

LEG. FINANCE - BILLS 1983 - 1984 2031
CSSB 128 cont. - CSSB 129 2031

1 Section 25: All
 2 Section 26: All
 3 Section 27: E1/2
 4 Section 34: E1/2
 5 Section 35: All
 6 Section 36: All
 7 Township 9 South, Range 8 West, Copper River Meridian
 8 Section 1: N1/2NW1/4
 9 Section 2: N1/2
 10 Section 3: All
 11 (5) South Esther Island
 12 Township 8 North, Range 8 East, Seward Meridian
 13 Section 3: W1/2, W1/2SE1/4, SW1/4NE1/4
 14 Section 4: E1/2E1/2, SW1/4SE1/4
 15 Section 5: E1/2SW1/4, SW1/4SW1/4, SE1/4NW1/4
 16 Section 6: E1/2SW1/4, S1/2SE1/4, NW1/4SE1/4
 17 Section 7: N1/2NE1/4, SE1/4NE1/4
 18 Section 8: E1/2, NW1/4, N1/2SW1/4, SE1/4SW1/4
 19 Section 9: All
 20 Section 10: N1/2NW1/4, SW1/4NW1/4
 21 Section 16: N1/2
 22 Section 17: NE1/4, E1/2NW1/4
 23 Township 9 North, Range 8 East, Seward Meridian
 24 Section 33: SW1/2NW1/4, SW1/4NE1/4, E1/2SW1/4, W1/2-
 25 SE1/4
 26 (6) Surprise Cove
 27 Township 8 North, Range 6 East, Seward Meridian
 28 Section 21: SE1/4, E1/2SW1/4
 29 Section 22: SE1/4, S1/2SW1/4, SE1/4NE1/4

1 Section 23: W1/2SW1/4, SW1/4NW1/4
2 Section 26: W1/2W1/2
3 Section 27: All
4 Section 28: S1/2, NE1/4, E1/2NW1/4
5 Section 29: SE1/4SE1/4
6 Section 34: N1/2N1/2
7 Section 35: NW1/4NW1/4
8 (7) Chilkat Islands
9 Township 32 South, Range 60 East, Copper River Meridian
10 Section 22: SE1/4
11 Section 23: All
12 Section 26: All
13 Section 27: All
14 Section 34: All
15 Section 35: All
16 Township 33 South, Range 61 East, Copper River Meridian
17 Section 4: All
18 Section 5: All
19 Section 8: All
20 Section 9: A 1
21 Section 16: All
22 (8) Ziegler Cove
23 Township 9 North, Range 6 East, Seward Meridian
24 Section 25: SW1/4, W1/2SE1/4
25 Section 26: E1/2
26 Section 36: N1/2N1/2
27 (9) Horseshoe Bay
28 Township 1 South, Range 9 East, Seward Meridian
29 Section 32: SE1/4

1 Township 2 South, Range 9 East, Seward Meridian
2 Section 4: S1/2SW1/4 excluding amended Iron Mountain
3 Lode No. 2 and Iron Mountain Lode
4 Section 5: All
5 Section 8: N1/2 excluding Iron Mountain Lode No. 11
6 and Iron Mountain Lode No. 10
7 Section 9: NW1/4NW1/4 excluding amended Iron Mountain
8 Lode No. 2 and Iron Mountain Lode
9 (10) Sullivan Island
10 Township 34 South, Range 60 East, Copper River Meridian
11 Section 12: SE1/4
12 Township 34 South, Range 61 East, Copper River Meridian
13 Section 7: All
14 Section 18: All
15 Section 19: All
16 Section 30: All
17 (11) Shelter Island
18 Township 39 South, Range 64 East, Copper River Meridian
19 Section 29: All
20 Section 31: All
21 Section 32: All
22 Section 33: All
23 (12) Saint James Bay
24 Township 37, Range 62 East, Copper River Meridian
25 Section 27: All
26 Section 28: All
27 Section 29: All
28 Section 30: SE1/4, SE1/4SW1/4
29 Section 31: E1/2NW1/4, NE1/4SW1/4, E1/2

1 AS 41.20.534.

2 (d) Reasonable access shall be permitted to and across a marine
3 park unit of the Alaska state park system for lawful hunting, fishing,
4 trapping and recreational purposes.

