckerson, office secretary, is pleased with the handling of U.S. intervention, declaring, "I think we should do exactly what we're doing. Hit him (Hussein) hard, then pull out. We won't lose so many troops that way."

A number of people fear that the invasion of Kuwait might only be the beginning of Saddam's master



"The war is interesting to me because I grew up in a household with three faiths. When we hear Hussein talk of a holy war, we don't give it credence...I believe we may have forgotten how Christians used to fight holy war. I would love to be able to speak and listen to others who have history and interest in moral and ethical issues based on faith as opposed to economics."

-Dr. Chuck Juraz



plan. Said teacher Mary Herold, "I support our being over there because I think if Saddam isn't stopped now, he might go into other countries."

A recent example of Hussein's unpredictable nature was shown through the massive oil spill in the Persian Gulf, which, according to U.S. military officials, was instigated by the Iraqi leader. Says senior Rob Divelbess, "I think that Saddam Hussein is insane. He's finally done something to get the Green Party involved. Now we have momentum."



"I am a pacifist. But, I saw the needs for this war, and I support it."

- Moira Smith, 10th

s, both past and present

Persian Gulf: Families of alumni serving share perspective

by JEAN LOWE

As yet another day passes by, and the sun slowly passes behind the mountains of Juneau, it begins to rise in Saudi Arabia, where the United States, along with 26 other countries, is involved in a war against Iraq. Numerous American volunteers are participating in what the military calls, "Operation Desert Storm". Among these are many men and women who have grown up in, and/or made their homes in Juneau, Alaska.

Twenty-year-old Robert De LaVergne is a member of the 20th Airborne Infantry of the 82nd Airborne, and has been in the Middle East since the 7th of August. He is a ground soldier. De LaVergne graduated from JDHS in 1990. According to his father, the last time he heard from him, De LaVergne was in fairly good spirits, despite the fact, as his father said, "He was tired of looking at sand." Like many people in the nation, his family supports the country, and the president, and "We're 100% behind him." But, as Mr. De LaVergne pointed out, "We're all concerned that he comes home safe, just as any parent would." This is (Robert) De LaVergne's second encounter with war; he was in Panama when U.S. troops went in after Noriega.

Zeno (Matt) Cole is also serving in Saudi Arabia. He has been serving with the 19th military infantry since he graduated from JDHS, in 1989. Cole is in charge of a mortar, a small cannon.

His father, George Cole heard from (Matt) Cole a week and a half before Christmas, just as the infantry was preparing for amphibious training near the Kuwaiti border. He was, as (George) Cole stated, "alternating between being bored to death, and being afraid that he would be in the middle of a war in a very short time." He was also home sick, and missing skiing, and snowboarding, which he loves to do during the Eaglecrest ski season. According to (George) Cole, although Matt was apprehensive, and fearful of the unknown, he is going to do what his job is, and from the age of 12, (Matt) Cole has wanted to be a Marine.

As (George) Cole explained, he feels the war on three different

levels. "As a parent, it scares the hell out of me. As a human being, I'm concerned for the welfare of all the soldiers. There's a certain amount of tragedy involved when you are in a conflict to shoot someone. And regret. There are probably Iraqi soldiers who are 19 years old or so, sitting on the other side who are just as scared. As an American, and a part of the world, realities are that we cannot allow someone to use force to take things away from other people. I feel fear, sympathy and empathy, and pride."

22 years old, and a member of the Navy, and stationed in the Red Sea, Rex W. Nielsen works in the "Pipe Shop," repairing various things on the air craft carrier, John F. Kennedy. There are four other carriers operating in the area with the USS John F. Kennedy, and it has been involved in the war since the very start, the 16th of January, launching planes in "Operation Desert Storm".

According to John Nielsen, his son, Rex, "Feels pretty secure where he's at, although there's the possibility of getting hit." Like De LaVergne, and Cole, (John) Nielsen is, "For our president."

Rex Nielsen graduated from JDHS in 1988, and has a sister, Ann Nielsen, who attends JDHS.

Brothers Hans, 19, and Ray, 22, Gukelson are serving in Saudi Arabia. Ray is in the 82nd Airborne, and Hans in the 3rd Armored Cavalry Division. Hans attended JDHS in 1988. Ray was sent over in early August, and Hans made the trip in late December. According to their mother, "Hans has never said he's scared. He's real gungho for what he does. I'm proud that they're doing what they do."

Dolores Garcia, a Spanish teacher at JDHS has a son Donovan Garcia, 28, serving as a captain in security communications in the Air Force. He has been in and out of Saudi Arabia since August. According to his father, "He's concerned, but it's a job that he has to do." (Donovan) Garcia graduated from the Air Force Academy, so, "he knows what he got into."

A graduate of JDHS in 1988, David Stephan, 20, is serving with the 72nd Engineers of the 197th Infantry Brigade, on the border of Kuwait, backing up the 82nd Airborne on the front lines. A land mines expert, Stephen arrived in Saudi Arabia in early September.

His mother, Betty Stephan commented that, "he was very disappointed that the peace initiative had not gone through. The unknown is scary. He just wants to get home. Life in the desert is getting very old."

As for Mrs. Stephens, she is, "very frightened for his personal safety. We pray daily. I'm concerned for the safety of all the troops. When children are younger, you help them all you can, but now there's nothing I can do but hope, pray, and wait." Stephens has served in the army for two and a half years, and was scheduled to get out July 7th of this year. He was planning on college in the fall, but the army has cancelled all rotations and retirements. As (Betty) Stephens stated, "They can keep him as long as they want him."

(David) Stephens has a sister

Ginger who attends JDHS. Mrs. Stephens commented, "We are very frightened. It's hard to go on with daily life, but you have to keep going. It is hard to watch the news when you realize that someone you love is over there. I'm very grateful that I live in Juneau. The community is overwhelmingly supportive. He loves this town very much, and we're very grateful of all the support."

These are only a few of the Juneau members on duty in Saudi Arabia. If you would like to send a letter of support to any of the men and women serving our country, some addresses are listed on page 10.

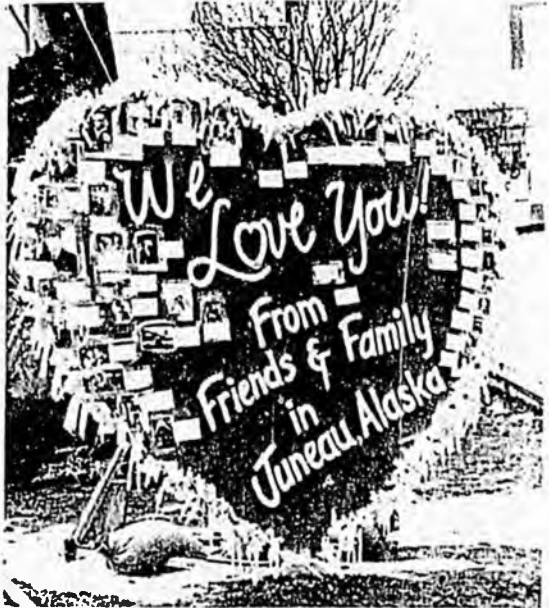


photo by Mike Olsen

This wooden tribute to local servicemen in the Persian Gulf was erected by the Operation Desert Shield Support Group. Denise Ohmstead, mother of 1989 JDHS graduate Jake Garcia, who is currently stationed in Saudi Arabia, arranged to have it displayed in front of the city museum until Feb. 14. "It will then be transferred to the Nugget Mall, where it will remain until the soldiers return home. Says Ohmstead, "The main purpose was for the community to know who is over there, and to be able to relate to and remember them."

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As a parent, it scares the hell out of me. As a human being I'm concerned for the welfare of all the soldiers . . . there are probably Iraqi soldiers sitting on the other side who are just as scared. As an American, and a part of the world, realities are that we cannot allow someone to use force to take things away from other people."

-George Cole

Soldier's addresses;

Lance Cpl Jake Garcia
182-54-7686
A Co 1st LAI Bn 2nd Plt
FPO San Francisco, Ca 96608-5523

PFC (Z.M.) Matt Cole
574-64-1669
B Co WPNS Plt 1st Bn
5th Marines
FPO San Francisco, Ca 96608-5508

Specialist David M. Stephan
574-74-3845
Operation Desert Shield
72nd Engineers 197th Infantry Brigade
(M) (S)
APO New York, NY 09315

Brian Schnick
574-68-1874
9SRW/OL-CH
APO New York, NY 09017

Lance Cpl Marc Bucat
USMC 574-66-2346
H&S Co 1st MEF
FPO San Francisco, ca 96608-5402

SPC Joseph E Buell
574-32-5966
B Co 15th FSB 1st Cav Div
APO New York, NY 09306-0270

Lance Cpl Hoyt E Stepp
542-06-3702
Delta Co 2nd Plt
1st Tank Bn 1st Marine Div
FPO San Francisco, Ca 96602-9465

SPC Robert W De LaVergne
106-70-3613
Charlie Co 4/325/AIR
82nd Airborne
APO New York, NY 09656

SSG Phillip E Melton
585-04-8515
A Co 7 101st Airborne Div
Operation Desert Shield
APO New York, NY 09309

SFC Steve Gebert
516-62-8803
C Btry 217 ADA 11th ADA BDE
Operation Desert Shield
APO New York, NY 09616

Sgt Ray Gukelsen
504-94-3703
A Co TF 4/325 AIR
82nd Airborne
APO New York, NY 09656

PFC Hans Gukelsen
504-94-3650
B Trp 4/7 Cav 3rd Armored Div
Operation Desert Shield
APO New York, NY 09651-4230

Lance Cpl John E Baker
574-72-6677
7th MTBN H&S Co Maint 11st FSSG
FPO San Francisco Ca 96608-5708

Rex W Nielsen
R Div Pipe Shop
USS John F. Kennedy CV67
FPO New York, Ny 09538

SFC Jack E Hendrickson
529-82-0814
41st Combat Support Hospital
1st Med Group ODS
APO New York, NY 09657

SPC Greg L McEwen
541-86-2059
11HB 2/7 ADA USA Army
APO New York, NY 09616

SP4 Matthew W Hightley
574-68-2068
Operation Desert Shield
B Battery 5/62 ADA 3rd ACB
APO New York, NY 09209

PFC Walter M Loewen
536-76-3984
Bravo Co 82nd Sig BN
APO New York, NY 09656

Pvt Josh Stimpfle
574-64-3688
1st Plt Charlie Co 2/34 Armor
1st Infantry Div
Operation Desert Shield
APO New York, NY 09786

Names of other Juneau
residents serving in the
gulf:

- Sinf Sgt. Harold Lancaster
- Cpl. David Wrightson
- Cpl. Troy Bramlett
- Lance Cpl. Jerri Schlickemayer
- Cpl. Tyson Cary
- Capt. Todd Brooks
- E5 Michael Doogan
- Sgt. Jimmy Ramos
- Pfc. Peter Germain
- Richard Kulpa
- Frank Ambaca, Jr.
- Cpl. Todd Newlun
- FN Ricardo Smith
- Mike Huff
- Cpl. Jeffery Martin
- CMI Gregory Arwood
- BU1 Bruce Coski
- Sgt. Lorenzo Barril
- Sgt. Ellen Barril
- Maj. David Mireles
- Capt. Brian Shaw
- Lance Cpl. William Filipp
- John Filipp
- Tech Sgt. Roy Mireles
- Sgt. Douglas Carson

En Route;

- All-Anisa Williams
- 1st Lt. Andrew Swanson
- Scott Taylor
- Sgt. John Hawkinson
- Charles Dunn

JDHS students chosen for All-Northwest

by STEPHANIE EADDY

Two Juneau-Douglas High School students have been named to the All-Northwest Choir and Band. Junior Christa McMullen will sing alto in the choir and senior Dan Korn will play the clarinet in the first section of the band.

Students in the All-Northwest Band and Choir represent the best student musicians in Washington, Oregon, Idaho, and Alaska. Students were selected on the basis of a taped audition. McMullen and Korn submitted the same tapes they made for the Southeast Tournament. They were notified in mid-December and received their music in the second week of January.

Both students have been involved in music for several years and plan to continue through college. "I want to keep playing through college and see what happens..." said Korn. McMullen has high aspirations, "When I go to college, I want to be in a choir. If I go to

Pacific Lutheran (University), I want to try for the Choir of the West." The Choir of the West is one of the best choirs on the west coast.

Korn has quite a history in music. He has been involved in music for seven years and his most recent achievements include attending a high quality music camp in Michigan called Interlochen, playing a solo for the Juneau Symphony and performing with the All-State Honor Band for the last two years.

According to Stan Sells, JDHS band and choir director, both Korn and McMullen have the potential to go far musically. "Christa is a very energetic student who has a nice, full voice," said Sells. "Dan, as a clarinet player, is very self-motivated and works very hard at his skills," Sells continued. The All-Northwest Band, Choir and Orchestra will meet in Seattle and rehearse February 15 and 16. They will perform at the Seattle Center Arena on February 17.



Dan Korn

photo by Mike Olsen



Christa McMullen

photo by Brittany Wilson

Academic Decathlon may be Cali-bound

by STEPHANIE EADDY

It all began in Southern California. The Academic Decathlon started in one high school in the Golden State and now forty states are involved in this fun and challenging sport.

One team represents one city. In a city like Juneau which has only one high school, this is not a concern. In larger cities such as Fairbanks and Anchorage, which have more than one high school, the competition to make the team is more intense.

The teams are made up of nine students; three "A" students, three "B" students, and three "C" or below students forming the Honors, Scholastic, and Varsity categories respectively. While functioning as a team, students also have the opportunity to shine as individuals in the separate categories. "Everyone is good at something," decathlon coach Bob Weiss stated.

There are ten events within the Decathlon. Six are written multiple choice tests with fifty

questions each. The topics are math, science, economics, language and literature, social science, and fine arts. The fine arts category involves listening to music and naming the artist, the type of music it is, and the time period in which the piece was written. The next event is essay-writing. Then the students have to give two speeches—one prepared and one impromptu. The students have sixty seconds to come up with a 3-minute impromptu speech. Next the students are interviewed by a panel of 2-3 judges. The last event, the Superquiz, is always held in the evening. Contestants are asked five questions worth 1000 points each. Superquiz is very important; competitions are won and lost in this event because of the high point values possible. Becky Marjerson had a perfect Superquiz score at the tournament in Keetchikan in November.

This year's topic is space so all essays and speeches have to be on some ramification of space.

The competition takes about 2 days to complete and then scores are tallied. The two best scores are

taken from each team (honors, scholastic, and varsity) and added together to produce a team score.

The tournaments are often difficult because many schools have a class called academic decathlon for which students receive credit. Our decathlon team only meets every other Wednesday and Saturday for two hours. The team does receive extra help from people in the community who are knowledgeable in their field. The English department helps with essays and Weiss, also an economics teacher, helps with economics. "By the way we always take first in that!" Weiss jokes.

Students do have the opportunity to win money, but only at the state level. Last year Sean Dorsey won \$1000 for placing 12th out of 400. If the decathlon team wins State, the basketball team will not be the only Crimson Bears to have represented Juneau in California. "If we happen to win State (March), the next month we would go to Anaheim and defeat-uh, compete with the rest of the United States," said Weiss, correcting his Freudian slip.

J-Bird policy published prior to review

It is the practice of the Editorial Board of the J-Bird that each year the present publications policy of the J-Bird be reviewed by the same board for the purpose of revision and adoption.

Prior to final review and ratification, the board is publishing the following copy of the present policy in order to provide an opportunity for public comment. Any comments and suggestions are welcome and should be presented in writing to the editor of the J-Bird before March 1, 1991.

I. STATEMENT OF POLICY

It is undeniable that students are protected in their exercise of freedom of expression by the First Amendment to the Constitution of the United States. Accordingly, school officials are responsible for ensuring freedom of expression for all students.

It is the policy of the J-BIRD, an official, school-sponsored publication of Juneau-Douglas High School, which has been established as a forum for student expression and as a voice in the uninhibited, robust, free and open discussion of issues, that each publication should provide a full opportunity for students to inquire, question, and exchange ideas. Content should reflect all areas of student interest, including topics about which there may be dissent or controversy.

It is the policy of the J-Bird that student journalists shall have the right to determine the content of official student publications. Accordingly, the following guidelines relate only to establishing grounds for disciplinary actions subsequent to publication.

II. OFFICIAL STUDENT PUBLICATIONS

A. Responsibilities of Student Journalists

Students who work on official student publications determine the content of those publications and are responsible for that content. These students should:

1. Determine the content of the student publication;
2. Strive to produce a publication based upon professional standards of accuracy, objectivity and fair play;
3. Review material to improve sentence structure, grammar, spelling and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the case of editorials or

letters to the editor concerning controversial issues, determine the need for rebuttal comment and opinions and provide space therefore if appropriate.

B. Prohibited Material

1. Students cannot publish or distribute material that is "obscene as to minors." "Minor" means any person under the age of 18. Obscene as to minors is defined as material that meets all three of the following requirements:

- (a) the average person, applying contemporary community standards, would find that the publication, taken as a whole appeals to a student's prurient interest in sex; and
- (b) the publication depicts or describes, in a patently offensive way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, and lewd exhibition of the genitals; and
- (c) the work, taken as a whole, lacks serious literary, artistic, political, or scientific value;
- (d) Indecent or vulgar language is not obscene.

2. Students cannot publish or distribute libelous material. Libelous statements are provable false and unprivileged statements that do demonstrate injury to an individual's or business's reputation in the community.

If the allegedly libeled party is a "public figure" or "public official" as defined below, then school officials must show that the false statement was published "with actual malice," i.e., that the student journalists knew that the statement was false, or that they published it with reckless disregard for the truth without trying to verify the truthfulness of the statement.

- (a) A public official is a person who holds an elected or appointed public office.
- (b) A public figure either seeks the public's attention or is well known because of personal achievements.
- (c) School employees are public official or public figures in articles concerning their school-related activities.
- (d) When an allegedly libelous statement concerns a private individual, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist who wrote or published the statement has failed to exercise reasonable prudent care.
- (e) under the "fair comment rule" a student is free to express an opinion on a matter of public interest. Specifically, a student may criticize school policy or the performance of teachers, administrators, school officials and other school employees.

3. Students cannot publish or distribute material that will cause "a material and substantial disruption of school activities."

(a) Disruption is defined as student rioting; or substantial seizures of property; or substantial student participation in a school boycott, sit-in, walk-out, or other related form of

activity. Materials such as racial, religious or ethnic slurs, however distasteful, are not in and of themselves disruptive under these guidelines. Threats of violence are not materially disruptive without some act in furtherance of that threat or a reasonable belief and expectation that the author of the threat has the capability and intent of carrying through on that threat in a fashion not permitting acts other than suppression of speech to mitigate the threat in a timely manner. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.

(b) For a student publication to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity would occur if the material were distributed or has occurred as a result of the material's distribution. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show substantial facts that reasonably support a forecast of likely disruption.

(c) In determining whether a student publication is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard consideration should be given to past experience in the school with similar material, past experience in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.

- (d) School officials must protect advocates of unpopular viewpoints.
- (e) "School activity" means educational student activity sponsored by the school and includes, by way of example and not by way of limitation, classroom work, library activities, physical education, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and scheduled in-school lunch periods.

III. NONSCHOOL-SPONSORED PUBLICATIONS

School officials may not ban the distribution of non-school sponsored publications on school grounds. However, students who violate any rules listed under II.B. may be disciplined after distribution.

1. School officials may regulate the time, place, and manner of distribution.

(a) Nonschool-sponsored publications will have the same rights of distribution as official school publication;

(b) "Distribution" means dissemination of a publication to

students at a time and place of normal school activity, or immediately prior or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the school which are generally frequented by students.

2. School officials cannot:
 - (a) Prohibit the distribution of anonymous literature, or require that literature bear the name of the sponsoring organization or author;
 - (b) Ban the distribution of literature because it contains advertising;
 - (c) Ban the sale of literature;
 - (d) Create regulation that discriminate against non-school sponsored publications or interfere with the effective distribution of sponsored or non-sponsored publications.