5 (e) The Department of Public Safety and the Department of Fish
6 and Game shall be allowed reasonable access for fish and game manage-
7 ment, research, and enforcement purposes.

8 * Sec. 2. This Act takes effect immediately in accordance with AS 01.-
9 10.070(c).

SECTIONAL ANALYSIS - HCS FOR SB 128 (Res)

Sec. 41.20.530 - DECLARATION OF PURPOSE

(a) Establishes state owned land and water designated in SB 128 as units of the Alaska Marine Park System and outlines the primary purposes of the system including: to maintain natural, cultural, and scenic value, to maintain fish and wildlife resources, and to promote and support recreation and tourism.

(b) dedicates land and water described in AS 41.20.534 as special purpose sites under art. VII, sec. 7 of the state constitution.

Sec. 41.20.532. DESIGNATION OF MANAGEMENT RESPONSIBILITY

(a) designated land assigned to DNR for control, maintenance, and development

(b) Department of Fish and Game responsible for management of fish and game resources in designated park units. Requires ADF&G to give written notice and consult with DNR before promulgating fish and game regulations in park units.

(c) Requires DNR to develop individual management plans for each park unit after giving written notice and consulting with ADF&G, proximate municipalities, proximate private landowners, the U.S. Forest Service, conservation, recreation, and tourism organizations and other interested parties.

(d) forbids DNR from restricting fishing, trapping or hunting rights in a designated park unit.

(e) requires DNR to allow aquaculture facilities within a marine park unit.

(f) authorizes commissioner of DNR to enter into cooperative agreements for:

- (1) management of a unit with a federal agency, a municipality or a proximately located private landowner.
- (2) the management of proximately located federal, municipal or private land as part of a marine park unit of the Alaska state park system.

(g) requires DNR, in developing a management plan, to consult and cooperate with a native corporation that owns an historical or cultural site granted under ANCSA that is proximately located to a marine park unit. Requires DNR to address conflicts with cultural and historical values of these sites and provide for appropriate protection of those values.

(h) requires DNR to permit adequate and feasible access to, through, and from a marine park unit to adjacent private land, including mineral claims and leases.

Sec. 41.20.534 DESIGNATED LAND AND WATER

Describes state owned land and water designated as marine park units (five in Southeast Alaska (SE), and seven in Prince William Sound (PWS)), including: (1) Bettles Bay (PWS), (2) Oliver Inlet (SE), (3) Sawmill Bay (PWS), (4) Shoup Bay (PWS), (5) South Esther Island (PWS), (6) Surprise Cove (PWS), (7) Chilkat Islands (SE), (8) Ziegler Cove (PWS), (9) Horseshoe Bay (PWS), (10) Sullivan Island (SE), (11) Shelter Island (SE), (12) Saint James Bay (SE).

Sec. 41.20.535. COMPATIBILITY OF USES

(a) authorizes commissioner of DNR to prohibit or restrict by regulation (except as provided in AS 4.20.532 (d)), incompatible uses within marine park units.

(b) specifically allows for the discharge of firearms in marine park units except when prohibited or restricted by DNR regulation for public safety purposes.

(c) specifies that nothing in AS 41.20.530-536 prohibits ADF&G from engaging in rehabilitation, enhancement, and development under AS 16.05.092 within a marine park unit.

(d) requires that reasonable access be permitted to and across a marine park unit for lawful hunting, fishing trapping and recreational purposes.

(e) requires reasonable access for ADF&G and the Department of Public Safety for fish and game management, research, and enforcement purposes.

*Sec 2. effective date is immediate in accordance with AS 01.10.070(c).