IV. PROTECTED SPEECH

School officials cannot:

1. Ban speech solely because it is controversial, takes extreme, "fringe," or minority opinions, or is distasteful, unpopular, or unpleasant.
2. Ban the publication or distribution of material relating to sexual issues such as, but not limited to, virginity, birth control, and sexually-transmitted diseases (including AIDS).

3. Censor or punish the occasional use of indecent, vulgar or so called "four letter" words in student publications;
4. Prohibit criticism of the policies, practices or performance of teachers, school officials, the school itself, or of any public officials;
5. Cut off funds to official student publications because of disagreement over editorial policy;
6. Ban speech that merely advocates illegal conduct without proving that such speech is directed toward and will actually cause imminent unlawful action.
7. Ban the publication or distribution of material written by nonstudents;
8. Prohibit the school newspaper from accepting advertising;
9. Prohibit the endorsement of candidates for student office or for public office at any level.

V. COMMERCIAL SPEECH

Advertising is constitutionally protected expression. School publication may accept advertising. Acceptance or rejection of advertising is within the purview of the publication staff, who may accept any ads except for those for a product or service that are illegal for students. Political ads may be accepted. The publication should not accept ads only on one side of an issue of election.

VI. RESPONSIBILITIES OF ADVISER

Advisers to official school

publications will:

- a. Serve primarily as teachers whose chief responsibility is to guide students to an understanding of the nature, the functions, and the ethics of a free press and of student publications; advisers will not act as censors.
- b. Encourage the staff toward editing an intelligent publication that presents a complete and unbiased report and that reflects accurate reporting and editorial opinion based on verified facts.
- c. Function as a liaison between school officials and students to ensure full communication of administrative guidelines to student editors as well as to communicate to administrators the First Amendment rights of students to print without censorship or prior restraint and to communicate to school officials the duty of the institution to allow full and vigorous freedom of expression.

VII. ADVISOR JOB SECURITY

No teacher who advises a student publication will be fired, transferred or removed from the advisorship by reason of their refusal to exercise editorial control over the student publication or to otherwise suppress the protected free expression of student journalists.

VIII. PRIOR RESTRAINT

No student publication, whether non-school-sponsored or official, will be reviewed by school administrators prior to distribution or withheld from distribution. The school assumes no liability for the content of any student publication, and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to follow professional journalism standards.

IX. SELECTION OF EDITORS

Upon advisement of the present editors and others concerned, the advisor of the J-Bird shall select from among the applicants the editor for the following year. The term for each editor shall be for one year, beginning in the Fall of the following year. Editors are not limited to a single year term. Applicants shall be solicited in the Spring of the year and the editors chosen based upon the applicants' demonstrated writing ability, responsibility, and character.

X. DISCLAIMER OF LIABILITY

The views expressed in the J-Bird belong solely to the authors and are in no way to be construed as those of the school board, administration, faculty, or advisor. The J-Bird invites and encourages its readers to submit their comments and views for publication as letters-to-the-editor. Please limit the length of submissions to 300 words. No letter will be published without the author's name. All submissions are subject to editing as deemed appropriate for length and/or content. Submission is no guarantee of publication.



Opinion...

Attendance Policy

Page 2

Features...

Unwanted Pets

Page 11

Sports...

Eaglecrest hosts Junior Olympics

Page 6

A&E...

Christian Punk: Rebels with a cause

Page 10

The J-Bird

68 years-Juneau's Student Voice

Juneau-Douglas High School

Juneau, Alaska

Vol. 68 Issue 7

April 2, 1991

Underground newspaper provides alternative

Issue Number Two

Tuesday, March 12, 1991

THE ESOTERIAN:

by SARAH BERNSTEIN

"It's not a joke," said "Zoilas" (name withheld) when asked about Juneau-Douglas High School's new underground newspaper, *The Esoterian*. There are several students who have undertaken the task of supplying Juneau-Douglas High School with an alternative newspaper, and they are serious.

The idea for an underground newspaper was "Ken's." Ken is a sophomore at JDHS. He first thought of this during Christmas vacation and then shared the idea with some of his friends. The first issue of *The Esoterian* was then

distributed in February. "Vex" is the chief editor of *The Esoterian*, Ken is in charge of printing, and "Caliban" collaborates layout and typing.

Vax said that the paper was established "to question authority and to present the high school with a literary forum." Vax, Caliban, and Ken all added that they create the paper because, despite the hard work, it is a lot of fun.

According to "Zoilas" and "Inanna," two writers for *The Esoterian*, the paper was established to provide a forum for an alternative viewpoint. Zoilas said it was also done in part "to prove to ourselves that we could do it." Both writers

feel that although *The J-Bird*, JDHS' official newspaper, is credible, it cannot publish material that is uncensored.

Inanna commented that only certain people can write editorials for the "Bird," and although several people write to the editor, only a few of the letters ever get published.

Beth Hagevig, Editor-in-chief of *The J-Bird*, feels these characterizations about the paper are inaccurate. Hagevig feels that in this case, the definition of censorship needs to be clarified. She explained that interference from an outside authority is censorship, while editing is the revisions made

by an internal authority. "In our case, it is the editorial board," she said. "I'm sure *The Esoterian* does a bit of editing also," added Hagevig.

Hagevig also admitted that it is true that only editors write the editorials. However, she said that "Soapbox", a guest opinion column, was created this year for students to voice their views on issues.

As for letters to the editor, Hagevig said that the reason so few letters are published is because very few letters are submitted. "I've received about seven letters this whole year - four of which are going in the next issue. It's not

censuring, it's student apathy," said Hagevig. "We've even encouraged student response in two of our editorials, but so far, no one has submitted anything."

As far as letters which might be objectionable to some readers, Hagevig stated, "we don't care about controversy. A student voice is a student voice."

In reference to *The Esoterian*, Caliban said that no article submitted would ever be censored because of controversial contents. However, he said the editors will cut writing that is not quality material.

The editors of *The Esoterian* have heard accusations that the paper is simply a list of complaints and a place to publish negative opinions of the administration at JDHS. However, Zoilas responded to this by saying, "We are not out to bash the administration, we just want the students to have freedom of expression."

turn to *Underground*, p. 12

Effectiveness of JDHS attendance system disputed

by ADAM JOINSON

One of the most time-consuming procedures in the Juneau-Douglas High School is monitoring students' attendance. If a student is unexcused for any reason, they are contacted as many as six times within the next week. Attendance "creates an enormous amount of bookkeeping on the part of the staff," according to Juneau Board of Education member Phil Smith.

Currently forty to seventy kids are processed through the detention room daily. This is evidence to JDHS Vice-Principal Sasha Soboleff that the current policy is effective. "If the system wasn't working, nobody would be in detention," he said. According to Soboleff, three years ago 500 students were gone daily, compared with the 100-150 this year.

Zach Falcon, Student School Board Representative, also feels that the system is more effective now than in the past. "With all the

time, effort, money, and manpower they (the administration) puts in, it's believable (the improvement from 500 to 100)," said Falcon.

"Interest in school should be fostered, not forced."

- Zach Falcon

If a student is unexcused, and refuses to serve detentions, he or she is disciplined further with Saturday School, In-School-Suspension, and finally Out-of-School-Suspension. A student that chooses not to serve Saturday School or ISS for some reason is punished by OSS, meaning that he won't be allowed on school grounds for a whole day. This in fact can be thought of as a reward; a student misses school, so the punishment is getting to miss more. Donna Woodrow, who handles detention,

Saturday School, ISS, and OSS, said "some kids are overjoyed" when they are assigned OSS.

The current measures used to punish non-attendance, detention, ISS and OSS, are not the way to solve the problem, said Smith. "Any changes (in the policy) should be made to encourage attendance, not by rewarding it with OSS," he said. Smith is concerned that the whole system is a disincentive for students to stay in school, and that a more positive approach to attendance is necessary. Falcon agrees. "Interest in school should be fostered, not forced," he said.

Smith believes that the best reasons for attendance transcend the numbers of who is actually here and who isn't, and feels that the focus of this facet of education must be altered. "A system that's more classroom oriented instead of computer oriented might be more effective," suggested Smith.

turn to *Attendance*, p. 12



photo by Chad Edwards

Vice-Principal Sasha Soboleff on duty: "I believe deep inside my heart that the attendance policy is going to change, and that I won't have to walk five miles a day to see the forty kids a period and make 150 phone calls on Friday and Sunday."

Editorial:

Attendance Policy: A joke no longer funny.

Poor attendance and the problems associated with it spread through these halls like the black plague. What is the source of this plague? The students? In part, but ultimately the responsibility for this failure belongs to the administration of Juneau-Douglas High School. We are sad to say that there are very few redeeming qualities in the present attendance policy. It solves few and creates many problems.

Most teachers at this high school will tell you that it is not convenient nor beneficial to their lesson when an administrator interrupts their class to dispense punishment in the form of pink slips. More likely, they will tell you that it is a constant annoyance; an annoyance that violates the teacher's presentation, the classes' attention and the individual's dignity.

We understand that attendance is an important part of learning. However, we also understand that if we have unexcused absences, which are frequently due to system errors, we will end up missing the first 15-20 minutes of our class anyway because of time spent at the attendance office waiting in line for a slip of paper instead attending class.

And what of the attractive goldenrod spread sheets that hang on the walls around the high school? They are a symbol of the administration's failure to fix the problem. What happens to one of the 120 students who are listed each day? They are assigned detention, skip detention, assigned Saturday school, skip Saturday school, assigned in-school suspension; skip in-school suspension and finally, they are elevated to the biggie: out-of-school suspension. A solution to the attendance problem? We don't think so. With 86 hours of detention to be made up, what kind of punishment is it to get out-of-school suspension when most of the student population would rather be up at Eaglecrest skiing on these beautiful spring days anyway? We should all hope for such treatment! What will happen to those students? Most likely, they will get a holiday detention session in place of those 86 hours. That's a bargain, anyway you look at it.

The administration, teachers, and students alike, all seem to be fighting a never-ending battle for the ideals of education. We at the J-Bird see this merry-go-round of irony and wonder at the callousness which allows students to be caught in this system of bureaucratic failure.

Certainly, an educator that upholds the ideals of the profession, would be inclined to change when presented with a clear problem which hinders education. Therefore, we issue a challenge to the administration of this school to find a better solution to the on-going attendance problem. Recognizing the current paralysis is only the first step towards positive leadership concerning this problem. Action is the second.

Letters:

AIDS message touches reader

Editorial note: The following letter to Rose Felschauer was submitted to the J-Bird for publication.

Dear Rose,

I am a member of the Warrior's Word Publications Lab and am writing in response to your column, "Every Rose has its thorn..." I am referring to your December 14, 1990 feature on meeting with a man infected with the AIDS virus.

I found this article very honest and open. I especially liked reading your feelings--your understandable nervousness and apprehension about doing such a simple thing as shaking his hand.

I have never been faced with interacting with someone having AIDS, but I can imagine my own rejection. Thank you for being honest enough to put my own feelings into words--feelings I may not have been able to address.

I hope the man's message was passed along and that he knows how many people his story does touch.

-Michelle Jacobson
Wausau West H.S.

Thanks from Japan

Dear Editorial board

I am Aya Nakagawa. Thank you for publishing my composition in the J-Bird, Feb. 4, 1991. I won fifth place (prize) in the English Oratorical Contest of Kyoto Prefecture. I can speak Japanese normally, but my pronunciation of English is not good. So it was difficult for me to believe this result. Besides that, I felt as if I had a dream when I saw my composition in your newspaper. There is no such nice newspaper in our school as yours. I think that Japanese school students lack independence. So we must follow your example. I would be glad if someone who read my composition would send me his/her impression.

-Aya Nakagawa

More thanks....

Dear Editorial board:

Thank you very much for sending the J-Bird of Feb. 4, 1991. I received two copies of it last Wednesday. I was very impressed with your wonderful school paper.

which has a history of as many as 68 years. And other teachers of my high school were also impressed with the J-Bird, because it has as many as 16 pages and it is published every month. Miss Aya Nakagawa, the writer of the essay about hearing impairment, was very happy to see her essay in the paper. Currently the students of the English Speaking Society (English club) here at Yamashiro High School Kyoto Japan are writing articles for contributing to the J-Bird. Although it is very hard to write articles in their foreign language. I'll e-mail them soon. Thank you again for publishing Miss Aya Nakagawa's essay and sending the copies.

-Fumiaki Itoh
Teacher of Yamashiro H.S.

Kudos for the Bird!

Dear Mr. Good and J-Bird Staff:

Please pass along my rave review of the '90-'91 J-Birders! Legitimate complaints were registered last year, but this season Mr. Good and his staffers should be very proud of their product.

As an armchair radical, I always (when my daughters rarely share a copy) turn to Zach's comments. It's a joy for me to discover a quality writer, young or old, who is capable of original thought. Zach dares to think. Congratulations, as well, to Phil, for their joint efforts to improve the high school search and seizure policy.

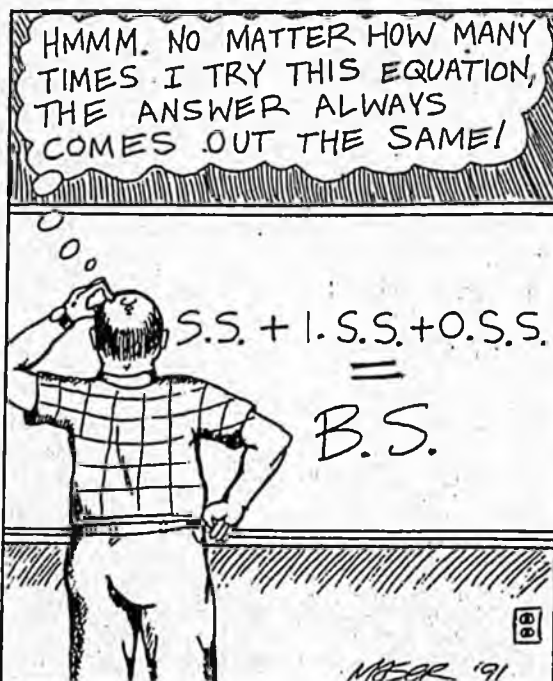
This same issue was addressed on page two of this March 1st issue. Five of six kids responded wisely to the query on locker searches. This type of question lies at the core of just one of the many individual rights inherent in a free society. The responses were heartening and, I believe, more liberal than a similar sampling of adults. I am reminded of the important work of two Juneau-Douglas history and government teachers in the mid-60's (Tony Rieger and Rick Pastega): imparting to their students the precious knowledge that individual rights are too often prized after they are lost.

Adam's informative article on the military conscription discusses another critical issue in a "Free" society. A peacetime draft and now selective service registration have been too easily accepted by the populace. Prior to the civil war, conscription was akin to slavery and vehemently opposed. Students today should wonder why the price for failing to register is so high. Please continue to question!

A fine Jimi Hendrix cartoon too, Josh.

All of you deserve a hand for a quality job. Ever Sarah!

-Karl Schoeppe



J D H S

by' ZACHARY PEREGRINE

I have always liked doing dishes. Seeing hot chocolate encrusted mugs and syrup sticky plates fill a deep sink and spill out onto the counter in total confusion gives me a true feeling of purpose. I like to take the time to wash them slowly and carefully, devoting all of my attention to the unique terrain of every dish, brushing the sponge over every surface and watching as the reborn piece of crockery rises out of the foam like some sort of *Rubbermaid Venus*. Sometimes seeing the plates, mugs, and pots stacked cleanly on the counter in zen-like serenity is the only thing that keeps me sane. It is a way to organize my head; all of the stained,



sticky ideas and greasy bits of uneaten information that crowd my confused brain seem to find clarity and order through the simple act of washing dishes. I often can't sleep knowing that there are dishes left in the sink, my head is unable to touch the pillow until all of them

are clean and nestling together in *Palmolive* peace. I have learned a lot from washing dishes; while searching for stray silverware in the tepid primordial soup of my kitchen sink, I have contemplated subjects ranging from the way in which one's fingertips turn to wrinkled cave salamanders in old dishwasher, to the concept of human dignity.

Human dignity first became an issue for contemplation when I was eight years old and a reshuffling of household chores left me with the duty of washing dishes. I hated it. As soon as I was left without a choice in the matter, doing dishes ceased to be an act of beauty and became instead a pointless act of sickening drudgery. My aversion to the task grew daily; I was disgusted by the soft gurgle left in the drain. I loathed the bitter smell of *Joy* and prayed for paper plates. Faced with this revulsion I did the only thing possible under the circumstances- I refused to wash dishes at all. I didn't mind the consequences because the decision to be entirely my own and I was responsible for it. After a time my chores were shifted from doing dishes to taking out the garbage, and soon my old love of plate-washing returned. Strange thing, dignity.

I think often about dishes when I wander the halls of JDHS and hear administrators say that students shouldn't be given freedom because they have no sense of responsibility. I think often about dignity when I sit in a classroom and see a student who would rather take an F than be told how and what to learn. It is true that many young people mistake liberty for license. But it is also true that a person cannot be truly responsible unless he is also free. Compulsory education all too often leaves people stripped of both their dignity and their ability to learn. If schools are to be worth anything they must create an environment where learning and responsibility are fostered, not forced. Only then can we be responsible to ourselves and each other. The so-called 'natural rights' do not exist in nature - we must give them to each other. Students must be given their dignity if anything is to be accomplished in school. We must be allowed to wash our dishes not because we are forced to, but because we know that it is our responsibility to do so.

Every Rose has its thorn...

by ROSE FLEISCHHAUER

"So, do you wanna leave?" Robyn says, just loud enough for me to hear.

Of course I want to leave! But I don't tell her that, I just look at her like she's crazy.

"Right. Like I can just leave," I say, like the school won't survive without me for a few hours.

She leaves the room, I storm off to the library throwing daggers with my eyes. Obviously, I'm mad enough to have a seizure. This self-realization stops me.

"Hell, I'd be dead if I was much older." I smirk and choke to myself.

I think how funny it would be if one day my mind snapped and I went crazy. I can see it now. The looks on people's faces as I writhe, laughing and snoring, literally foaming at the mouth and screeching unintelligibly. And there'd be this great big, huge, totally grotesque picture of it in the yearbook and probably a national newspaper would use it as filler, therefore giving me my 15 minutes of fame and definitely guaranteeing at least 100 Elvis sightings in or around Juneau that month.

I laugh, obnoxiously loud, at my wild imagination which triggers about 20 strange looks from the people studying 'oh so hard' in the library. I get the deadly, if-you-don't-shut-up-I'm-going-to-kick-you-into-next-week, scowl from an administrator for breaking the unwritten Vow of Silence the library enforces much the same as an oral epitaph does a corpse.

I have the most obscene case of what is inappropriately called "writer's block".

WRITER'S BLOCK-n. 1. of or pertaining to having a physical blockage in the left hemisphere of the cerebral cortex; brain-strain. 2. a mental state induced through thinking one has thought too much on any thought one's thinking may be a thought; constipation of the brain.

In closing let me leave you, the readers, with a few questions that may be prone to induce the phenomenon of "writer's block":

Is it undeniably necessary to focus on any one thing at any given moment in time? Or, for that matter, is it humanly (or inhumanly) possible to limit one's mind to a single conscious (or unconscious) pondering?

Think about it.



Art director
Josh Maser



Sports editor
Billy Dean



Photo editor
Mike Olsen



Features editor
Jean Lowe



Managing Editor
Kristin Cadigan



Editor-in-chief
Beth Hagevig



News editor
Brooke Rohweder



Advisor
Clay Good

JDHS students invited to Moscow: Purpose of visit to re-spark communication, renew friendship

by BROOKE ROHWEDER

Fifteen students from Juneau-Douglas High School have been invited to participate in an exciting cultural adventure - a journey to Moscow, the capital city of Russia.