Prepared by:
V.R. Baim, aide to
Senator Vic Fischer
May 31, 1983

STATE OF ALASKA

DEPARTMENT OF NATURAL RESOURCES

OFFICE OF THE COMMISSIONER

BILL SHEFFIELD, GOVERNOR

POUCH M
JUNEAU, ALASKA 99811
PHONE:

May 31, 1983

The Honorable Al Adams
Chairman
House Finance Committee
Pouch "V"
Juneau, AK 99811

Dear Chairman Adams:


I have attached for your review a package of information about the marine parks legislation that will come before your committee tomorrow. This bill is significant for the variety of purposes and interests that it will serve. The marine parks proposed in this legislation will be important recreation units for boating Alaskans, but will also accommodate continued hunting and fishing. Access to mineral claims and private lands will be strongly protected. We have made every effort to help create a system that will benefit many Alaskans without impinging on the rights of others.

Included in the package are:

1. Marine parks information sheet;
2. Information package with maps and descriptions of each unit, and assessment of mineral values; and
3. Press and editorial clippings from some Alaskan publications.

I urge you to support this legislation. It provides for a well-balanced addition to the state park system. Please contact me if you need any more information.

Sincerely,


Esther C. Wunnicke
Commissioner

cc: Members of the House Finance Committee/w attachs

MARINE PARKS INFORMATION

The marine parks legislation (CSSE 128) now before the House Finance Committee:

- * would create 12 marine parks in Prince William Sound and Southeast Alaska;
- * would protect these areas -- totalling approximately 15,000 acres -- mostly for recreational uses and fish and wildlife habitat protection;
- * would preserve private land ownership and mineral claims within the parks;
- * includes strong access provisions for future development;
- * protects hunting and fishing opportunities;
- * was passed by the Senate on 11 April by 13-5;
- * was passed out of the House Resources Committee with 7 do-pass recommendations;
- * is supported by sportsmen and other citizen groups;
- * would provide statutory designation of lands selected by the state for their recreational potential;
- * is strongly supported by local governments, such as the City of Whittier; and
- * would add Alaskan units to the international marine park system that includes 80 units in coastal British Columbia and Washington State.