The trip is likely to take place in June, lasting no more than two weeks, according to JDHS health teacher Nancy Seamount.

The opportunity to visit the Soviet city is the direct result of an invitation extended repeatedly by Moscow School 1201, which Seamount and her students have been in contact with since October of 1989.

Seamount and Principal Kathy Odegaard are organizing the visit.

Throughout the course of the past few months, the Moscow school has sent several messages, via telecommunications, graciously inviting students from JDHS to visit. Representatives from School 1201 were planning on traveling to Juneau this spring, but the trip never materialized.

It was last fall when Seamount, Odegaard, and Jason Ohler, the University of Alaska Southeast's Educational Technology Program Director, made a trip to Moscow, sparking the relationship between JDHS and the Soviet high school.

The purpose of the visit, according to Seamount, was to "work with the staff there about curriculum on health issues," the



J-Bird file photo

Nancy Seamount and Kathy Odegaard, 1989: The two faculty members, along with UAS' Jason Ohler, have been corresponding with Moscow School 1201 since last fall. Seamount will be taking a group of students to the Soviet Union sometime this summer to revive the program started almost 2 years ago.

focus being global environmental concerns.

In order to keep the schools in touch with each other, an IBM personal computer, complete with modem, was brought along and given to School 1201. Seamount has similar equipment in her classroom. This kind of contact between the two countries is made possible through the high-tech process of telecommunications -

sending text through the telephone system.

Seamount said that last year, students on both sides used "a combination of letters and computer." She explained that, while the letters provided a basis for relationship-building, the computer was used more for exchanging research and information.

Although the program was off to a great start last year, Seamount

admitted that this year, communication has decreased drastically between Moscow and Juneau. "There has been a tremendous slow-down in computer messages, to the point that they're almost non-existent, except for the messages that say 'are you coming to visit?'"

"We've been really disappointed," said Seamount of the lack of computer-generated messages from Moscow. "We had really dedicated students last year that really put a lot of energy in and then started getting real discouraged because we weren't getting the transmissions that we wanted."

All messages directed to Odegaard and Seamount over the past few months have first been sent to Ohler, transmitted through his 'E-Mail' system.

Ohler simply feels that the health class connection "never really materialized" on either side. In his frustration with the lack of activity, he "suggested having them write for 'The J-Bird,' which has maintained a relationship with Moscow via computer since the fall of this year.

"They've been non-existent," stated Ohler in reference to the messages sent to Seamount from Moscow. He feels that School 1201's "only strong connection" is 'The J-Bird.' "You guys have the winning thing," he said. "What we did before was not do-able."

Several students and teachers from the Soviet high school have

'E-Mailed' stories and letters through computer to the Associated Student News Network (ASNN), a connection established by 'The J-Bird' last year.

The Soviets' writing has been published in previous issues on the "Perspective" page, which is devoted to articles with an international point of view. 50 copies of a recent 'J-Bird' issue were sent to Moscow, where the Soviet students at School 1201 received their first example of a free student press with their writing included.

Despite the lack of electronic mail sent to the health classes, Seamount did mention that her students "still received wonderful letters and packages."

Seamount feels that the Soviets are more interested in "our personal relationships" rather than the exchanging of research and data via telecommunications. "They've always been that way," she said.

Ohler attributes the Soviet's lack of communication to the format of the original program, which, he felt, was a "tremendous amount of work." He felt that, because of the "cross-cultural difficulties," the program needed to be scaled down. This, explained Ohler, is why he recommended that they write for JDHS newspaper.

There is absolutely no technology that is available in School 1201, said Ohler. "They're

turn to Moscow visit, p. 12

Survey of 1986-1989 grad.'s provides 'feedback' for admin.

by TRASKE MUIR

During the spring of 1990, over four-hundred graduates of JDHS were contacted and surveyed. These alumni, graduating between 1986-1989, were the subjects of a Department of Education survey designed to analyze the post-secondary activities of graduates. The survey has met with a generally positive reception. Some parties would like to see the survey repeated periodically, and with an expanded format.

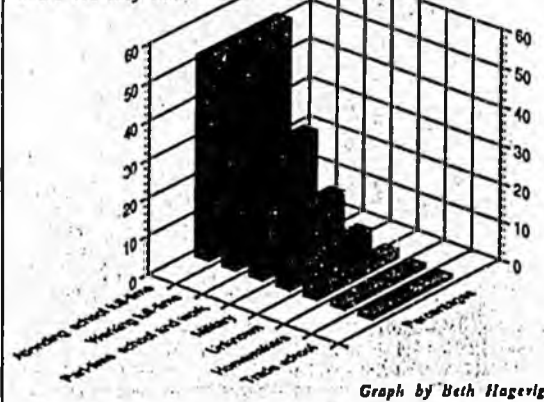
The City and Borough of Juneau School District joined two other Alaskan school districts and the Alaska Staff Development Network in the project. A two-page survey was developed by the school districts. The surveys which could not be completed through school records or by over-the-phone interviews were mailed to the remaining graduates. The steadfast

efforts of Neil Bledsoe, a counselor at Juneau-Douglas high school, are credited with the high response rate. J. Kelly Tonsmeire, Director, Alaska Department of Education, congratulates Juneau on such a positive response. "Your success in gathering survey data from nearly 45 percent of your graduates was most impressive."

To help assure an objective view of the data, Dr. Scott Fredrickson, University of Alaska Southeast, was employed as an analyst. Therefore, the final report is subject to less bias.

The project is seen as being "multi-purposed" by Kathy Odegaard, principal at the high school. Odegaard feels the survey is a valuable tool in finding "what worked and what didn't." It's a "way to get first-hand feedback from (the school's) constituents." Already the survey has played a part in the consideration of curriculum development. The results of the project were applied to the decision of whether to keep the

JDHS graduates - where are they now?



Graph by Beth Hagevig

Junior/Senior Seminar elective class.

In the cover letter of the Study Summary, Tonsmeire describes the survey as a "research project to assess the impact of the high

school experience on success in later life." Success is a subjective term. Odegaard consents that "since most people working here are certified college graduates, our biases naturally lie in that area."

Working closely with the project was Karma Nelson, JDHS Activities Director and Director of College Bound Students. Nelson views the data as "interesting", but is quick to add, "You can do anything with numbers. It becomes dangerous to interpret too much from these statistics."

The results of the project were submitted to various populations, including the school board and the Parent Advisory Committee. Odegaard feels that their feedback will help shape the future of the survey. "Some of the feedback from parents and participants seemed to indicate that the methods of tracking information weren't nearly accurate enough," she said.

Odegaard hopes it will soon become a requirement for all Alaskan school districts to periodically complete a similar survey. However, she senses that the survey "needs to have some growth and give a more specific profile of the student" before it can be utilized to its full potential.

The Hall: What do you think of *The Esoterian* ? (underground newspaper)

photo: by Mike Olsen



"I liked the poem on the first page. I could feel with it - I like poems. They help you to express yourself."
-Tony Nelson, 9



"It was stupid." -Nicole Beedle, 11

"I think it's kinda corny. But I like the idea - there's some good stuff and there's some pretty stupid stuff too! And what the hell does Esoterian mean?" -Frog Bain, 12



"I liked the poetry in the second issue. I think that using sophisticated language in a publication is important...renegade newspapers get people thinking and determining what they're about."
-Donna Brezden, drama instructor

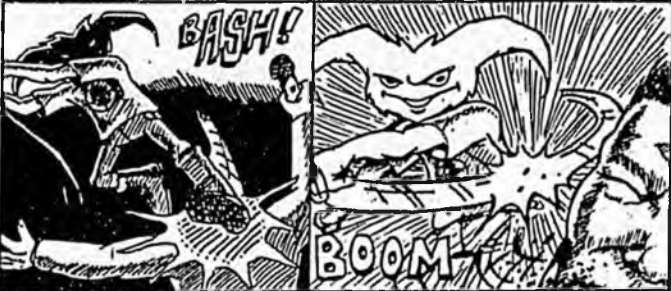
"I thought it was funny."
-Roman Calli, 11



"The second one was kind of redundant. The first one was cool, but they keep hitting on the same things...if they bring in new stuff it will be cool, but if they keep repeating themselves it won't work."
-Todd Jones, 12

MOSS

by Josh Maser



"I think it's a great way for students to express their opinions."
-Brennan Halterman, 9

"I think *The Esoterian* is not well-done at all...They need to do it solidly and with everyone's approval...they need to get their act together and work off that."
-Cynthia Cyntra, 11

"I think it's very well done and an important student voice."
-Phillip Fitzgerald, 9

"I like that they speak what they want. They're really original."
-Muric Cook, 10.



"I think you should give them extra-credit."
-Norval Nelson, 10

"I think it's good, but they're trying to be too profound. They need more funny articles...but, they're determined and it's cool that they're liberating copies."
-Joe Hoesy, 11



"I think they're trying to entertain themselves by trying to be wild and different. They aren't quite pushing the great thinker thing...but, it is humorous and I don't think the School Board should crack down on them."
-Hiram Henry, 11



"It's really interesting. They have a lot of guts. They bring out a lot of truth about the administration, which *The J-Bird* can't do. I believe it catches students' eyes and makes them think."
-Sharla Zimmerman, 11

Junior Olympics bring out speed in skiers

by BILLY DEAN

Although the weather wasn't very hospitable, Eaglecrest Ski Area opened its runs recently to some of the best young ski racers in the western part of the United States. With snow falling the whole weekend, the race courses were at times hard to navigate.

Close to 70 boys and 51 girls showed up at Eaglecrest March 14-17th to compete in their various events, and represent 11 states, including Alaska, in the 1991 USA-Rolex Western Regional J-III Junior Olympics.

J-III is a designation for the age group category 13-14 years old racing under the United States Skiing Association. A skier is allowed to compete when they turn 15 if they had originally made the cut-off date for the J-III designation.

The J-III's were the most important and prestigious ski race series ever held at Eaglecrest, and it was only the second time a USSA Junior Olympics meet has ever been held in Alaska.

The host racing group is the Juneau Ski Club, which qualified 16 skiers- seven girls and 9 boys- for the meet. In order to earn a berth at the Junior Olympics,

those competing had to place high in at least one major race in Alaska this winter. The qualifying races were held at Eaglecrest (Alascom Classic) in January, Anchorage (Arco Cup), and in Fairbanks (Chevron Cup).

Juneau-Douglas High School students who competed in the Olympics were Tricia Satre, and Ryclyn Foley for girls; and for boys, Mike Love, Ryan Behbahani, Ryan Andree, Josh Anderson, and Jube Skaggs.

All of these skiers earned their berth by either placing in the Arco Cup or the Alascom Classic.

The races started off with an official training run in the Super-Giant Slalom. The actual competition started the morning of the 15th, with the boys and girls Super-G. The Super-G starts on top, by the upper chairlift, and drops 1,400 vertical feet to the finish line, which is located by the Pitarmigan and Hooter chairlifts.

A new slope was created this year in honor of U.S. Ski Team downhill specialist Hillary Lindh, who trained at Eaglecrest for a number of years. The giant slalom was on this slope, newly christened "Hillary's Run". The third race, the slalom, follows a separate trail, Ego, and starts at the top of the



A Juneau Ski Club member charges a gate at the Arco Cup. Photo by Frank Love



Photo by Betsy Thomas
Jayme Johns-ready to fly at the '90 J-O's

Hooter chairlift.

Foley, a freshman, was the top finisher from JDHS on the women's side, in the Super-G with a 37th place finish and a time of 1:09.90, compared with the first place time of 1:01.83.

Teammate Satre followed close behind with a 41st place finish and a time of 1:11.25. "It was awful, wet, and cold. Good skiing conditions, but lots of ruts in the course due to the soft snow, so a lot of people fell," said Satre.

In the giant slalom, Foley leaped up the rankings to 24th with a time of 1:51.35, and Satre placed 35th with a time of 2:09.18.

The last competition, the slalom, was on Sunday. Foley placed 33rd and Satre placed 35th, with times of 2:14.49 and 2:16.50.

"I didn't mind the snow on the slalom, because all the other skiers crashed and did bad," replied a grinning Foley.

For the women's combined results overall, Foley placed 25th and Satre 27th.

"The competition was tough, better than normal, but it wasn't as good as J-II's, and it was good to race against other skiers to get practice for J-II's," said Satre.

On the men's side, Behbahani captured second place in the Super-G with a time of 1:06.68. For an idea of how close the times were, Behbahani's time was only 0:01.67,

or just two seconds behind the first place finisher. The other JDHS finishers were Love, at 28th (1:11.38), Andree at 29th (1:11.55), and Anderson at 40th (1:12.51).

"The snow was actually okay because it was the same for everybody, but for the Super-G it made the course maintenance very difficult," said Behbahani.

Behbahani then proceeded to take 12th in the giant slalom with a time of 1:52.88. Anderson, Andree, and Love finished back to back at 36th, 37th, and 38th respectively.

Coming on strong, Andree placed 15th in the slalom with a time of 1:48.12. Behbahani placed 20th, after recovering from a fall, with a time of 1:50.84, and Anderson and Love placed 39th and 42nd respectively.

For the combined total, Behbahani had the highest finish of all JDHS students at 8th place. Andree captured 17th, Anderson 18th, and Love 25th.

States represented, besides Alaska, were Washington, Oregon, California, Arizona, Nevada, Utah, Idaho, Montana, South Dakota, and the western half of Wyoming.

"I think they (the out-of-town skiers) liked Eaglecrest, but it was more of a ski mountain than they had skied before. One person I talked to skied on a three inch base where he was from," said Foley.

Said Anderson, "They are used to skiing on ice, but they said they liked the snow."

The following week after the J-III's were being held at Eaglecrest, the Western Region J-II's (ages 15-16) were conducted in Whitefish, Montana. Several members from the Juneau Ski Club, as well as from JDHS, qualified for the meet and skied at The Big Mountain ski resort, March 22-24th.

The female skiers who attended were Carrie Baxter and Anna Knuth, and the male skiers were Jeffery Johns, Charlie Metzgar, and Ryan Powell.

"It was a pretty big mountain, it was flat though, flat and long, and not a lot of air; we weren't used to such a long run," said Johns.

In addition to being much more competitive, the J-II's also includes an added run, the downhill. It is a steeper, faster run than the other three, and requires practice after the J-III's to work into racing it.

In the women's downhill races, Knuth placed 40th, with a time of 97.38 seconds. Baxter followed close behind with a 46th place finish and a time of 100.47.

For the men, Johns was the highest finisher from Alaska with a 30th place finish and a time of 85.02. Powell started well, with a time of 86.12, and a 48th place

turn to J-O's pg. 9

Sister City Tournament showcases soccer

by IJZ McCOY

In terms of sheer numbers, soccer is one of the most prominent sports in Juneau and it has been rapidly growing with the addition of an indoor soccer league. Recently, organizers in both Juneau and Whitehorse met to start a tournament in which the respective cities could compete against each other.

The 1991 Sister City Tournament for indoor soccer was kicked off at the Harborview school gym on Friday the 22nd at 7:00pm. The players were all part of the Parks and Recreation indoor soccer program.

The 12-13 year olds travelled to Whitehorse, while the 14-18 year olds played the Whitehorse teams here in Juneau.

Mike Dusenberry, a Juneau coach, and John Stockdale, a Whitehorse coach, were the coordinators of the first two tournaments and also took part in organizing for the Sister City Tournament that happened this past weekend.

Dusenberry and Stockdale have already planned for a third outdoor

tournament between Juneau and Whitehorse to happen this May. Stockdale also already has a large tournament set up for Labor Day weekend; he has invited Juneau teams to play.

Both of the planned tournaments will take place in Whitehorse.

The tournaments have consisted of co-ed teams, a boy's select team, and a girl's select team. For the first two tournaments, the boy's team was made up of a high school team called Epic that played for the Juneau Sports Association men's league this past summer.

There was no girls team that was already formed so it was mainly girls from the Parks & Rec outdoor soccer program who were on the team.

"The girls should have had more practice together, but we did real good considering we didn't practice very much as a team," said freshman Ami Reifenstein.

All of the girls that had played in the outdoor tournaments were also chosen for the indoor tournament.

A look at the point spread for the Sister City Tournament tells that Whitehorse won, but with a comparison to the previous tournaments it is easy to see that

the Juneau teams are improving rapidly.

About the difference in games, senior Clint Gundelfinger said, "We had better players and more speed. We will do better than them because we are better in outdoor soccer."

On Friday night there were three games at the Harborview gym, one for each co-ed team. Juneau only won one of those games, but all of the scores were very close. Suid first year member Jennie Schoeppe, "I've never played before, and I was kind of scared, but it was exciting and I liked playing."

On Saturday, the games were played at Floyd Dryden. Again Juneau only won one game.

On Sunday morning there was an all-star game for the best co-ed team from Juneau and the best from Whitehorse. Even though they only won one game, the yellow team for Juneau played in the all-star game because the total points against them were less than any other Juneau team.

Whitehorse defeated Juneau in the all-star game with a 2-0 victory. Junior, John Adams, defended Juneau's goal the first 20 minute half with no faults.

In the second half, however, Whitehorse managed to get two by him. But, Adams was quick to point out that he enjoyed the competition, "I knocked a guy down, it was rad."

The men's select teams' game was next and both teams were psyched. The starting team for Juneau was Matt Dusenberry, Chris Hoepfner, Sean Henderson, Jim Quinto, and Jeff Grubb as the goalie.

"Whitehorse is our only real competition because we blow out the other teams, so we look forward to playing them," said Dusenberry.

The first half of the game ended with no goals being scored for either side. Dusenberry and Henderson both had close calls at scoring a goal or two, but the Whitehorse's goalie was too quick.

Grubb, an alternate for first pick Canin Benson, stepped in and played like he was on fire. Grubb blocked over 15 shots in the second half and two overtimes; which quite possibly prevented a Whitehorse win.

During the second half of the game, there were quite a few injuries. One Whitehorse player got hit by the ball extremely hard

in the lower mid-section of his body, the game had to be stopped.

Later on in the half, Travis was smashed between Adams (a Whitehorse player) and Quinto as he jumped up for the ball. Travis landed face-down on the floor and had to be checked out, luckily he suffered only minor injuries.

There was no score by the end of the game so it went into two three-minute halves of overtime. Even in overtime, neither team scored and the final score was 0-0. Dusenberry, a senior, said, "I think we have better players, they just know how to play together because they have been together for years."

Compared to how well the Whitehorse team had performed against the Juneau girls in earlier outdoor games, Juneau did exceptionally well. Juneau's excellent defensive play accounted for Whitehorse only succeeding with one goal.

All of the players from Juneau expressed strong opinions about soccer being a part of the high school sports. "Soccer is a rad game and it should be a high school sport- we work as hard as the basketball team," said senior Rob Divalbess.

Region V next on opponent list

by HILLY DEAN

Close to twenty hours were spent in the main gym last weekend by teams from all over Southeast. Regardless of what division the teams competed in during the regular season, this invitational wrestling tournament matched small school teams with large school teams, and even combined several schools in order to promote more parity between teams.

Teams from Angoon, Pelican, Skagway, Mt. Edgecumbe, Sitka, Wrangell, Ketchikan, Juneau, and Kake all attended.

Head Coach Dave Haney, commenting on the number of wrestlers that attended said, "This was the biggest small teams tournament in a long while". Between 75 and 80 wrestlers competed sometimes with two or three matches going on at the same time.

To start the tournament off, the wrestlers were seeded into brackets according to their ability and win/loss record. "We just ranked people and ran them through," said

senior Frog Bain.

The preliminaries took place on Friday night, with most of the main part of the tournament starting on Saturday morning at 9:00 and going until 9:00 at night. Suid Bain, "It was much to long to wait around until you wrestled, it was real hard to keep up your concentration. That's why I went and had a cup of coffee right before I wrestled, it helped me keep my edge."

The first match for Juneau took place at 103 lbs. Varsity wrestler Bernie Yadao, a regular at 103 pounds, failed to make weight before the meet, and so freshman Josh Harley wrestled. Harley beat Lon Fay of Ketchikan, and placed first overall in the tournament.

"Bernie Yadao is probably the toughest wrestler in the region at 103 pounds, but he didn't make weight so he was disqualified. We really hope he will be back for Southeast," said assistant coach Howard Wayne.

At 112 pounds, senior Sonny Mazon defeated Zeiser of Ketchikan. Mazon had earlier in the season wrestled at 119, but now he has

dropped the weight in order to wrestle at 112 for the state competition.

At 119 pounds, senior Dan Earls lost in a closely fought match. Earls was the Southeast champion at the same weight last year. "I'd say if we were disappointed in anything, we were disappointed at 119 lbs, we expected Earls to take 1st, but now all we can do is hope he comes on at Southeast," said Wayne.

Earls wrestles Trani of Sitka, who took first place at 119 pounds at the tournament.

At 125 lbs. Travis Burke beat Boundia of Ketchikan in the finals to capture first place. This was Burke's first meet of the year, as he had joined the team halfway thru the season.

Myerchin of Ketchikan beat Lajun of Mt. Edgecumbe in the finals of the 130 weight class. Sophomore John Devore of JDHS was eliminated from the finals, but took 3rd place.

"He is really impressing us with his effort and performance so far," said Wayne of senior Rob Harley. Harley had suffered a severe knee



Wrestlers meet their match

Photo by Mike Olsen

injury at the beginning of the season, and must now wear a brace. Yet, despite the lack of mobility, Harley wrestled strong against Smiercich of Sitka to take the 135 pound title.

Emerging as one of the stronger wrestlers this year has been sophomore Josh Houston. Houston wrestled Jeterbug of Ketchikan, and took home a first

place finish for the Bears.

At 145 pounds, Steve Morley, a favorite for the Southeast title, wrestled strong against Matt Baumgartner of Ketchikan in the semi-finals, but lost and ended up with a 3rd place finish.

Capturing another first for the Bears was Bain, at 152 pounds. He wrestled Duke Honer of Ketchikan
turn to wrestling pg. 9

Legs of Iron, Lungs of Steel

by SEAN DORSEY

They had been training hard the past couple of months, and as they laced up their spikes they thought about everything they had sweated for.

Preparation has been the key word this year for the Juneau-Douglas High School track and field team.

Long before practice officially began in March, many of the runners, throwers, and jumpers on the team were running and lifting weights with the "Running Club".

Head Coach Nancy Thomas and Assistant Coach Tracy Rivera put the eager J.D.H.S. athletes through their paces, running them ragged with strenuous distance and hill workouts. Difficult weight-lifting sessions often followed.

Now that the track and field season has officially begun, the practices have become even more rigorous. The team has been split up into four groups, depending upon the individual's area of specialization.

"I think we'll do awesome if everyone keeps working as hard as they have been, and keep showing up to practices," said junior Karim Schultz. "I think we could work harder though, compared to last year, it seems almost easy."

Coach Patrick Henry is the sprinting coach, Coach Thomns handles middle distance, Coach Rivern directs the long distance runners, and Coach Al Carlson coaches the discus tossers and shot putters.

As they eyed the finish they felt a confidence in their training, and their team.

As a special treat this year, the Crimson Bears will be competing in a special Track and Field Invitational in Seattle, Washington.

The team has been working diligently since the beginning of the year to raise funds for the trip, and a raffle and car wash are planned for the near future.

"I think we have a real good team this year and we will do good in Seattle with all of the people that are turning out," said sophomore Jayme Johns.

The track and field veterans are especially excited about the upcoming Southeast Regional and State meets, and hope to improve on their already excellent performances. "I want to set every record I possibly can!" exclaims senior Tom Koloski, who placed seventh in the shot-put and eighth in the discus competition at State last year.

Finally the starter shouted, "Runners to your marks!"

Mike Urion, a State competitor who did extremely well in the 4 x 400 relay, takes a more laid-back approach. "I want to stay healthy, do what I can, and enjoy what I'm doing," he explains.

Katie Nelson, an extremely strong Southeast competitor who almost made the finals last year in the 400 meter, says that she is interested in trying to improve her times and making it to the finals at state competition.

David Fields, second year team captain and sixth place finisher in the 110 high hurdles at State last year, is only one-tenth of a second away from the Southeast record in the 110 high hurdles, and only three-tenths of a second away from the state record.

Shane Curtis, a third year long-distance runner, has set his sights on the number one distance runner slot. He says that he simply wants "to beat Juan MacFarlane."

Teammate MacFarlane ran the mile with a time of 4:32 during a solo practice run earlier in the season, and he figures to anchor the distance running corps.

As they settled into their blocks, prepared to run, their muscles tensed and they heard, "On your mark, get set, go!"

Even the first year runners have set seasonal goals. "I think I'll do



Photo by Mike Olsen

Parking lot drills in the sunshine

good this year if my knee holds up. I want to run the 400, the mile, and the long jump, but I can't do the long jump because the doctor won't let me," said Johns, still

recovering from a skiing accident which stopped him from running last year.

turn to track pg. 9

Spikers get ready to smash the Wolves

by BETH HAGEVIG

The Crimson Bears women's varsity volleyball team swept the Ketchikan Kings in a non-conference game series in Juneau. "We played strong and had a great time on the court. There was a lot of energy," said co-captain Alice Kohler.

The Bears began Friday night, March 15th, with a full slate of health problems, including co-captain Erin Cunningham's illness and Kohler's sprained ankle and wrists.

Coming out of the locker-room psyched up, the Bears rammed three straight games down the King's throats as they won 15-3, 13-12, and 15-5.

Saturday the matches were continued with the same kind of domination, as the Bears again demolished the three games against

Ketchikan. The scores for Saturday were: 15-10, 15-9, and 15-4.

Rose Fleischhauer lead the Bears in scoring for the entire weekend by serving 27 for 27, or 100%. Said a modest Fleischhauer, "Alice (Kohler) and Jen (Mickle) played real well, and the back-court defense looked good, we picked up a lot of hits."

Although she failed to credit herself, it was only the second time this season that anyone had served so well. The first was Kohler's performance in the West Valley Tournament at the beginning of the season.

Even though the Bear's volleyball team is as good as it is, Kohler says their is still plenty of room for improvement. "We still need to work on not letting up in the second game. We come out pumped and play hard the first game, and then let up in the second. We stop passing and serving."

The Bear's varsity team will be taking a two week vacation from games but will return to the court April 4-6 to play two nights of conference games in Sitka against the Wolves, and two region final games on Saturday.

"Our schedule is really messed up," said Kohler. "The 4A schools are going to Sitka while 3A is going to Petersburg for Southeast. We are pretty upset because the Southeast Tourney is the only time we get to interact and watch the 3A teams, and vice-versa. There will be no official Southeast Volleyball clamp this year."

Sitka figures to be the Bears toughest competition in the weeks ahead, as they have played the Bears strongly in the previous matches.

"Although their defense is good, their mental game is weak, so as long as we lack confidence and keep

turn to volleyball pg. 9



Feature Photo:

Photo by Chad Edwards

Joey Purcell goes banzai on a ridge crest at Eaglecrest

J-O's Cont.

cont. from pg. 6

finish, Metzgar was 51st (86.41). "It was something we weren't used to, the turns were really big, and you had to set up really early, we didn't do as well as we hoped because it wasn't what we were expecting," said Powell.

Following three days of downhill training and the races for that event, the racers moved into the Super-G on Friday.

Knuth placed 46th, and Baxter 53rd, with times of 81.40 and 84.06, respectively.

Powell took the highest ranking so far on the men's side with a 28th place finish and a time of 80.92, while Metzgar finished 45th with a time of 83.72. Johns did not finish the race due to an equipment accident. "My bindings weren't checked so I just walked right out on the second gate," said Johns.

"The weather was really holding everyone back because it was so foggy. I could only see about a gate ahead, and I actually missed one and had to make it up by turning around and going back, but I think if that hadn't happened I would have made it into the top fifteen easily," said Powell.

The next race, the giant slalom, is a combination of two runs, and the total is figured from those two.

Knuth and Baxter finished back to back at 47th and 48th place, with combined times of 130.44, and 130.79.

The highest finish of any male Alaskan in the J-O's was attained by Powell in the giant slalom. Coming out of the gate hard, he skied his way to a 4th place finish and a time of 60.87. The second run was a little slower than usual, and dropped him back to his overall

124.16. Metzgar finished 32nd with a time of 125.62.

The next and final run was the slalom. Baxter placed 25th, with a combined time of 98.97, and Knuth followed closely at 30th (103.28).

Powell again took top honors with a 19th place combined finish and a time of 96.65 (combined). Johns finished 16th his first run, but crashed and lost valuable time on the second on from crashing. "I had a crash and had to hike a gate which dropped me down to my final finish of 23rd," he said.

Both Powell and Johns missed a gate and had to hike, which wastes valuable time, but still placed in the top 30% of all the skiers racing.

"We did really well for crashing and hiking a gate, from what I saw we were the only two people that finished in the top 25 who had to hike, if we hadn't of done poorly on one or the other of our runs, we would have both placed in the top 5," said Johns.

"It's tough - intimidation is a lot of it, just not being used to it and nobody expects you to do good because you are from Alaska," said Powell. But, stated Johns, "all we got were compliments. They (the other racers) were surprised that we weren't finishing in the top ten. They said we looked the best and made the best turns, but we just weren't used to that type of a course."

"We are used to the Arco Cup, which is very straight and has alot of air, there (in Montana) you have to make wide turns at really high speeds," said Powell.

"In the morning the runs were nice, but it was kind of lame for the skiers who started in the back or middle, because it softened up from the sun during the course of the day and became much slower," said Johns.

Their performance in the J-O's qualified the male racers to compete in the spring series, which is called the Fist Race. There the skiers will race with and against the U.S. Ski Team in Sun Valley Idaho.

"We are really excited because only 4 guys from all of Alaska are able to attend the races," exclaimed Johns.

Said Powell, "It's a real mental game, skiing is, because its just you out there competing against everyone else, and the races are so close. There will be 10 people within one second of each other, so you are always looking for that slight edge, or bit of luck."

Athletes of the Month



Liz McCoy
Soccer

"She's on a competitive level with many of the male players in indoor soccer this year," said teammate Clint Gundelfinger.

Liz McCoy started playing soccer in fourth grade, and continued up until her ninth grade when she stopped playing. Picking the sport up again this year, McCoy has earned praise and appreciation from both teammates and coaches.

Said teammate Rob Divelbess, "She is not afraid to go after the ball. She charges in there and mixes shots with the rest of us."

Two of her high-points this year were going to out-of-town tournaments in Petersburg and Whitehorse. She was only one of two girls to score in co-ed soccer the entire year.

McCoy also plays softball, and is a first year member of the track team.

McCoy enjoys playing defense because she likes the one-on-one challenge of trying to steal the ball.

After graduation this year McCoy plans to attend the University of Montana and play intramural soccer.



Ryan Powell & Jeffery Johns
Downhill Skiing

Best of friends, and two of the most promising skiing prospects in Alaska, Ryan Powell and Jeffery Johns have been skiing together since the third grade.

Powell started skiing when he was seven, and it was also his first year racing. Johns, on the other hand, has been skiing since he was three, but didn't race until he was seven also. Starting in the Mighty Miles ski program, the two have worked their way up to the J-II division (ages 15-16), where they are currently racing.

Racing at the level that they do, they have had many exciting moments. Powell's most exciting moment was his first year at the Junior Olympics, where he took third place overall, in spite of a fall on the slalom; and also this year at the J-O's, where he took 6th in the giant slalom. The Arco Cup was the site of Johns's most memorable skiing moment. It was his first downhill ever, and he beat Mikey Maker, then considered the fastest Alaskan skier, and now a member of the U.S. Ski Team.

Both Powell and Johns enjoy playing soccer and running track (Johns does the 110 hurdles and Powell does the 800).

Next year Powell will be moving down to Oregon to join his family who moved their earlier this year. He plans to enroll at the Mt. Hood Ski Academy and continue skiing on a more focused level. His goal is to win the J-O's, and when asked what events he said, "All of them". Powell still has one more year in the J-II age bracket. Johns will be moving up to the J-I ranking, but he plans to stay in Juneau and ski half-day like he has done this year, but one month out of the year he wants to go down to Oregon and ski with Ryan. When asked what his goals were, Johns said, "To go to Junior Nationals next year". At which time Powell interjected, "And to win," - to which Johns heartily seconded.



finish of 6th place and a time of 121.73.

"It sort of made me feel better, because its easy to get intimidated by the guys down there who ski year-round," said Powell. "We are from Alaska, so we don't get the level of competition, and we aren't really experienced from living up here." Johns finished 23rd, his highest finish, with a time of

Wrestling cont. from pg. 7
in the finals.

Bain's brother, Robert Bain lost to Gambell of Sitka in the semi-finals of the 171 pound weight class. Gambell went on to the finals, but lost to Skafelstad of Hoonah.

At the heavyweight class, there was not much, due to injuries and lack of wrestlers among the teams.

All told, the Crimson Bears took first in six different weight brackets, far more than runner-up Ketchikan, who only had 2 first places.

But, because teams get points for both first and second places, as well as third, it could very well be the person who takes third place that

decides the overall winner at the Southeast meet.

Volleyball cont. from pg. 8
our game plan we will beat them," said Cunningham.

About the Southeast Tournament Fleischhauer said, "That is definitely something that has put a damper on our season, but there is still conference games, and we can beat Sitka, I know we can."

As for looking ahead to the future, namely the state competition, Kohler said that there was still a discrepancy about whether it would be held the second or third weekend in April.

"If it's the third weekend, UAA (University of Alaska Anchorage) will be putting it on for 1A, 2A, 3A, and 4A," said Kohler.

Editor's Note: Ryan Powell was selected as the original Athlete of the Month, but declined, and wished Jeffery could have it. So a compromise was reached to feature the two of them.

Cunningham summed it up best when she said, "I think we are going to play with confidence in the weeks ahead, we know where we want to go, and our goals are set for state."

Track cont. from pg. 8

Senior Clinton Gundelfinger just loves to run, as do most of his teammates. He simply said, "I want to run as fast as I can."

Bang! And they were off!

"Anything Goes" - Went Well

by DONIECE GOTT

"There's something wrong here."
-Moonie Martain

The spring musical, "Anything Goes", put on by Juneau Douglas High School, opened March 15th. Tickets were sold by the cast for five dollars in advance and ten dollars at the door.

The role of Moonface "Moonie" Martain was eloquently played by Jeff Hedges. "It has been a lot of fun. But it has also been a lot of stress," says Hedges, who also informed us during the play, "There's no such thing as a bad criminal. Only bad parents."

Play rehearsals began in late January and continued until closing night March 23rd. The main characters rehearsed Monday through Friday from 2:30 to 7:00 p.m. with the other characters joining them at 5:00 pm. There were also Saturday and Sunday rehearsals. Other roles were, Reno Sweeny, (played by Sharla Zimmerman,) a swinging showgirl who falls for Sir Evelyn Oakleigh (Traske Muir), a humorous, English accented gentleman. Jon Longenbaugh, from Perseverance volunteered his time and efforts to help Muir with his English accent. Meanwhile, the woman Sir Evelyn



Reno Sweeny (played by Sharla Zimmerman) in the play, "Anything Goes" Photo by Mike Olsen

is supposed to marry. Hope Hurcourt (Julie Dennis), is still dealing with old fiancé Billy Croker (Todd Jones), whom she hasn't been with since a nine hour romp in the back of a taxi. Then there's Moonface "Moonie" Martain, public enemy number 13, and his sexy sidekick Bonnie (Karen Zangri). They are trying to dodge the police and jail by disguising

"Moonie" as a priest. The plot was funny, fast paced, and romantic. The play was directed by Ken Koelsch, a teacher at Juneau Douglas High School. As Muir stated, "Mr. Koelsch is a great motivator. Not only for the play, but for our schoolwork as well." The student directors were Debbie Potter, Phil Stalnaker, and Kit Watts. Traske commented, "The student directors were a gas to work with. You don't see them much on stage, but if it weren't for their willingness to do anything (directing, stage crew, props, acting, and overall organization), there would be no show."

Outcasts jam for Jesus

by AURORA HAUKE

With a brand of music some would dub as Christian punk, a local Juneau band, the *Outcasts* definitely have a strong religious message. The members of the band are Wes Powers, Jeremiah Stone, and Josh Smith. Powers and Stone are both students at JDHS.

Bassist Powers describes their music as, "Modern Urban Punk!"

"Our music is mainly about God, Jesus and love," says vocalist and drummer Smith.

The band has played publicly four times, including the First Church, the Glory Hole, "The worst gig in the whole world," states Smith, Marie Drake Middle School, and at the Gospel Music Festival at Centennial Hall. There is a chance that they will play at the Folk Festival in April. Outside of official gigs, several friends of the band come to Powers' house to listen to them "jam" in the garage.

A demo tape was recorded in the fourth weekend of March containing their original songs. They have enough songs left over after the demo to produce another one, which may be recorded live sometime in 1992.

"For me, it doesn't matter if we get a record contract or not, 'cause all I want to do is publicize what we have to say about Jesus," says Smith on the subject of further publicity in the music business.

"Whatever God wants us to do,"

chimes in Stone, guitarist.

The messages in their songs cover a wide spectrum, including the protest of drugs and abortion.

A shocking song titled "Albert" is a true story of a person the band knew in Ketchikan.

"Albert was into a lot of drugs and stuff, like we all were in Ketchikan, and he owed somebody a lot of money and somebody decided to get him back by killing him," says Stone, "They cut off his hands and shot him."

A song recently written by Powers centers on the abortion issue. It states their opinion of the irony and injustice of abortion, in a harsh, to-the-point method.



Photo by Chad Edwards

Members of the band Outcasts sing of Jesus, and of life

"Mary had an abortion and America applauds her choice, but Alice had killed her baby in the crib and America shudders at what she did," explains Powers.

The members of the band, Outcasts, believe that people shouldn't take a life in their own hands. "Even if it is in their own body," says Smith.

The character of the band is captured lyrically in their song, "Jesus Freaks." "We're Jesus freaks and we don't care what people think/We don't smoke and we don't drink 'cause we are Jesus freaks"

"We don't just go around preaching 'bout Jesus to be popular, because obviously, anyone who does is a total idiot in the world's eyes," says Smith, "But I don't really care, because I know that our reward lies in heaven."

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Pet problems

Overpopulation at Gastineau Humane Society

by ROXANNA BEAVER

"Unwanted" and "animals" are two words that shouldn't be grouped together, as they often are. The fact of the matter is that although more people have pets than in the past, there are also (due to irresponsible pet owners) a lot more unwanted animals that inevitably come to a 'not so happy end.' Pet overpopulation is an increasing problem nation-wide, and is also becoming quite a problem in Juneau.

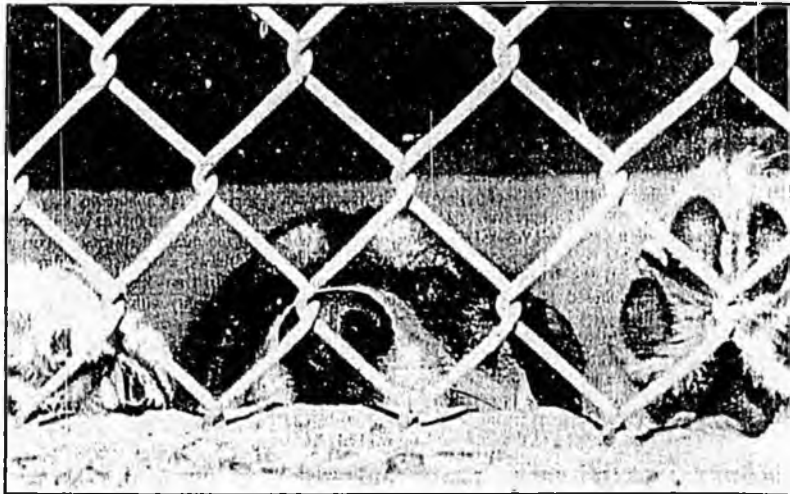
The local animal shelter, The Gastineau Humane Society (TGHHS), is a non-profit organization that aids in the placement of unwanted animals in the community, and/or finding other acceptable alternatives for homeless pets.