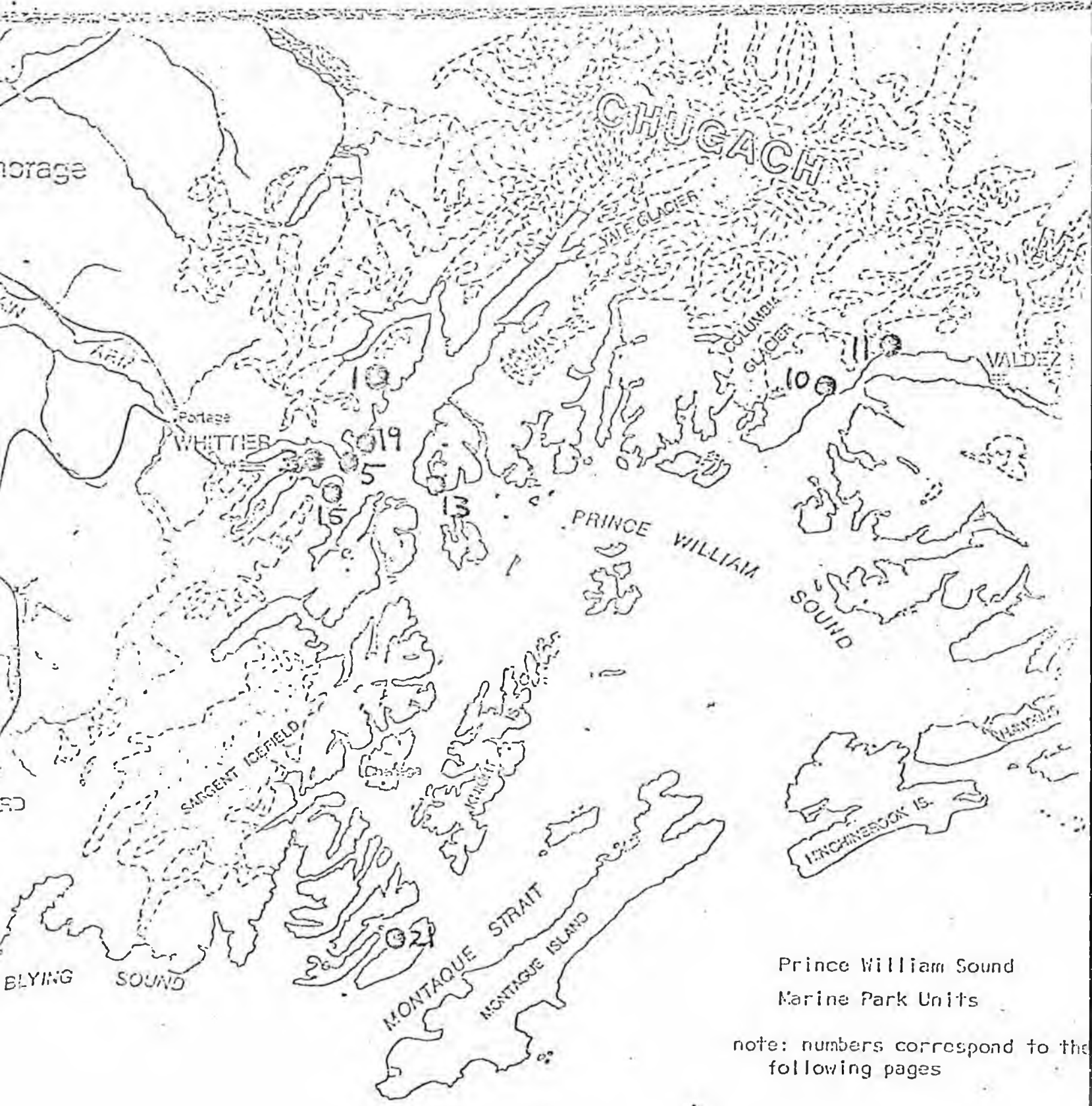
Information on Marine Parks

Proposed for Designation in SB 128

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Minerals Assessment for Prince William Sound	29
Minerals Assessment for Southeast Alaska.....	30