In the year of 1990 alone, TGHHS took into the facility 2025

unwanted animals. The facility is able to hold 100 animals at the maximum, about 64 dogs, and 34 cats. Out of the 2025 animals brought in, 542 were destroyed (euthanized). According to Linda Blesgen, TGHHS Director of Activities, "...542 too many."

The problem is not that the shelter is too small, it's that the problem is too big. Blesgen says, "People find it hard to believe, but when you have to euthanize 542 animals in a year, you have a problem, a big problem."

Blesgen blames the problem on pets not being spayed or neutered. If there weren't as many unwanted litters born, there wouldn't be as many homes needed. Homes for these animals are becoming quite difficult to find, the reason being that while the pet owner population stays the same, the number of pets is constantly escalating.



One of many unowned pets waiting for adoption at TGHHS

Photo by Brittany Wilson

In the first two months of 1991, 230 animals were received at TGHHS, 66 of which were euthanized, averaging more than

one animal per business day. The question of what can be done to help may arise. The answer is simple. Be responsible. Spay or

neuter your pet, for it's own health, and to help reduce the growing problem in our community.



Perspective

Associated Student News Network

Anniversary of Russian America

By Artem Movreslan ASNN--Moscow

In 1991 year Russia and America are going to celebrate the 250th Anniversary of Russian America, Alaska's 250th Anniversary. Soviet people have been preparing for this holiday. There have already been and there will be more expeditions to Alaska and to North America. Russian explorers have recently been to the villages of Ukon, Russian Mission, Holy Cross, Ruby, Guslea and got acquainted with the life of Attapaskas. There was a big article about it in one of Moscow's central newspapers.

Soviet sculptors have been working over the project of making two monuments to Ryasanov - a sailor who was at the head of the Russian expedition to Alaska. One will be placed in Russia, the other in Alaska.

Artists are going to hold an exhibition of medals, postcards, and badges devoted to the date. In Moscow, the capital of the Soviet Union, there has been opened an exhibition of paintings by the best artists. This exhibition (where one can also buy paintings) is devoted to the discovery of the Northern part of America and the Northern coast of the Pacific Ocean.

In one of the best theatres of Moscow there is a performance "Unona and Avos" devoted to the discovery of Alaska in 1741.

Now, great work is being done to restore old town and churches which traded with Alaska. One of these towns, Tolma, is situated on the coast of Beringov Stream.

Much attention is paid to the study and restoration of the culture of Aleuts who still live in Russia and Alaska.

An Israelite's view of war

By Trahtman Zeev ASNN--Israel

A few days ago, the war ended. The Americans got into Kuwait and occupied it. They suggested Saddam to make peace in the Gulf and stop the war. Saddam accepted the suggestion.

Now, some days after the end of the war, all the Israelis feel very happy. I want, as a reporter of the ASSN in Israel, want to tell you that the war was terrible for us. When the ground war started, Saddam attacked Israel several times. Some of the missiles fell down near the place where I live. One night I woke up 3 times because there was an alarm. A day after, there was another alarm. After this time, another two missiles fell down but nobody was injured.

We're getting back to normal life in Israel and we hope for peace all over the world and here in the Middle-East.

A look at real life for those without hearing

By Aja Takenaka ASNN--Japan
Kobe School for the Deaf

I cannot hear. When I was a baby, I caught the measles. My 40.5 degree centigrade fever lasted for ten days and I was hovering between life and death. Devoted care of my mother and father helped me from the depth of death. But instead of my life, I lost my hearing.

I started practicing to speak from the age of one. In the

world of silence, I practiced the pronunciation of each word again and again. I memorized the names of things one by one. This is how I mastered a language.

Words like "Mother" or "Father", normal children to repeat again and again to memorize. The effort cannot be told by words alone. I started to go to a swimming school from a very young age.

Can you imagine why I went there? I needed a certain amount of breath to speak. Without these efforts, I cannot speak.

Can you imagine how happy I was when I could talk to a complete stranger and she understood what I said, and I understood what she said. I will never forget that moment in all my life. That was the happiest moment I've ever had.

Of course, I had many bad experiences, too. One thing always makes me feel uneasy. That is when I speak to a complete stranger, that person always speak too fast for me.

I cannot hear your voice. I understand your words by watching your mouth. If you speak fast, I can not catch your words. Then I will ask you "Will you speak more slowly, I have a hearing problem." If you don't understand what I say, I will repeat the same words again and again until you understand me.

Every person who has handicap, makes great effort to do the things which are a matter of course for ordinary people. I cannot hear. But now I can talk to many people. I can play many sports. I went to the United States of America alone last summer. I am learning oil painting. I try hard to do many things. I really thank my parents, and the people around me. In the world of silence, my father and mother taught me a language and gave me the pleasure of life. I really feel very happy to be born into this world.



Opinion...

80 min. schedule

Page 2

Features...

"Perspective" debuts

Page 12

A&E...

American Indian dancers

Page 14

Sports...

Drill team highlights

Page 8

The J-Bird

68 years-Juneau's Student Voice

Juneau-Douglas High School

Juneau, Alaska

Vol. 68 Issue 3

November 21, 1990

'The road less taken'



This month's front-page photo feature taken by Moira Smith. Students are encouraged to submit eye-catching photos to the J-Bird staff.

80-minute classes still unresolved

by BETH HAGEVIG

In light of the sweeping movement of educational reform across the nation, Juneau-Douglas High School is continuing to take steps to improve and expand on its presently-structured methods of educating Juneau's high school students.

One such way of improving these teaching methods is to expand the amount of time students spend in one classroom, changing the present 50-minute class schedule to a 75-minute class schedule and reducing the number of classes per day, say some members of the teaching staff at JDHS.

The drive for an 80-minute class schedule began last year under the leadership of a group of JDHS teachers. Since then, it has been under constant discussion and evaluation by the JDHS staff.

At a teacher inservice held Oct. 19, several teachers from Lathrop High School in Fairbanks came to give a presentation on their success with the 80-minute schedule now in place at Lathrop. Besides Lathrop, North Pole, Bartlett, West and West Valley High School all have instituted a form of the lengthened, rotating schedule.

The representatives from Lathrop presented the pros and cons of the

lengthened schedule and related firsthand experiences regarding the implementation of the schedule. At the end of the day's discussion a straw vote was given and the majority of the JDHS staff was in favor of lengthening the current schedule with 25 out of 42 wanting to start the pilot this year.

The Association for Strategic planning and Curriculum Development in JDHS brought up the proposal to adopt a form of the 80-minute schedule, a rotating 75-minute schedule. It was offered for a vote at the staff meeting held on Oct. 31. This time, the response was quite different; the proposal was voted down by the staff, 23 to 27 with nine abstentions.

Some teachers that voted against the proposal say that they might have voted differently if the move to vote hadn't come so suddenly. Many say that they would have liked to have been better involved or at least notified further in advance that a determining vote would be Oct. 31, and that they would only be given one choice in the matter. Those who initiated the vote and the proposed schedule say that they feel the vote was necessary.

The form of the schedule voted down included four 75-minute classes per day with two 15-minute breaks. The schedule would have

gone into effect next semester or the first semester of the 1991-92 school year. The development of the rotational part of the schedule would have been left up to members of the ASCD committee at JDHS to structure around the Distributive Education II class and the 6th period Cooperative Education class for those who work at that time.

The advantages from the student's standpoint presented by the Lathrop teachers included: homework for four classes each night instead of six, a one-day break from classes students don't enjoy, a fresher outlook due to the rotating schedule and having class at a different time of day, increased discussion time and finally, a more reasonable amount of time for making up work due to the fact that students have a grace day between classes.

Also, because of the longer passing time between classes, students would be able to take care of personal business without having to be late for class, which includes adequate bathroom breaks, time to use the telephone or being able to stay after class to ask questions.

There were also advantages from the teacher/faculty perspective. For turn to 80-min., page 16

ASB School Board Rep. removed after alcohol incident

by SARAH BERNSTEIN

Juan MacFarlane, former Juneau-Douglas High School Student School Board Representative, went into the dance for a night of fun. However, he left prematurely, quite remorseful.

On Oct. 12, MacFarlane attended a school-sponsored dance under the influence of alcohol. Said MacFarlane, "I chose to drink, and went to the dance drunk."

According to MacFarlane, a few girls who took note of his state reported him to Jackie Renniger, the high school liaison for the Juneau Police Department. Renniger proceeded to seek MacFarlane out. MacFarlane was then breathalyzed, pronounced legally intoxicated, and taken home by his mother.

Two days later, MacFarlane was notified that his position as School Board Representative would be reviewed by Superintendent Bruce Johnson. However, the decision

was ultimately reviewed by student council.

Although district policy states that those under the influence of an illegal substance will be removed from their activity for the period of 30 days, student council has a more stringent policy. Possessing or being under the influence of an illegal substance at a school sponsored activity is grounds for removal.

MacFarlane said that he was unaware of the consequences at the time. Although he was aware of

the possibility of suspension, he did not know he ran the risk of being removed.

Student council voted for the removal of MacFarlane from his position. "I feel the student council made a good decision," said MacFarlane. If asked to vote on the same issue concerning another student he also would have voted for removal, said MacFarlane.

"I didn't feel good about what I did after I reviewed my actions." The former representative realizes that as a student council member,

students act as role models. MacFarlane feels this is something he neglected. However, MacFarlane said, "high school is a time of learning, you should make mistakes."

An announcement was made in the bulletin advertising the vacated position. Two applications were received. The All Student Body council members chose Zach Falcon, who ran against

turn to MacFarlane, page 16

Editorial:



Soapbox

A student's look at civil disobedience

by ZACH REAGLE

80-minute needs student input

The 80-minute schedule proposal is truly a leap in the educational renaissance sweeping the country. We at the J-Bird are excited about the staff's insight and willingness to look beyond the old, standard ways of teaching and realize that they can be made better. In a nation whose educational system is falling apart at the seams, this movement of educational reform is enough to get the brain juices flowing and perhaps bring back the kind of enthusiasm for learning that we, as students, can only see in movies.

In our search for a position on this issue, it was necessary to look to the information presented before us. Realizing that there are more substantive pros than cons, the Editorial Board of the J-Bird has decided to support the new scheduling idea; for the reasons of stress reduction among the students, a possibility for better teaching and a fresh outlook on the system.

We do, however, have a problem with the staff's blatant disregard for the feelings of those that they are hoping to impact with this new 80-minute schedule idea. No one asked us because it seems that no one really cares what we think. The impression we receive from this silencing of our opinion is one of insensitive disregard and irresponsibility on the staff's part. Once again, the staff is arrogantly overlooking the student body's interests and assuming that either (A) they can read our minds; or (B) that we don't have anything intelligent to contribute.

A common lesson taken from Japanese management procedure, and the democratic concept installed into the government of the United States is that the people's opinion is valuable. A successful institution grants those affected a chance to express their views, thus giving them partial ownership in the decision, as an alternative to having it shoved down their throats. The pride of being part of the decision boosts the acceptance rate of the final outcome, whatever that may be.

We at the J-Bird don't feel we're asking for too much when we request that the high school's student body be involved in scheduling decisions of the future. After all, the future is ours.

Here's a flash for JDHS students who come to this establishment and are sure that whatever they teach at school isn't important or doesn't matter because the staff here is trying to brainwash students into some beast society that they will have an easy time controlling. Well, I've got some news: It's the staff here that is trying to open-up minds and it is society that is doing the brainwashing.

In my English class, we learn about Henry D. Thoreau's essay on civil disobedience. This fine literary work tells us to disobey any law we see as being unjust or just plain old stupid. This usually leaves a class of modern-day high school students jokingly yelling "Anarchy!" and after which they forget about it and go back to their daily lives.

However, if we look a little deeper into this great literary piece, we will find that it does work and when we work together we can change things. Just look at the (dare I say it) Association Policy or

our are big "walk out" of a few years ago or in Anchorage last year when the budget cuts in the district forced teacher layoffs and the city's high school students marched down to the Loussac library and demonstrated on the lawn. True, these actions were not the sole determining factors of the resolutions to these problems, but the student emotion was a major influencing catalyst for change. So you see, when we band together to fight a common injustice, it really does work.

"We had seen a flaw in the system and attacked it in the most peaceful, American manner possible."

This last election was my first personal experience in civil disobedience. A friend and I had a concern regarding something else we had learned at this fine educational outpost: taxation without representation. Both of us

have jobs and pay taxes. The federal government takes the taxes we give them and passes bills and enforces laws, so why shouldn't we have a say in what the laws and bills cover?

On election Tuesday, we went down to city hall and informed the nice ladies there that we were tax paying American citizens who would not stand for taxation without representation a day longer! The very cooperative ladies listened intently and said they could find no reason why our rights should be infringed upon a moment longer and handed us ballots.

This, understandably, made us feel very good. We had seen a flaw in the system and attacked it in the most peaceful American manner possible. I would urge students to disobey any law you deem unjust and do your little bit to change something that is not right. However, keep in mind that law and government do have their place and should be respected. So, before running out into the world and attacking any and every law, be sure there is good reason behind doing so.



J-BIRD



by ZACHARY PEREGRINE

No. No. And again No. I love just saying it. How the sound rolls out of my nose and falls with a resounding 'plop' in the air. Like a gob of snot. Like the bleat of a sheep. Self-righteousness is quite a high, almost as good as opium and a lot cheaper; red ribbons are free in the library. Wear one, it feels good, almost as if you were doing something important, like helping people stop drug use. Then go home and wait for Santa Claus.

The use of drugs is not caused by mutant worms from Mars that burrow into the sweet, unsuspecting minds of twelve-year olds and begin to play heavy metal. It would be great if that were the cause; the solution would be clear; War on Worms. Everybody would agree. "Do you want a worm in your brain, little boy?" No way dude. "Just say no" and the worms will get depressed and pack off to another planet where the children are of a weaker moral fiber. Too bad that's not the case.

As we stagger into the future with a post-modern hang-over, our grip on reality is becoming ever more tenuous. It has been said that drugs are a crutch for those people who can't deal with reality; today most of us need wheelchairs just to get through the afternoon. Many people in modern America are lonely, a bit lost, and becoming

increasingly useless. This is especially true of the young. We come from a generation of divorce and discontent unparalleled in American history. We wade through an educational system that seems medieval and leaves us anxious, bewildered and unprepared to make career and value set

"It has been said that drugs are a crutch for those people who can't deal with reality; today most of us need wheelchairs just to get through the afternoon."

decisions in a world where success seems hollow and hypocrisy is the norm. We're a pretty mixed up bunch. Imagine, if you will, a hamster in a cage. His options are few and dismal, he can either try to escape, or he can spend his time running an endless marathon on the little wheel, stopping now and then to eat a lot and have children. If he had free access to a narcotic do you

think he would use it, or just say no?

I don't mean to take an entirely nihilistic view of our nation's efforts to combat substance abuse, certainly the problem is real and a solution is necessary. But the solution to the drug problem is not simple. It cannot be summed up with a clean, snappy slogan that fits on bumper stickers. It is not some bizarre tumor on society that can be removed with a well placed scalpel while leaving the whole unchanged. And while there are often calls for more drug education in the schools, I don't think that that is the answer either; I have had it up to the ears with education. I could recite for you the appearance and effects of any illegal drug used in America. I could retell the countless stories of drug addicts-turned-inspirational-speakers and explain how drugs disrupt growth and development in young adults. These are important and often interesting things to know; if there was a "Drug" category in Trivial Pursuit I'd make a killing. But people still smoke pot or take crystal, and they will continue to do so, they feel that the problems they are escaping are greater than the problems they will get. They are well educated about both.

Certainly I believe that a drug-free youth will make a stronger America. But so will a youth that is not alienated, bored, and unconnected with society. Call me a heretic if you will, but I suggest that substance abuse is not the main problem of the world these days. The problem goes much deeper and its causes are more complex. It has to do with how our society reacts to change, anxiety and general confusion; the mass disorientation that is at the root of both a high schooler's LSD-induced lassitude and a parent's VCR-induced stupor.

Perhaps what is needed is not a war on drugs; there have been too many wars already. Maybe we should try being human to one another, or better yet, caring for one another. The earth is a small place, we must look out for each other, and we can't just say no.

Every Rose has its thorn...



by ROSE FLEISCHHAUER

The high cholesterol cacophony of college selection, application, recommendation, "Where am I gonna find \$15,000?", my GPA sucks, has totally stressed me out. Not to mention my wisdom teeth have become living, breathing organisms that push continuously at my bleeding gums like the Alien's baby that REALLY wanted out of Sigourney Weaver or the slimy fish-baby that ripped its way out of the screaming, roller blading, bimbo's stomach in Humanoids of the Deep.

If one looks closely, while keeping a safe distance from my wisdom teeth, they will notice dark bags under my dulled, glazed eyes and bald patches baring my scalp from ripping my hair out duo to this whole post secondary education kick. My clothes no longer match (OH NO!), my mangled fingernails throb from being constantly gnawed down to the quick, and I have found myself incoherently mumbling Len Peterson's "sacred cows" as I shuffle mindlessly from class to class.

Sometimes a light bulb appears over my funky, shredded wheat hair as if to signify an idea, a solution to my problems and indecisiveness. For a brief moment it flashes the cure to my ailments! Only to fade, die out, like an ember spilled out of a crackling fire, a shooting star, a streaker at a football game. It teases and glows, dancing just out of reach, ever so inspiring, then melts into the dull, gray ashes that symbolize the end of the brief, brilliant life of the glowing ember. There, have some symbolism.

High schools are infamous for advertising colleges in a somewhat grotesque manner. In fact, high schools are veritable advertising hosts for parasitic recruiters. Don't take this wrong, college is GREAT for those who choose it. But how many kids go because of



the statistics that threaten a life of earning minimum wage for those without college education?

I think every one needs to find their own direction and shape their own goals. Advertisements, pamphlets, and nudges in the right direction are all helpful but not when forced down your throat.

Juneau-Douglas High School
10014 Crazy Horse Dr. Juneau, Ak 99801
Editorial policy summary

J-Bird

The views expressed in the J-Bird belong solely to the author and are in no way to be construed as those of the school board, administration, faculty, or advisor. The J-Bird invites and encourages its readers to submit their comments and views for publication as letters-to-the-editor. Please limit the length of submissions to 300 words. No letter will be published without the author's name. All submissions are subject to editing as deemed appropriate for length and/or content. Submission is no guarantee of publication.

Smoking continues despite new law

by SARAH BERNSTEIN

Students at Juneau-Douglas High School have recently been confronted with a law regarding their conduct and personal habits.

On Sept. 12, the State of Alaska introduced a smoking law that prohibited persons under the age of 19 from possessing any product containing tobacco.

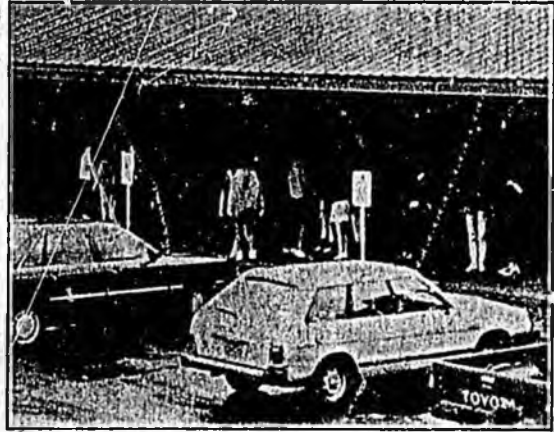
However, students continue to congregate outside the swimming pool and across the street from the high school in order to smoke cigarettes.

According to District Attorney Richard Svoboda, there have been no cases involving prosecution for violation of the smoking law to date.

Mike Gelston, the Chief of the Juneau Police Department, believes that enforcement of this law is a low priority in terms of duties that require the attention of police officers. "I think smoking is just an infraction of the law and officers feel they have more important things to do," said Gelston. This is one explanation for the absence of prosecutions involving violation of this law.

Police officer Jackie Renniger, who works with the high school, said she doesn't know if passing this law made much of a difference. Although Renniger said, "We are trying to impress upon the kids that this is serious," the improvement has been slight.

JDHS Principal Kathy Odgaard also believes that the new law hasn't stopped students addicted to nicotine from smoking. There have been several complaints about students loitering in front of the swimming pool. Many of these students are smoking while they stand there.



Smokers take shelter under the eaves at the swimming pool

Odgaard feels the law may give students one more reason to stop smoking or one more difficulty to face when in pursuit of cigarettes. However, like Renniger, she feels the change has been minimal and perhaps students are simply more aware of the law and health issues.

Renniger did note that students no longer smoke in front of her. When the students who smoke see Renniger they usually extinguish their cigarettes. In order to enforce

this law, Renniger has taken cigarettes from students she sees smoking and calls the parents of middle-school aged students.

Both Vice Principal Sasha Sobeloff and the Parent Advisory Committee have been working to establish programs to help those addicted to nicotine. However, additional response to the new state law, directed at those under the age of 19 who possess tobacco, is relatively nonexistent.

Forum held to discuss Middle East crisis

by MORGEN SMITH

Concerned Juneauites recently attended a forum held to discuss different aspects of the Middle East crisis. On Thursday, November 8th, a panel of five community members discussed such issues as whether war was ever just and what the "justifications" for war are.

A specifically designated moderator posed questions about the ethicality of the United States' position in the Persian Gulf and about war in general. The panelists then discussed the questions among themselves.

Nancy Seamount, a panel

member and Juneau-Douglas High School health teacher, brought many important questions and viewpoints to the discussion, such as the issue of searching for alternate energy sources to oil.

Other panelists included Bishop Michael Kenny, Rev. Lew Rooker, Joel Orlovo and Mark Murray.

A short movie was shown, entitled "War and Ethics", which explained the many different ethical questions from the viewpoints of government officials and social science professors.

The forum was sponsored locally by the Juneau Coalition on Peace in the Middle East, SANE/ALASKA, the Juneau Friends Meeting, and Beyond War.



Pondering peace: Nancy Seamount

DeAnna

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A CERTAIN CHARM

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Student volunteer awarded

by AURORA HAUKE

Maraiya League received the first "Outstanding Volunteer Award" for her work at the Bartlett Memorial Hospital recently. League, a student at Juneau-Douglas High School, has dedicated 140 hours of work since she began in November of 1989.

"She's a very dedicated, upbeat and positive person," says Minda Matthews, Coordinator of Volunteers at BMH.

League has worked in nine of 15 departments to date at BMH. She assists patients, cleans rooms, serves as a receptionist and carries out any other jobs her supervisor asks her to do.

As well as doing an average of four hours a week of volunteer work, League works 10 hours weekly for Alaska Legal Services Corp., a non-profit organization in town. "With paid holidays," League says laughingly,

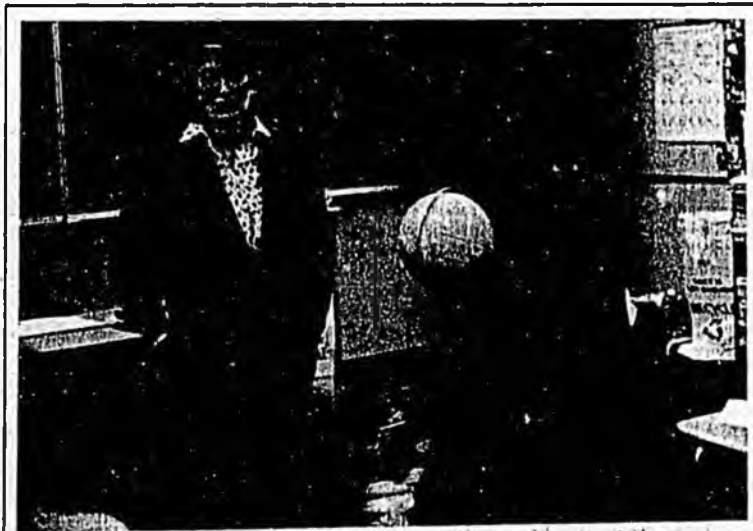
One would think such a busy

schedule would interfere with other activities. "I keep things each in their own time frame and I don't over-tax myself," says League.

League became involved with volunteering through JDHS. Students interested should see Margo Hedges, school nurse.



Maraiya League beams



Juneau's Fran Ulmer, recently re-elected as representative to the State House, made a guest appearance in Ken Koelsch's American Government class last week to discuss current issues.

Patterson represents Alaska youth in Washington D.C.

by MEILANI CLARK

Around the middle of October, Juneau-Douglas High School student Winterlude Patterson, 16, had a lot more on her mind than state homework assignments and Juneau weather. Winterlude, better known as Kayla, was selected by Governor Steve Cowper, along with members of his staff, as one of four Alaskan youth ambassadors to represent their state in Washington, D.C.

October 14th was National Children's Day, and Kayla spent her week with other students from across the country participating in a series of activities in conjunction with this special day.

The funds which enabled Kayla and her three Alaskan companions to make their journey to Washington were provided by the Whitney Houston Foundation for Children, Inc. Each of the four major departments in the governor's office choose a student to participate in this event. The object was to choose students who represented purely Alaskan programs.

Kayla represents a group called Alaska Youth Initiative, of which she has been quite involved in for the past few years. AYI has helped Kayla and many other children out in times of problems, and it was because of Kayla's progress in the program that she was chosen.

Due to a difficult family life, Kayla has been in and out of foster care and relative placements since the age of three. Though now a recovering alcoholic, she has had

because of AYI money. I got the support I need to stay sober and some incentive...I had to stay sober and be acceptable and go to school. In other words I had to

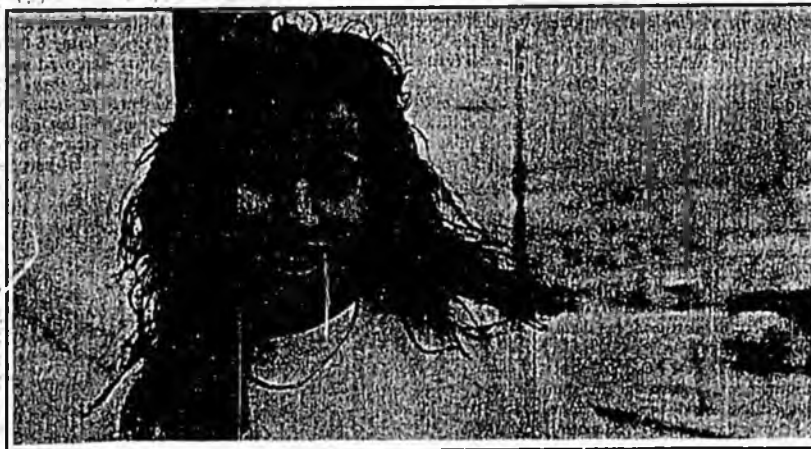
and progress Kayla has demonstrated, and delighted she has been selected for participation and recognition in the National Children's Day Program."

youth and how a particular program met these needs, being a fine example of someone who has overcome a difficult life situation, and being interested in speaking out for her ideas and beliefs.

According to Kayla, "My main objective for going to D.C. was to try and get more funding for out-of-state (alcohol) treatment centers for in-patient treatment, as Alaska doesn't have the resources to treat a lot of people."

Kayla believes that alcoholism is a big problem among Alaskan teenagers, and is anxious to see this problem addressed. The desire to understand young people's needs is exactly the point of Children's Day. According to Caren Robinson, the Alaskan coordinator of this project, "The whole purpose was to bring more national attention to the plight of children in the USA, and what their needs are."

Kayla had the opportunity to meet with Alaska's congressional members to discuss her concerns, as well as attend a youth leadership conference. She also "got a chance to sing with Whitney Houston, and talk with her for about 15 minutes." Continued Kayla, "I also went to the White House and met Joseph Kennedy," but when asked if she got to meet the president, Kayla replied, "no, he was too busy playing tennis."



Kayla Patterson: "I had to work really hard to get these things."

problems with substance abuse in the past. In August of 1988, Kayla was accepted for participation in the AYI program.

In her personal statement, used to qualify for the Children's Day trip, Kayla says that "all in all, AYI has been a good program for me. This year I got to travel three times

work really hard to get these things."

Part of a statement issued by the governor's office reads, "With the specialized foster care program plus individualized services designed for and provided to Kayla, she has made tremendous strides." It later says, "we are proud of the achievement

Kayla's paper that she wrote on herself and her involvement in AYI resulted in her being selected to participate in the program. It was due to her meeting (and surpassing) the given criteria for the youth ambassadors, which includes the ability to articulate on an issue related to the needs of children and

Bears place 7th, 8th at State

by MEILANI CLARK

Yet another Juneau-Douglas High School swimming and diving season has come to an end. In the state competition last weekend, the swimmers and divers gave a great final display of their talent and hard work.

Juneau ended up placing 7th overall in men's swimming, and 8th in women's. Nine JDHS swimmers, Kirsten Shelton, Brooke Rohweder, Lani Wilson, Aaron Bormuth, Adam Johnson, Chelsea Rohweder, Scott Peterson, Irv Stein, and Martin Shelton, went to state from Region V competition.

Hans Marx, a senior, and Britany Wilson, a Junior, were the two divers that went to state from JDHS. Both Marx and Wilson placed 1st in the 1 meter springboard diving at Southeast.

Both Wilson, and Peterson broke school records, Wilson in the 100 yard butterfly in which she placed third, and Peterson in the 200 yard individual medley in which she placed second. Peterson's time in

that event, a 53.93, was just 13/100ths of a second off the All-American qualifying time. Peterson also placed second in the 100 backstroke.

Kirsten Shelton placed 5th in the 100 breaststroke with a time of 1:11.40, while Martin Shelton placed 6th in the 100 yard butterfly, his time being 54.97. The JDHS Men's 200 yard Medley Relay, consisting of Scott Peterson, Aaron Bormuth, Martin Shelton, and Adam Johnson finished 4th with a time of 1:43.77.

The JDHS swimmers were up against some tough competition, as the meet times were extremely fast. In fact it was one of the fastest state meets in recent history, as 10 state records were shattered, five of these were by the relay teams.

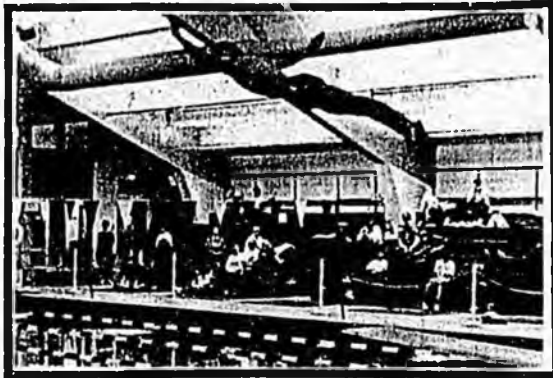
JDHS was also up against some tough competition by the way of the bald Ketchikan men's 200 Medley Relay, who shaved their head before their event. The Ketchikan men's relay team ended up winning the event with a time of 1:39.07.

Marx and Wilson each placed 8th in their diving event.

Southeast competition was fairly tough this year, but JDHS swimmers and divers tapered their training at just the right time. It was a highly competitive season in which all of the Region V teams did well at Southeast and were strong at state.

Juneau divers captured both first and second place with strong performances by younger divers. Sophomores Bill Goertzen and Jean Lowe both placed second in diving, and Marx and Wilson placed first.

In an excellent showing for freshmen, Ken Divelbess just missed going to state in two of his events in swimming, and Sarah Colden in one. Overall, the team did very well. "We've been working hard all year towards individual goals," said team captain Kirsten Shelton, "and we've been very motivated by the Johns (the head coaches), we really came together by supporting each other, and had an excellent season in which a lot of swimmers reached their goals. I'm proud of them and they should all be proud of themselves."



Hans Marx soars towards state

Photo by Chad Edwards

Support came from outside the team as well. As the swimmers returned to their hotel one night, they found a huge bouquet of balloons from the Crimson Bears men's basketball team.

This year, the team had a new coach, John McConnochie, a former Olympic swimmer from New Zealand. He was very impressed by the swim team, and

had this to say, "It was a pleasure to be associated with a group of young adults who are good athletes and do well in school. They are good ambassadors for the school, their families, their self, and their community. They are good role models to follow."

Soccer promotes itself in Southeast

by CLINT DUSENBERRY

Nearly 40 Juneau-Douglas high school students travelled to Petersburg for an invitational soccer tournament held over the Alaska Day weekend. Juneau sent a men's select team, a women's select team, and two coed teams to compete with teams from Whitehorse, Petersburg, Ketchikan, and Prince Rupert.

The Juneau's men's select team, "EPIC" achieved an overwhelming victory against Ketchikan. This was the last game of the day, and being played at dusk, it was hard to see the ball say team members. Apparently the referee thought so as well because he did not see two Juneau goals which were pulled out of the net. These goals would have made the score 6-1, and would have given some indication of the team's dominance. "We have far more depth than any other team in Southeast, and most of our players can play any position fairly well," said Rob Divelbess, a senior halfback. The final score was 4-1 with two goals by Matt Dusenberry, one by Aaron Link, and one from Tom Koloski. Prince Rupert fell to the Juneau

men's team 3-2, with Sean Henderson and Ryan Powell each scoring one goal, and Dusenberry scoring the winning goal with one minute left in the game.

Juneau tied Whitehorse 1-1, in a fairly close game. John Stockdale, one of the more dominating players Juneau has faced, kicked the first point into the net. Jeffery Johns then evaded the score late in the game, and the strong defenses on both sides kept the score that way.

Whitehorse was the most competitive team Juneau has played all year. According to Mike Dusenberry, the Juneau head coach, "We were the best team out there. Whitehorse gave us some trouble, but it was the end of the tournament, and some of our players had already played as many as eight games. They (Whitehorse) were tired as well so it wasn't what we had expected."

Whitehorse was particularly fired up against Juneau at Petersburg because they had suffered a humiliating loss to the men's select team at the Whitehorse Tournament.

"EPIC" is an adult league team of high school aged players, most of whom had been playing in the Parks and Recreation age 14-17

league in previous years, that has not only served as a chance for high ability, younger players to play in the adult league, but has also served as a model team to see how well a high school team would do. "EPIC" came in third overall for this year's men's league. The team has dominated outside teams and shown that it is a squad to be reckoned with.



photo by Jeffery Johns

Ryan Powell launches the offensive

The other Juneau teams are comprised of players in the 14-17 year-old bracket of the Parks and Recreation league.

Since the only other women's

select team at the tournament was sent from Whitehorse, the Juneau women's select team, which is made of girls from both coed teams, played them twice, losing 8-0 and 3-0. "The girls improved about 300% this time, and they held Whitehorse scoreless in the last three quarters of the last game", stated Coach Dusenberry. In the later game, the Juneau women's

team to a 4-2 finish. Elizabeth McCoy and Amy Reifenstein both scored goals.

The Juneau coed A team played Whitehorse coed A and B teams winning 3-0 and 1-0 respectively. Goals were scored by Matt Dusenberry and Caiman Benson, with Ben Steele getting a shut-out as goal keeper.

The coed B team lost to Whitehorse coed A 3-1 and coed B 3-2 with goals from Koloski and Link. Juneau coed B slaughtered Petersburg with a 6-1 win. Johns and Link each scored two goals, and Koloski and Arnold each scored one.

Although the season is over, the impulse for soccer is still continuing, and many more activities are being planned. An indoor tournament is being planned either in Whitehorse or Juneau sometime over Christmas vacation. In addition to that, there will be the spring tournament in Whitehorse as soon as the fields thaw enough to play on them. Coach Dusenberry is also working with Athletic Director Dave Matthews to set up an intermural league for high school players.

team made a superb comeback but did not capitalize on several scoring opportunities.

Juneau women's team also played the Petersburg men's team, holding

Women test offense at T-Bird Classic

JDHS Basketball Preview



Battle for the basket

photo by Chad Edwards

by CHRIS ANDERSON

The JDHS Crimson Bear's women's varsity team came out of the 6th Annual Thunderbird Classic Tournament at East Anchorage High School with a 4th place finish, and their only loss was to the eventual tournament champs, Chugiak.

The team, comprised of seniors Katie Nelson and Jill Martin, juniors Mary Miller, Stacy Cladouhos, Holly Herpst, Jennifer Mickle, Stephanie Campbell, Nicole Beadle, and Mandy Scribner, sophomores Shannon Cary, Lucy Jones, Shannon Dybdahl, and Kristin Steinfort, and Coach Bill Szepanski, is trying a new offense this year, similar to the one often described as the "run and gun". This up-tempo offense promotes quick outside shooting, and fast movement up and down the court.

When put into use in their first game of the season though, it fell 13 points short. Playing Chugiak, the Bears lost 67-54. Chugiak pulled out to a 16-point lead at the half, and Juneau was never able to catch up. "We did alright, but we weren't as up-tempo as the offense calls for," said Nelson, captain of the team. Nevertheless, Jones led the team in scoring with 14 points, and was second overall, behind Brit Jacobsen of Chugiak, who had 23 points. Szepanski said, "It was a

by STEPHANIE EDDY

Many potential basketball players, men and women alike turned out for tryouts on Oct. 15, in hopes of making their respective varsity team. Thirteen girls were chosen for the varsity women's team and approximately 18-20 girls were chosen for the junior varsity team. For the men's varsity team, 14 boys were chosen, one of which is the student assistant. Sixteen boys were chosen for JV.

During basketball tryouts both the men's and women's team coaches look for a player's willingness to make a commitment, their strength of character, academic standing, whether or not they are coachable, and of course, ability.

The selection of the varsity and junior varsity teams takes a maximum of 2-3 days. Juniors and seniors are not given special consideration. According to George Houston, the JV coach, if it came down to a choice between a senior and a freshman who are about even in ability, the senior would get the position simply because the freshman would be around longer. On the women's team, 1-2 positions are usually held for younger players with potential.

The season ahead will prove to be a difficult one for both the men's and women's teams. The women's team was invited to play in a tournament in Arizona and will be in Tucson Dec. 26 - Jan. 4. The men's team will be in Simi Valley, Calif. Nov. 29 - Dec. 4, playing in the Simi Valley Tournament. A week and a half later they will be in Fort Walton Beach, Fla. Dec. 14-22, playing in the Playground Shootout. The men's trips were set up by Jim Hamey, long-time coach of the men's varsity team.

When making up this year's

schedule the team looked to play other teams in Alaska besides Sitka, and Ketchikan, but nobody expressed interest. "Nobody would come here and we couldn't go there so we had to look out of state," said Houston. Hearing of Florida's Playground Shootout from East Anchorage basketball coach Chuck White, Hamey went into action and set it up from there.

The team members say they are looking forward to the opportunity to play in the Lower 48. "I think our team is looking forward to it, it sort of motivates us to play harder... even though there will be beaches, our main goal is to play basketball," said Jesse Bluhm, a junior and small-forward on the men's team.

The tough season ahead fazes neither the players nor the coaches. "What we're hoping for is that the schedule will prepare us for State!" said Houston. Bill Szepanski, the coach for the women's varsity team, has his own strategy. "We're going to run a high-tempo offense and defense, and play a very fast-paced game."

Along with the opportunity to play in California, Florida and Arizona, comes the burden of paying for it. The women's team sold sweatshirts and held an auction which paid for their trip to Arizona. Szepanski said the team will probably hold another fund-raiser to pay for their trip to Anchorage. The men's team sold raffle tickets at \$10 each for a \$1000 dollar prize. The winner of the raffle will be announced during halftime of the team's first home game, which is against Prince Rupert on Nov. 23rd.