prepared by

Alaska Division of Parks
March 1983

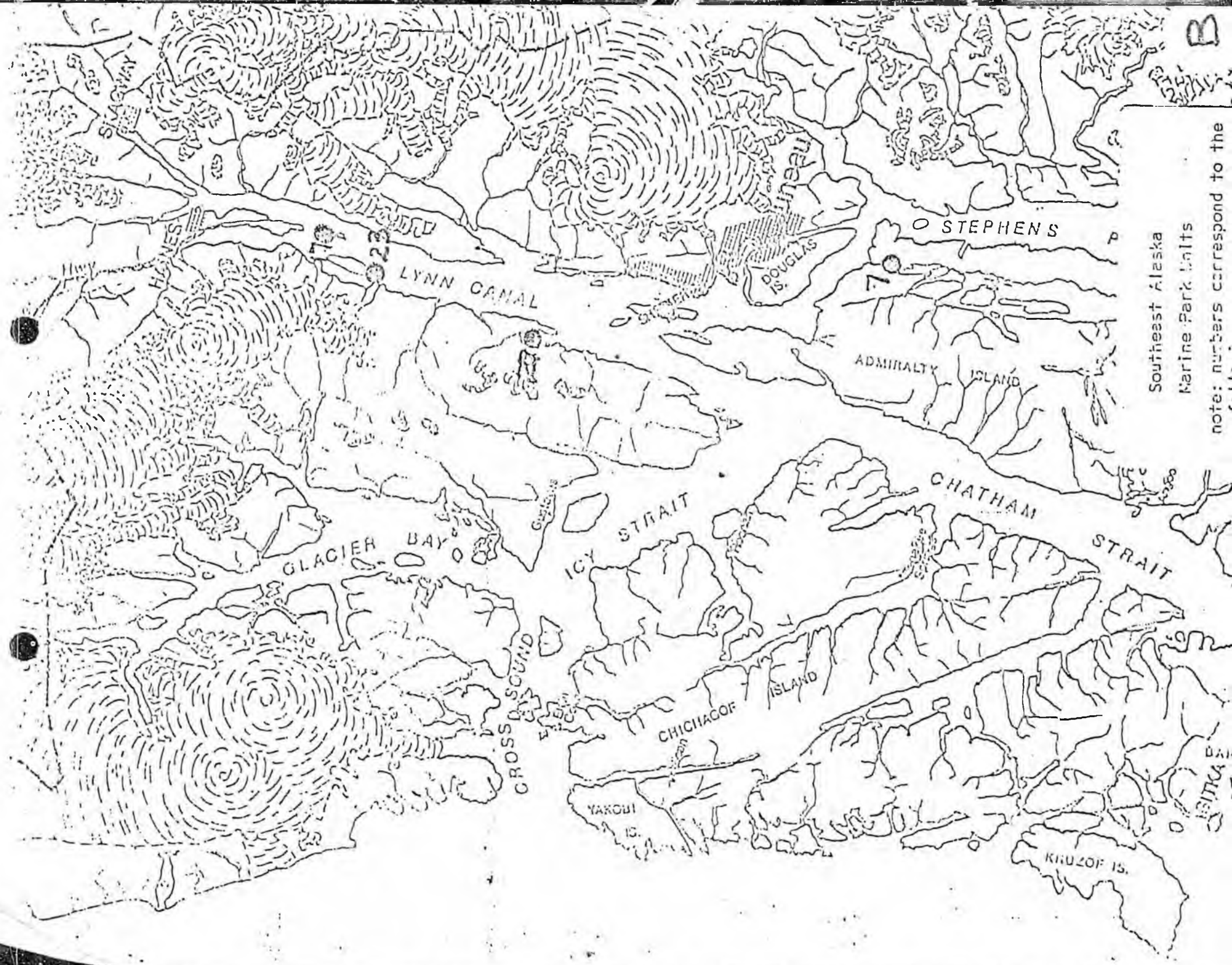


Prince William Sound
Marine Park Units

note: numbers correspond to the
following pages

of Alaska

A



Southeast Alaska

Marine Park Units

note: numbers correspond to the

21 ANCHORAGE A 11

15

10

5000 FEET



Bettles Bay

Township 10 North, Range 6 East, Seward Meridian

- Section 12: S $\frac{1}{2}$ SW $\frac{1}{2}$, SW $\frac{1}{2}$ SE $\frac{1}{2}$
- Section 13: NW $\frac{1}{2}$, W $\frac{1}{2}$ NE $\frac{1}{2}$, N $\frac{1}{2}$ SW $\frac{1}{2}$, NW $\frac{1}{2}$ SE $\frac{1}{2}$
- Section 14: N $\frac{1}{2}$ SE $\frac{1}{2}$, S $\frac{1}{2}$ NE $\frac{1}{2}$, NE $\frac{1}{2}$ NE $\frac{1}{2}$

W E L T S



Alaska Marine Park System

Name	Size	
Bettles Bay	land	555
	water	125
	total	680

General Location

Bettles Bay is located approximately 20 miles from the city of Whittier by small boat. It is located in the central portion of the western shoreline of Port Wells.

Description of the area

Large and well protected, Bettles Bay is a favorite of boaters exploring the Port Wells area, as it is thought to be one of the most scenic bays of the west shore of this major waterway. A number of wildlife species, including the black bear, sea lions, geese, whales, waterfowl, seals, dungeness crab, halibut, pink and chum salmon are reported in the area. An abandoned mine is located outside of the proposed marine parks and is approximately one-half mile southwest of the park boundary.

Reason for Marine Park Status

Bettles Bay has long been a traditional overnight destination anchorage for Whittier-based boaters. Because of this and a well protected anchorage, it is proposed as a unit of the Alaska Marine Park System.