Local businesses are donating to the cause by way of a new banner system. Businesses around the city can pay for a banner advertising their business. The banners will be hung in the main gym. Sweats and

t-shirts are also being sold to help cover expenses.

In addition, an alumni game and a Crimson Bears intersquad game was played Nov. 2-3. Besides raising money, the intersquad game, in which the varsity freshmen and juniors played against the varsity sophomores and seniors, allowed the team to gain experience and gave people a chance to see the team play before the season began.

The teams each practice two hours a day six days a week. "We do a lot of running," said Stephanie Campbell, a junior on the women's varsity team. "Our offense is based on how much we can stand to run." Dan McLlison, a sophomore on the men's varsity team's only comment on practice was, "(They are) really, really tough, and really tiring."

This year's men's varsity team consists of seniors Jim Nelson, Paul Fitterer, William Leque, Rodney Campbell, and student assistant Yuri Morgan, juniors Bluhm, Jer Hamey, Travis Rose, Toby Lockhart, Kye Nuttall, and Anthony Mallott, sophomores Todd Owens and McLlison, and freshman Ryan Behbahani.

The junior varsity members are sophomores Andrew Paavola, Antonio Raglan, Matt Szepanski, Nam Nguyen, Jacob Perkins, and freshmen John Pugh, Shawn Williams, David Gorsuch, Adam Franklin, Paul Purkis, Aaron Shelley, Bill McClinton, Sean Goertzen, Tom Crane, Brad Baker, and Jacob Anderson.

The women's varsity members are seniors Katie Nelson, Jill Martin, juniors Mary Miller, Jennifer Mickle, Staci Cladouhos, Campbell, Nicole Beadle, Mandy Scribner, Hollie Herpst, and sophomores Shannon Dybdahl, Kristen Steinfort, Shannon Cary and Lucy Jones.

The JV members are juniors Meribeth Walters, Sarah Scugrave, Christina Crane, sophomores Krista Kissner, Helene Bennett, Michelle Audap, Heather Robitaille, Dawndee Ipalook, Tammy Lee, and freshmen Cori Metzgar, Jessa Lee, Lexy Larson, Jennifer Kemp, Tricia Satre, Jennifer Sutton, Amber Koelsch, and Olga Mendoza.

December Schedule of Events

Men's B-Ball @ California	Sat. 1st
Women's B-Ball vs. Sitka	
Men's JV @ Hoonah	
Men's JV vs. Angoon	Thurs. 6th
Men's B-Ball vs. Ketchikan	Fri. 7,8th
Women's B-Ball @ Ketchikan	
Men's B-Ball @ Florida	Thurs. 13th
Women's B-Ball vs. Mt. Edgecumb	
Men's B-Ball vs. Lathrop	Wed. 29th
Women's B-Ball @ Arizona	

Continued pg. 11

A tradition in the making?

by BILLY DEAN

As a new twist added to the idea of halftime entertainment at Juneau-Douglas High School, a men's drill team has been formed. The idea started with several seniors, who having watched the men's drill team in '88, liked the idea enough to store it away until their senior year. Working in conjunction with the women's drill team, the team members have progressed through the routines and steps in about five weeks. "They (the men's drill team) learned really fast, a lot faster

Hill. Harben and Hill lead the men's team through the routines while squad leaders help out, and fine tune everything. "They are really fun to work with, they have their moments but overall it's a lot of fun," said Sheehy. All of the work that is being put in by the female volunteers is in addition to their women's drill team practices. Charity Williams, a senior and member of the Bears football cheerleading squad is also lending a hand to help the men's drill team out. Williams, with two years of women's drill team experience, has lent her talents to the team.

because there was no need to be there. The team already knew what they were doing, and Williams said, "The first practice they actually looked better than the girls." The men's team debuted Nov. 15 to a screaming crowd at the halftime of the Bear's women's game against Sitka. Dressed out in worn jeans and black t-shirts, the men's team united with the women's in a five-minute look at high-school dating. The danced to a mix of 50's, 60's and 70's songs including "Crazy Little Thing called Love" by Queen, and "My Girl" by the Temptations, during which the



Senior guys strut their stuff

photo by Mike Olsen

than we thought they would," said Heather Hill, a senior and first lieutenant on the women's drill team. Although the team has learned the routine impressively fast, it is not easy, say team members. Senior Rob Divilbess said, "It's pretty hard, learning all of the moves and steps in sequence is tough."

The team practices twice a week, usually Mondays and Wednesdays, for two hours each day. During this time the members learn the choreography of each routine and practice it, fine tuning as they go along. Depending on gym availability, practices vary in location between Gastineau Elementary School, Floyd Dryden Middle School, and JDHS.

The coaching duties are split between members of the women's drill team. Captain Kristen Harben and Hill are leading the effort, assisted with help from squad leaders Jennifer Whelan, Melissa Anderson, Anje Lockhart, Shana Sheehy, Karim Schultz, and Heidi

"Helping out is another form of drill team for me," said Williams.

The team is made up of seniors, juniors, and sophomores, totalling 32 members. They are as follows: seniors Clay Robidoux, Jonathan Sims, William Leque, Paul Fitterer, Loren Ott, Chris Anderson, David Fields, Keri Stephens, Todd Jones, Don Martin, Nathan Mannix, Irv Stein, Rob Divilbess, Yuri Morgan, Rodney Campbell, Mike Urinn, Jon Gunstrum, Aaron Bormuth, Tom Koloski, and Jim Nelson, juniors Travis Burke, Greg Brayton, Danny Penrose, Karter Koelsch, and Scott Peterson, sophomores Jeffery Johns, Jayme Johns, Jon Devore, Don Novotny, and Ryan Powell.

The members say that they are excited about the chance to do something new, and it has showed in practice. "It's a good change from what I've been doing normally, soccer, skiing, and bicycling, it's a lot of fun," said sophomore Ryan Powell. Several practices have been cancelled

men's team actually broke into song.

The routine is set in a story format with the women's team acting out the role of a high school aged girl and the men's team the role of a high school boy. The storyline goes along with the ups and downs of a relationship. The girl and guy are "in love". Then, the hottest girl in school comes along and sweeps the guy off his feet. The "hot girl" drops the guy for "Mr. Cool of the school", and the guy goes running back to his ex. She, however, is undecided on whether or not she should take him back. Eventually, she decides he's not worth it and tells him to "Get lost".

Team members had mixed reactions about their debut. Most, however, were positive. "It's really exciting," said senior Mike Urion. "I almost had an accident before I went out. I appreciate the girls more now that I have performed. I think everybody I've talked to has thought that we pulled it together



A typical high school "romance" X 30

well. That's pretty good considering the fact that they never thought we could." According to senior Todd Jones, "This last weekend was awesome, the energy was so high! Once we overcame our initial nervousness Friday and Saturday nights we were just hyped."

Other reactions were less than positive: "I should have stretched more!" said senior Keri Stephens. Overall, the crowd loved it, and

they kept coming back for more. Grace Brayton, the mother of junior Greg Brayton, said, "I thought it was amazing. It had a lot of character, and it was very enjoyable to watch." On Saturday night the guy's part of the drill team walked off the gym floor in unison after women's drill team member Alison DeLong said, "Get lost", as the routine called for, and they did, all 32 of the guys drill team members. The girls, a little bewildered quickly

?? Guy's drill team



photo by Chad Edwards

recovered and followed them off. The exit did not affect the performance for the worse because it was towards the end of the routine. "The guys were excited to be performing, and it was all planned by them for the last night. We (the women's drill team) were just a little surprised," said Harben. "The last night was rad because we finally walked out on the girls after they had walked out on us for more than a month while practicing,"

said Greg Brayton.

The mens and womens team's next performance will be today during the homecoming assembly, and after school at the Marie Drake pep assembly. The two teams will be performing together for the Guy/Girl routine. It will be the last time for several weeks that the routine is performed.

On Friday and Saturday the women's drill team will be performing their Light March and



Chris Anderson imitates "Nimbus"

photo by Mike Olsen

Pom March at both the girls and the guys games.

Currently Koloski is designing t-shirts for the members to wear. These t-shirts, along with several new routines should accompany the

men's drill team when they go to Southeast.

With a strong core of juniors and sophomores it is possible that there will be a team next year. And who knows, it might even become a

tradition at JDIIS in the years to come.



Women's drill team floors their men

photo by Chad Edwards

Athletes of the Month



Kirsten Shelton
Swimming

Although she started swimming because her friends were doing it, Kirsten Shelton has earned a place for herself this year and possibly a college swimming career.

When asked why she swims, Shelton replied, "I like the coaches and the people. It's a place where I can go and forget about school and my problems."

Shelton's high point this season was her time in the 100 breaststroke at the Sitka swim meet. She clocked a 1:10.49 for a 1st place finish, and a 4th place ranking at state after that event. Her other events are the 200 individual medley, the 400 freestyle relay, and the 200 medley relay.

Shelton started swimming eight years ago with the Glacier Swim Club, and now she has progressed through four years of JDHS Bears Swimming. She enjoys art, drawing, dancing, and travelling. In fact, it was this summer in France where she did her only real training. "I traveled to France for most of the summer, and I swam on the beaches. That was the only swimming I did until school started," said Kirsten.

Going into state, Shelton was ranked 6th in the 100 back with a time of 1:12.80, and 8th in the 200 IM with a time of 2:24.19. At state she placed 5th in the 100 back with a time of 1:11.40.

After high school she plans to attend Amherst or Oberlin College and possibly swim.



Scott Peterson
Swimming

After going to state competition as a freshman and sophomore, Scott Peterson showed that he was something special in the water. Now, as a junior, Peterson has been swimming competitively for 9 1/2 years with the Glacier Swim Club and JDHS. This year he is swimming in the 100 meter backstroke, the 200 medley relay, and the 200 individual medley. Earlier in the season he was ranked 1st and 2nd in the state in the 200 IM, and the 100 backstroke, respectively.

Going into state he retained that ranking, posting times of 54:40 in the 100 back, and 1:59.73 in the 200 IM at Southeast. He placed 1st in both events.

Peterson enjoys soccer, tennis, and is on the guys drill team, but he likes swimming best. "I like the challenge, it's a lot of hard work but the feeling you get when you accomplish a goal is unbelievable," said Peterson.

His goals for state seemed immense, "All-American cuts in the 100 back, break the school record, and win both events as well as the 200 medley relay," he confidently stated.

He delivered, with a 2nd place finish and a school record of 53:13 in the 100 backstroke, as well as 2nd place and another school record of 1:58.50 in the 200 IM. He barely missed All-American status, by 13/100ths of a second.

In the off-season Peterson will continue to practice and train, and he will be going to California for Western Zone in August.

Boys varsity sweep Sitka

by WILLIAM LEQUE

The Crimson Bears men's varsity basketball team opened up the season by sweeping the Sitka Wolves in two games, winning 73-57 and 86-52.

For the first time in several years the Bears were able to win both of their games in Sitka, leaving them with a 2-0 record and poised to play the Rainmakers from Prince Rupert for homecoming this upcoming weekend.

On Thursday the JV team played Mt. Edgecumbe at McGills Fieldhouse, with the Bears coming away with a victory by the score of 73-58. The Bears were able to bounce back from a troublesome third quarter led by Jer Hamey's 17 points. Travis Rose controlled the boards with 12 rebounds while Toby Lockhart led the team in assists with six. Other Crimson Bear's in double figures were William Leque with 13 points, Travis Rose with 11 points, and Toby Lockhart and Anthony Mallot with 10 points.

The first night in Sitka, the Bears jumped out to an early 20-14 lead after one quarter, but the Wolves soon closed the gap to within three early in the second quarter. The Bears then went on to score nine straight unanswered points upping

the lead to 12 points, and went into halftime leading 38-28.

After the Wolves scored the first bucket in the second half, the Bears proceeded to go on a 15-2 run, and at the end of the third period had a comfortable lead. The fourth quarter was played pretty evenly, with the Wolves putting on a full court press in an attempt to come back. But, the Bears answered every Sitka run and ended up winning by 16 points.

Paul Fitterer led the Bears in scoring and rebounding with 22 points and 9 rebounds. Jer Hamey pitched in 14 points while Rodney Campbell did a good job distributing the ball to his teammates and ended up with 6 assists. The key to this victory was the Bears defense in which the Wolves leading scorer Randy Nutting was held 12 points, eight under his season average. The Wolves as a team only shot 39% from the field. "The team was ready to play due to the month of practice we had," said Junior Mallot, "but there was a lot more room for improvement."

The Bears improvement from the first night to the second night was visible in several key areas. The Bears shot 61% from the field and 86% from the free throw line. As senior Jim Nelson said, "Execution of the fundamentals was key".

Many of the Bear's points came off of lay-ups and inside shots as the Bears spread the ball around for a balanced attack. Again the Bear's defense was a major part of their victory as they forced Sitka to turn the ball over 23 times and shot 38% from the field. Juneau set the mood for the entire game by exploding for a great first quarter, leading 25-8, as the Wolves struggled to get on track. Before Sitka figured out what had hit them, the Bears had extended their lead by halftime to 48-20.

Leading all scorers for the second night in a row was Fitterer who ended up with 17 points while Jim Nelson lead the Bear in rebounding with seven boards. Lockhart and Leque led the team in assists with six each as the Bears, as a whole, cut down dramatically on their turnovers coughing up the ball only 11 times. Others scoring in the double figures for the Bears were Jer Hamey with 12 points, Jesse Blum with 12 points, and Travis Rose with 10 points.

Why the big improvement from one night to the next? Junior point guard Lockhart gives one explanation, "After the first night jitters, we settled down and came out the second night to play excellent team ball in which we out executed Sitka."

Continued pg. 11



Students and Alumni battle it out in first game



Paul Fitterer looks to pass

photo by Mike Olsen

by WILLIAM LEQUE

The Crimson Bears men's varsity basketball team showcased their talents for the first time this season in two intersquad games matching the seniors versus the juniors on Nov. 2-3. The senior team, made up of Rodney Campbell, Paul Fitterer, William Leque, Yuri Morgan, Jim Nelson, and sophomore, Todd Owens hoped to

use their experience to beat a talented group of juniors consisting of Jesse Bluhm, Jer Hamey, Toby Lockhart, Anthony Mallot, Kye Nuttall, and Travis Rose.

The senior team won the first night 79-67, led by Paul Fitterer's 33 points. They shot an amazing 10-12 from the field and 13-14 from the line. The key was the execution by the seniors in the early stages of the game, as the seniors placed the juniors in a deep

hole at halftime by exploding for 23 points in the second quarter. In the second half, the juniors were able to cut into the lead in half, led by Hamey's 34 points and Lockhart's 10 assists, but the seniors eventually stopped the charge, winning by 12 points.

Out to even the series at 1-1 the second night, the juniors did just that with a dominating third quarter in which the juniors outscored the seniors 17-4, finally winning by a count of 53-40. The difference for the juniors was a much more balanced attack in which they utilized their 6'5" center Rose much better by getting the ball to him inside.

The seniors were plagued by overall poor shooting and a rash of turnovers in the third quarter which led to an unanswered string of points by the juniors. This allowed the juniors to finally increase the lead to double figures. The seniors balanced the scoring in the second game, but only one player was able to score in double figures.

The games proved to be a good testing ground for the Bears, who's extra practice served them well in their defeat against Sitka Nov. 16-17.

The games were also a chance for the team to play under real game conditions, acting as a natural break from practice, for as Hamey said, "We needed to play in front of a crowd, we were starting to get kind of anxious (for the season to start)." With a few new wrinkles in the defensive scheme and offensive set up, the Bears were able to see how they executed the new schemes in game situations. As senior Fitterer added, "The games gave us some game experience and showed us what we needed to work on."

Each night following the Bears games was the Juneau-Douglas High School Alumni games in which the players from the 1950's, 1960's, and 1970's teamed up against the alumni from the 1980's.

The first night the 80's team, led by Ethan Billings looked like they would dominate the game. Billings, an All-State selection and most valuable player of the state tournament in 1982, harried the older players with his assists and aggressive play. Pat Stewart (83) led the 80's team the first night with 16 points, followed closely by Billings with 15. But, the 50's, 60's, and 70's team slowly dominated the game as time went

on. Gradually pulling ahead, the 50's, 60's, and 70's team defeated the 80's team 86-77. Each night the younger players led at the end of the first half, but in the end, the experience of the 50's-60's-70's

"Each night, the younger players led at the end of the first half, but in the end, the experience of the 50's-60's-70's team pulled out the victory."

team pulled out the victory.

The second night the leading scorers were Bill Bradner (79) with 35 points, and Billings (82) with 15 points. Although the 80's team mounted an attack in the fourth quarter, the 50's-60's-70's team held on to win 99-77. "They just ran their offense well, and shut us down on defense," said Dave Whitfield, an '88 graduate. "Their experience was a big factor."

t-bird cont.

and the team will perform. "Any offense is only as good as it is executed," he says. The players say they feel as though they have come together, and are beginning to gel as a team. "We work well together," says Mickie. But both coach and team admit that there are a few things that need work. Rebounding and fewer turnovers will be important aspects that the team will focus on improving in the near future.

sitka varsity cont.

True, the Bears did execute much better in the second game, but the teams weren't that far apart in talent, one just played very well, while the other one struggled. The Bears still have a lot of room for improvement, especially in the rebounding department as Sitka out-rebounded Juneau both nights.

Scores and Highlights

Men's B-Ball:

Juneau 73-57, at Sitka
Juneau 86-52 at Sitka
Juneau 73-58 at Mt. Edgcombe

Women's B-Ball:

Juneau 73-42 vs. Sitka
Juneau 86-45 vs. Bartlett
Juneau 46-60 vs. Homer

Swimming:

Women- 8th in State,
Men- 7th

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Perspective

Associated Student News Network

Soviet students fight litter problems

By Andrew Lukyanov and Artem Movsesian.
ASNN High School 1201 Moscow, Soviet Union
Dear friends!

Last year we fought against the construction of Severnaya thermal station, the biggest one in Europe. Now we have started a new activity. We fight for clean yards and houses. The fact is that not long ago, about 80,000 young people from villages came to Moscow annually to work at plants, factories, and construction sites. Most of them got married and remarried to live in our beautiful city. But it is not their native city, so its traditions and customs mean little to them. They write and draw on the walls of their houses. They very often throw milk packages, orange shells, or dirty dusters. They throw cigarettes down when they stand on their balconies and smoke.

We investigated what is mostly thrown out of the windows and held a competition for our pupils to draw signs forbidding littering. Then we wrote the appeal to Moscow citizens to keep their houses and yards clean and now we'll make copies of both (the list of forbidding symbols and the appeal) and put them on each door of the neighboring houses. Perhaps it will interest you, but due to the lack of tobacco in our country, people stopped throwing their cigarettes away. They smoke them to the very end. And it is getting a little bit clearer in our streets.

Nationalistic challenges for "superpower" Japan

by Yoichi Tsuji (English Teacher)
ASNN-Tezukayam Gakuin Izumigoaka High School, Japan

As a Japanese phrase goes, "a day never passes these days without hearing the word 'kokusaika' even if you were to see the days when crows didn't caw." Crows are supposed to caw every day here. So much is the word used. What is "kokusaika" then?

It literally means "internationalization." As Japan has become an economic superpower (don't get offended by the pompous expression, please) she should internationalize, that is the thought behind the word.

Everybody uses the term and the newly-built colleges or those which changed the department name decided to cap the "kokusai" on them, like "Kokusai Buddhist University" or "Kokusai Literature Department." Then students swarm to those colleges or departments.

Now, my principal has got the idea that we should set up a new "Kokusai Information Department" for the two-year college of our academy. "Information" is another catchy phrase in Japan with the anticipating of the coming information society.

Unfortunately I don't see Japanese people "internationalized" themselves. They enjoy the travel to foreign countries not to to "internationalize" themselves but not to be left behind the others who have already been abroad. They don't want to mix with the native people in the countries they visit. They "group travel." They do "group shopping." I wonder what we are going to "internationalize".