Alaska Marine Park System

Name

Decision Point

Size

land	1,090
water	2,030
total	3,120

General Location

This area is located approximately seven miles east of the City of Whittier. Decision Point forms the southern shoreline of the entrance to Passage Canal. Shotgun Cove, the site of a proposed boat harbor with road access from Whittier, is located one quarter mile to the west of the proposed park boundary.

Description of the area

The Decision Point area has a generally rugged shoreline with several large coves suitable for the use as a pleasure craft anchorage during periods of good weather. Numerous beaches found within the area offer kayakers and persons using inflatable boats with excellent opportunities for beach camping. Several runs of pink salmon occur. The area's topography is generally steep with several relatively flat areas located near Squirrel Point and Decision Point. Black bears frequent the area. Eagles nest near Decision Point and whales and seals frequent the nearshore waters.

Reason for Marine Park Status

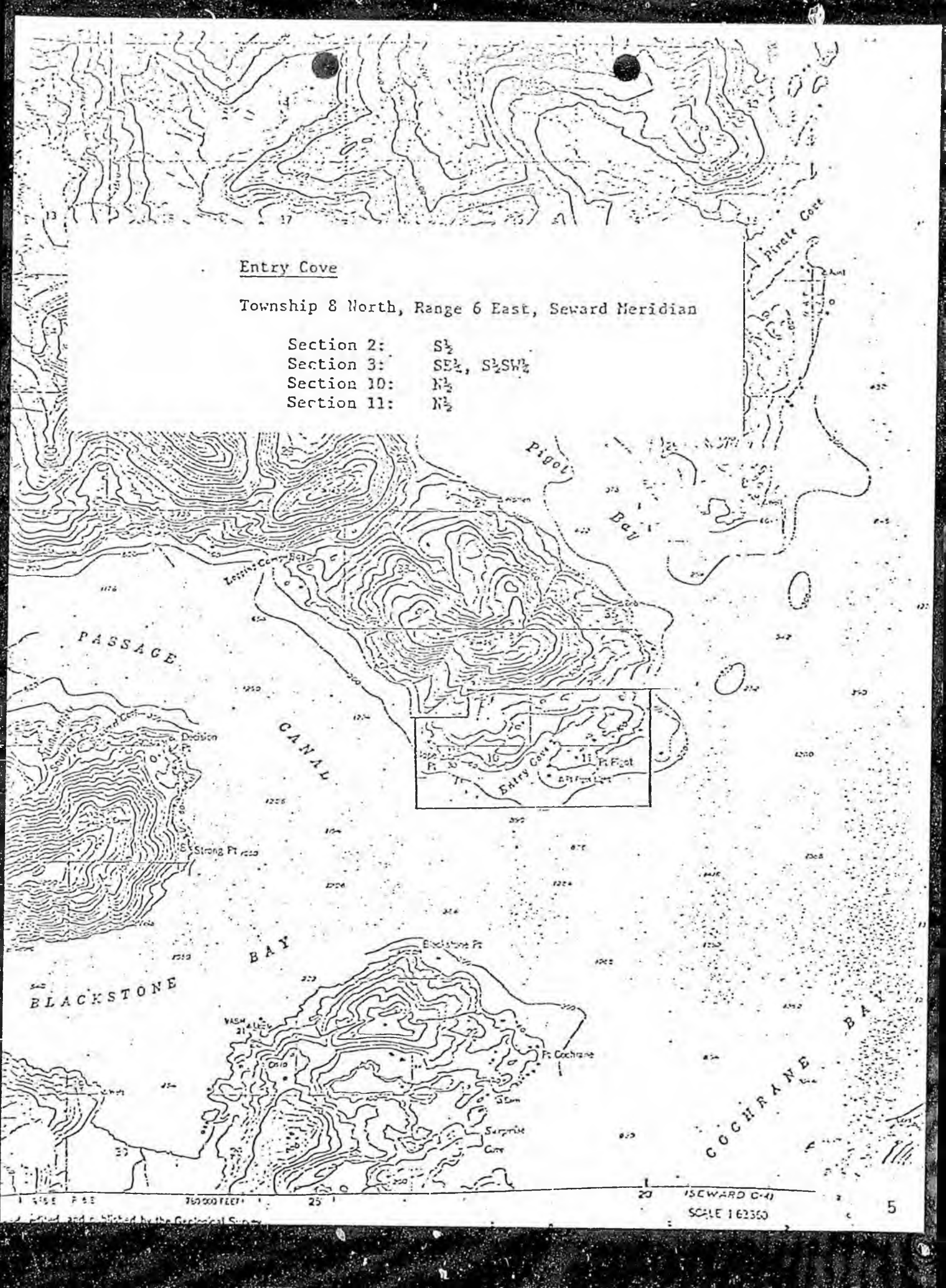
Because of plans for a road from Whittier to Shotgun Cove, this area offers the potential to be developed with automobile access. This area will insure that persons visiting Whittier who do not have a boat, or access to one, can at least experience Prince William Sound by visiting this park.