In the end of this hard criticism of the Japanese, however, I would like to add my student's "school introduction." She is very proud of our "kokusaika" department and volunteered to write the following article.

Student freedoms limited

by Tomoko Tsunaka
ASNN-Osaka, Japan

Hello friends,

Today I would like to write about our school life at Tezukayam Gakuin Izumigoaka High School "International Department." The department is only for girls and about 100 students per grade are in the department. As such, we have some different points compared with the other ordinary high schools in Japan.

First, the emphasis is on English language study and we have to take even a second foreign language besides English: Chinese, Korean, Spanish, and French. "Cross-cultural understanding" is also a unique subject where we learn things of wide range from debate to world geography even to ecology. In the "debate" class, most of us are too shy to express our ideas in

public and I am no exception. We picked some topics for the discussion and as it was the first time, we decided to have essay subjects to discuss as follows:

--Which do you think is better: girl-only schools or co-ed schools?

--Do we really need school regulations for students or not?

--Pro or Con for school uniforms.

--Permanent wave should be allowed or not? (note: in our school as in most of other schools in Japan, wavy hair is not allowed)

Well, our school has some strict regulations like "No permanent wave." We can't force school authorities to discard it since we don't have student council. Of course, many of us complain about these school regulations. Do you think it is bizarre? Let me hear your ideas from the other side of the world.

An inside look at discrimination in Japan

by Emma Roberts - ASNN
Canadian Academy Kobe, Japan

I was born from a British father and a Japanese mother and raised in Kobe, Japan. Living in Japan all my life, I realized a few points on foreigners.

The Japanese seem to think us foreigners cannot speak Japanese at all. Why? Isn't it quite obvious that a person should be able to speak one's language to live in a country? I experienced such harassment - a Japanese boy one day came up to me and said, "Hi, this is a pen." I responded by saying, "I can speak Japanese." (In Japanese). The boy freaked-out and ran away. I was hurt - I didn't understand why the boy got frightened.

Why are Japanese so hesitant towards foreigners? Aren't the city

people used to seeing them? I think not. Why? Every time I ride on a train, the Japanese try to avoid sitting beside me even if my place is vacant. Well, some Japanese are willing to talk to us although they speak grammatically wrong. Trying to communicate causes both people to be grateful - step towards internationalism.

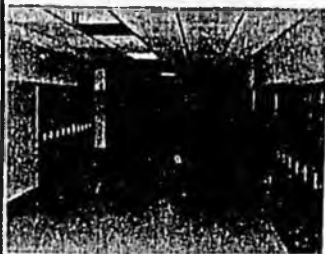
However, in Japan, internationalism is just an ideal. Although there are many foreigners living in Japan and English is taught as a second language at schools, Japan is still far from being recognized as an internationalistic nation. Why? In Japan foreigners have to carry around alien registration cards and are caused to be finger-printed. Japanese are always creating something to represent foreigners are different. We can never be

Japanese. This can be proved by how the Koreans are treated in Japan. The Koreans are completely discriminated against by the Japanese society. Why can't we ever be part of the Japanese?

We foreigners are always reminded about our race. The kids and parents laugh and point at us and saying, "Gaujin-yai" (Here goes a foreigner). Isn't it very rude? Don't the parents know better! The children will never be able to be internationalistic if parents play a roll in creating the sense of discrimination.

Expand your views. Go travel and explore different cultures and learn to accept them. That's what it is to become internationalistic. Please try to expand your horizons and learn to become internationalistic. But, at the same time, be proud of your country.

Photos by Chad Edwards



The Hall:

"If the administration initiated an intramural program at lunch, would you participate? If so, what sport?"

"Yes! I'd do it if it was soccer...and volleyball."

Jeffery Johns



"No, because I'd get all hot and sweaty."

Aaron Bormuth



"Yes. I'd do basketball, volleyball, gymnastics and weightlifting."

Betty Carlson



"Yes - if they did volleyball. We'd be a whole volleyball team and we'd kick butt (with Shawnda as the score keeper)."

Senior Women 3 (and Treva)

"Yes. Floor hockey and badminton too."

Justin Berg



"Yes. Indoor soccer and indoor hockey (and mountain biking?)"

Tonessa Dutra



"Yes. Volleyball and soccer. Why not?"

Irv Stein

"I think it's a good idea because there's a lot of people who just want to be in a group that don't fit in with basketball etc. I'd do rugby, fencing, indoor soccer and pro wrestling."

John Amundson



"Yes. Football, volleyball, golf, badminton and rugby."

Jeff Hedges

"Yes. Basketball, volleyball and soccer."

Megan Thomas

"Yes. I'd do it. Dance would be good as an alternate to having to be on drill team or cheerleading."

Daniclle Goertzen

Moser replaces Ralston as new debate coach

by ROXANNA BEAVER

Tonya Moser, a former Juneau-Douglas High School graduate (1986), will be taking William Ralston's place this year as the debate team coach. Moser has met with the team five times and is still becoming acquainted with the members of the team. She says that the team is quite enthusiastic

and has much potential.

Ralston resigned the position due to increased family commitments after the arrival of a new child to his family.

Moser graduated from Chico State, in Northern California. She was a public relations major, and political science minor. She was on the debate team throughout all of her college years, and enjoyed it

very much.

Team members meet every Monday at lunch with Moser to discuss and try to learn as much as possible about the chosen topic which is the same nationwide. This year the topic is, "Should the U.S. government significantly increase space exploration?" Members of the team are supposed to find evidence about the topic from

books, magazines, newspapers, and other media informants.

"I know that debate is sometimes looked at like 'Oh, that's kind of dorky,' but it's not, it's a lot of fun, and you need to be a good speaker with a lot of knowledge about your topic," says Moser.

Four-year debate veteran, Rachel Clemens says, "There are a lot of new members this year. We're

really organized and it's going well. It's always hard to change coaches, but you have to look ahead and go forward. (Also I think you get extra credit in English for being on the team!)." Meetings are in the technology lab, (room 228) every Monday at noon. "It's not too late to join, I'd love to have more people in it. It would be a lot of fun!" added Moser.

Tramway issue not forgotten

by MORGEN SMITH

In the twenty years since its conception, Chuck Keen's Mount Juneau tramway project has had its ups and downs.

Keen's company, Alaska Trams, has plans to build a tramway up to the top of Mount Juneau. Also planned is a hotel at the end of the tramway.

Keen thinks the tramway will be successful with locals as well as with tourists. "People from all over the world go to the highest viewpoint available," commented Keen.

Although Keen thinks the tramway will have, "An almost foolproof chance of success" once it is built, there are some obstacles standing in the way of the project's completion.

The most recent event centers around the requirements of Keen's building permit for the project.

Keen's building permit requires him to continue making progress on the project, but work has been stalled on the building of a retaining wall on his South Franklin property. The project engineers have told him that it would not be safe to drive pilings at this time because heavy fall rains have made the ground unstable and they should wait for a freeze. "We want to do it the safe way," says Keen.

The city worked to get some kind of assurance that the project would be finished. "This is a period of trying to work with [Alaska Trams] to get the requirements of the permit met," said City Attorney, Barbara Blasco. That meant either getting the retaining wall built or getting a bond to cover the cost of the city having to finish the wall and insurance for damage that could have been done as a result of not

having a retaining wall.

A representative of the engineering department said that Keen would not lose the building permit simply because he was not currently working on the construction of the retaining wall, provided that he obtained the fifty thousand dollar bond and the one million dollar insurance policy.

After looking to several insurance companies for the insurance he needed, he finally obtained the whole amount. He did not lose his building permit and is allowed to go on building at his convenience.

Another obstacle standing in the way of success is the fact that Alaska Trams, Inc. is involved in bankruptcy proceedings. It is now in Chapter 11, which involves a restructuring of the assets of the company to pay off creditors. There will be another hearing on Dec. 6 to review where they stand.

It is Blasco's belief that the proceedings will move into Chapter 7 status, which would require liquidation of the company's assets. Keen, however, denied this.

Also, part of the bankruptcy proceedings is an old lawsuit involving the city and Alaska Trams, Inc. The two parties are battling in court over who owns a mine shaft that the city uses as a water reservoir and the value of that property.

Keen feels that his company, not the city, has rights to the mine shaft. He feels that the city got it through fraudulent means, and that the city owes him the money that it is making from the water reservoir. "The city has stolen it. It was plain, low-life thieving," Keen says. He is now suing the city for "many millions" of dollars, and hopes to get enough to pay back all his creditors and have some left over to go toward the project.

Assistant City Attorney John Corso said that the city does, in fact, own the mine shaft, but declined comment on the status of the actual deed to the property.

Keen hopes that his problems will be over soon so that he can continue work on the project, scheduled for completion in 1992. Among his plans for after the completion of the tramway is one for a, "wildlife enhancement," program at the top of the tram.

Part of his plan is to bring in baby mountain goats and have them live with people for a while. He says they will then be used to humans and will stay around the tramway for all to see. He says of the group that tried to plant mountain goats on Mount Juneau two summers ago, "If they had done it right, the goats would still be there."

Tom McCarthy, a wildlife biologist with the Department of Fish and Game, says that doing something like this would not be legal without certain permits from the state. He also said the possibility of getting baby mountain goats anywhere is remote.

Keen clearly thinks the city is trying to keep his project from being completed. "They've tried every way possible to break us," he says. "They've lied to us...They changed the rules on us. We didn't change the rules on them."

City Manager Kevin Ritchie says, "We're not here to judge whether a project is popular or not, just that it complies with the rules and laws of Juneau."

Some property owners over which the tram would go are not too happy. Bill Leighty, one resident who would be impacted, says, "We'd rather not have the tramway cars going within 75 feet of our front window."

American Indian Dance Theater at JDHS

by TANYA CROSBY

The sacred dance circle continues. The American Indian Dance Theatre tour travels with the mission of not only perpetuating the tradition of dance, but allowing people of other cultures to experience a small piece of the magic that goes on at *wacipi* (pow wow).

The Indians in this company are reaching out not only to share culture, but to invoke pride in all Indian people.

"You've got to look at things with the eye in your heart not the one in your head." -Lame Deer

Not to say, however, that this dramatization of a spiritual offering through dance is in any way complete or could ever truly convey the reality of any of the sacred dances of the many tribes represented in this company.

Rather, the production, presented by the Juneau Arts and Humanities Council October —, at the JDHS auditorium, is meant to touch on some of the basic beauty and skill of the Indian people. "You've got to look at things with the eye in your heart not the one in your head." -Lame Deer.

By looking at this production in such a way one may understand that we, as a spectator audience, are only being shown a small part of the whole cultural experience.

"Eighty-five years ago the ghost dancers thought that by dancing they could change the earth. We dance to change ourselves. Only when we have done this can we try to change the earth." -Crow Dog, 1971, a Lakota medicine man and political leader of the American Indian Movement.

Since the early 1970's and the beginning of AIM (American Indian Movement) there has been a rebirth

of spirit as a collective throughout the Indian nations, gathering pride and strength that so long has been shrouded in fear and shame.

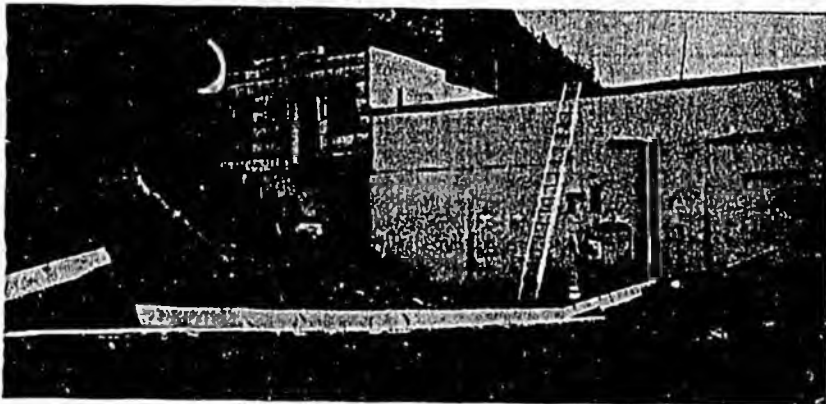
Today people such as Hanay Geioganah, the director of the American Indian Dance Theatre, as well as the dancers in the company, and all Indians that take part in preserving the Indian tradition are splicing back together the pieces of a people once near extinction due to alcohol, repression and racism. "...from the flowering tree of life, it is the power to make life, and it is yours." -Black Elk's vision. Now more than ever, it is imperative for Indian people to exhibit the power to make their people live through art, heritage, and spirituality.

The American Indian Dance Theatre has created a collection of dramatized culture and spirituality as well as traditional and fancy dance costumes. Although most dancers are traditional, in recent years younger people have adopted a modified adaptation of the traditional dance. This new form of dance is called *fancy dance*.

"...from the flowering tree of life, it is the power to make life, and it is yours." -Black Elk

Yet dance and craftsmanship of regalia (costumes) were not the only talents displayed in this production. The music was powerful, pulsing with vitality and truth. The singers and drummers performed traditional songs in at least 10 different Indian languages with entrancing skill.

By sharing through such devices as art, dance, music, theatre and a strong sense of unity, Indians are not only giving a gift to people of other cultures, but reminding all Indians that its alright to practice traditional ways and exalt what it means to be an Indian. Waste not! (very good)



Site for base of Keen's Tramway on South Franklin Street.

Photo by Chad Edwards

The GED: A working solution?

by TIARE GARD

"I was fed up with high school," said Sarah Compton, a seventeen year old former Juneau-Douglas high school student. After deciding to leave high school, she got her GED.

A General Education Diploma consists of a series of five tests in areas of writing skills, social studies, science, literature and the arts, and mathematics. These tests are designed to measure the knowledge and skills, usually learned during high school, of the applicants. When a person passes the tests he or she has the equivalent to a high school diploma.

Sixteen is the legal age at which a person can get a GED. A sixteen year old will need a school board signature. Those people under eighteen years of age wishing to take the tests need parental permission. In addition, everyone needs a drop slip from the last school they've attended.

To prepare for the tests there is a skills test at the Juneau Adult Learning Center in the Auke Tribe Building next to the Alaska Native Brotherhood Center on Willoughby Avenue. After taking the skills test, the person is given an instructor who will help in the areas needed, to improve specific skills. Practice tests are also available. An average of 45 must be earned on all tests in order to receive a diploma. There is no charge and the tests can be repeated.

Literature obtained from the Juneau adult Education center

revealed that of all graduated seniors, an average of 30% of them could not pass the GED tests. One out of six diplomas awarded annually in the nation is a GED. One in twenty students entering college are GED graduates. Each year 730,000 adults take the GED tests.

The advantages of the GED are numerous. It provides an alternative to the high school's social structure, learning which is important to further educational endeavors, and allows the student

"...of all graduated seniors, an average of 30% of them could not pass the GED tests"

to take on a full-time job sooner. Also a person may be able to start college early. "Parents are happier usually," stated one GED graduate.

Unfortunately, a GED is not perfect. It makes it difficult to go out of Alaska to college right away. There are none of the usual communication benefits of high school. With the GED, a person cannot get a job in the military (except in the National Guard), or receive a state job or a job with the

native corporations.

Sometimes people who get the GED high school diploma aren't as well prepared to go to work as those with a regular high school diploma due to their age or lack of experience in certain areas.

"A lot of the people who take the GED tests are really bright and creative," pointed out JoAnna Henderson. Henderson helps students get their GED's at the Juneau Adult Education Center. She said around 100 students take the GED tests every year in Juneau. She added that passing the tests builds the self-esteem of the students. The GED is difficult and Henderson emphasizes the need for good basic skills.

Frank Coenraad, a counselor at JDHS believes students should, "Weigh all the facts," before choosing a GED over a regular high school diploma. He recommends

the GED to older students who are without enough credits to graduate, or someone already with a job but wanting to attend a two year college. However, Coenraad emphasized, "High school is more than reading, writing, and arithmetic." He said it gives you training for life in situations involving team-work, conflict, and personal skills. Coenraad commented that the electives the high school offers give a person, "More depth and a chance to broaden yourself. The door is not closed just because you get a GED."

Craig Good, a 1974 graduate with a GED diploma, reflected that if he could go back and be who he is now, he would definitely take high school in the normal manner. He now finds learning fun. "Before, 'fun' for Good was skipping class, goofing off, riding motorcycles,

skating, and drinking beer. Good felt then that high school was, "Just a hoop to jump through." Good recommends the GED to anybody who needs to get on with a productive life. Good did "surprisingly well" on the GED, but later found he lacked some of the skills required for college. After much hard work he graduated from University of Oregon with two doctorates.

Carman Corter, a former JDHS student remarked, "A GED is as good as a JDHS high school diploma." Corter, however misses all of her friends and wouldn't recommend a GED unless a person drops out of high school. Corter took the books home to study before each test, but had a lot of difficulty with the math. Corter said she hopes someday to use her GED to go to an art school.

Compton is now attending University of Alaska Southeast until she has a high enough grade point average to transfer down south. Compton stated that she was happy not to have to sit through another lecture at the high school with all the structure and people feeding her facts. She didn't study for the test. Compton found difficulty only with the math section. The reason she said she opted to get a GED was because things were, "Out-of control at home," which made it extremely difficult to attend high school. Compton recommends a GED if a person is unhappy, but would never "recruit" for one.

For more information on the GED call Henderson at 586-5718.



Spence and French students to travel abroad

by TIARE GARD

Pat Spence, a French teacher at Juneau-Douglas High School hopes the trip to France this summer will give the students "exposure to the world." She hopes the students can learn to "think internationally" and therefore become "global citizens."

As many as 20 JDHS French students will be going to France, July 1-28, to study and travel. The students will spend the first six nights in Paris. There they will stay in a Foyer which is a cross between a youth hostel and hotel, for French and foreign students. The students will be served

breakfast in the Foyer, but lunch and dinner will be eaten out.

The students will explore Paris at leisure with Spence. They will see the Latin Quarter (Left Bank), Luxembourg Gardens, Notre Dame Cathedral, the Right Bank, Louvre art museum, Tuilleries Gardens, the Eiffel Tower, les Invalides, Napoleon's tomb, and much more. Spence expressed a special interest in taking the students to see Monet's water lily paintings in the Orangerie Museum.

The French students will then go to the picturesque port of La Rochelle. Here, students will stay with local families for 20 nights. During their stay, the JDHS students, accompanied by others from foreign countries, will

study French for two hours each day.

In La Rochelle the students will have a chance to visit islands, old watch towers and houses, the harbor, and the shops.

Host families will provide room and board. In addition, the families will give the students a chance to practice their French and learn customs, food, and traditions.

The trip to France will cost \$2,550 per student. To cut costs, students are doing fundraisers. They have already held a raffle. Additionally, the students will hold a soiree, (entertainment including dessert), and sell French candy door-to-door.

Spence is holding the trip so students can have a chance to use

their French outside of the classroom. The trip will be similar to the one she and her students took to New Caledonia a year and a half ago.

Spence wants students to have the opportunity to see history firsthand, and feels that it will be important for those on the trip to have knowledge of the European Market.

Jessica Currier is one JDHS student planning to go on the trip to France. She likes traveling, but hasn't been to Europe yet. Currier is a little worried about getting the money together, but says, "I'm sure it will be worth it." She also hopes the program won't be too structured. More importantly, Currier says she wants to be able to

have an "intelligent conversation" in French.

French student Florent Touchard used to live in La Rochelle. He said there are a lot of tourists who come to see the zoos, boats, aquariums, and beautiful historic sights.

In Paris, Touchard felt La Villette (a scientific type of museum), was the best place to visit. He also enjoys the art museums and restaurants in Paris. He wanted the students not to take food and animals from France to the United States, because of problems with customs. He also doesn't want the students to be surprised if a stranger doesn't respond to friendliness, quite the opposite of the experience Touchard has had in Juneau.