It is anticipated that the Division of Parks will develop this area with hiking trails, beach campsites, roads and campgrounds for those persons arriving with automobiles. This area, if developed for public use, will be the only public campground where people in Southcentral Alaska can experience the Sitka spruce forested marine coastline which is so commonly found in Southeastern Alaska. Thus, on a regional basis, this area will provide a unique recreational tourist attraction. The area will compliment the development of the small boat harbor and private enterprise offering visitor services. Native corporation lands, state lands and city lands are scheduled for development in nearby Shotgun Cove.

Entry Cove

Township 8 North, Range 6 East, Seward Meridian

- Section 2: S $\frac{1}{2}$
- Section 3: SE $\frac{1}{4}$, S $\frac{1}{2}$ SW $\frac{1}{4}$
- Section 10: N $\frac{1}{2}$
- Section 11: N $\frac{1}{2}$



Alaska Marine Park System

Name	Size	
Entry Cove	land	525
	water	675
	total	1,200

General Location

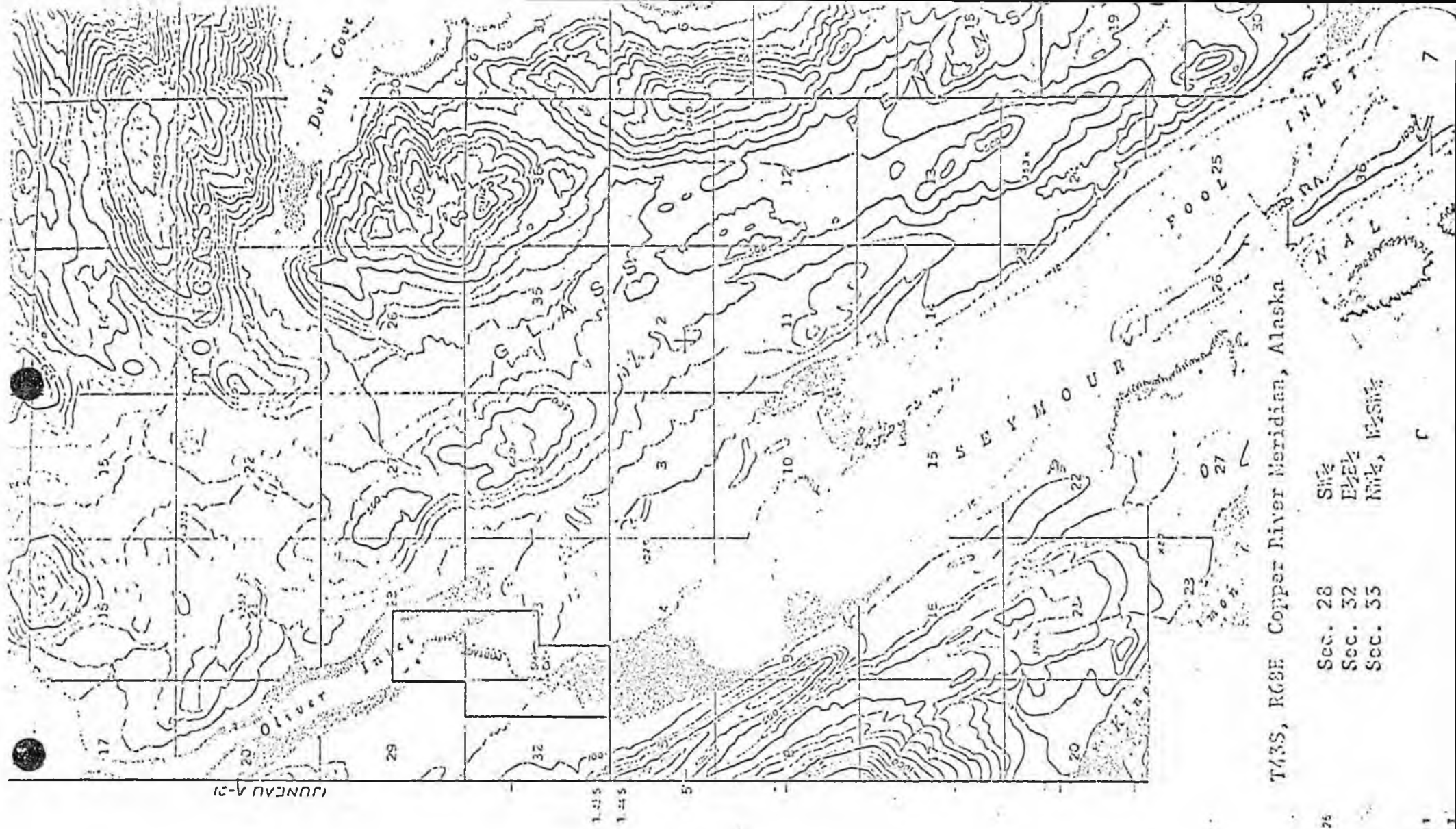
Entry Cove is located 12 miles due east of Whittier by boat. The cove is strategically located at the confluence of Port Wells, Passage Canal, Blackstone Bay and Cochrane Bay.

Description of the area

Entry Cove is a small well protected bay with a shallow entrance. Anchorage for pleasure boats can be found both inside the cove itself and in the outer cove which is protected from all but southeasterly winds. A large gravel beach is located near the Point Pigot light and is heavily used by recreational kayakers. Point Pigot and Entry Cove are located on a low lying area which is forested with Sitka spruce interspersed by large open muskegs. Black bear may be found in the area and an eagle's nest is located near Point Pigot. Point Pigot was named by Captain Vancouver in 1794 for one of his midshipmen. Between October and June, king salmon may be caught near Point Pigot. Fur seals and killer whales are frequently observed in the nearby offshore waters.

Reason for Marine Park Status

Entry Cove has been proposed as a marine park because of its strategic location at the intersection of several commonly used pleasure boat routes and the excellent protection it affords to boaters. The area commands outstanding views of Prince William Sound and is used frequently by both kayakers and larger pleasure boats.



UNCLASSIFIED

Oliver Inlet
Juneau (A-1)

T43S, R68E Copper River Meridian, Alaska

Sec. 28
Sec. 32
Sec. 35

S1/2
E1/2
NW1/4, 1/2SW1/4

275

Alaska Marine Park System

Name	Size
Oliver Inlet	land 425
	water 135
	total 560

General Location

By boat, Oliver Inlet is located 12 miles south of Juneau between Seymour Canal and Stephens Passage on Admiralty Island.

Description of the area

The area is comprised of old growth Sitka spruce and hemlock forests with numerous gravel beaches. A recreation cabin and a five-mile narrow gauge tramway, and a registration/information station (unmanned) for the Admiralty Island National Monument are all existing facilities at this site. Oliver Inlet is a strategically located overland portage route for boaters entering Seymour Canal from Juneau. Hunting, fishing, boating, kayaking, beachcombing and wildlife viewing and photography are all frequent activities in this area. Located fully within the Admiralty Island National Monument and Federal Wilderness Area, Oliver Inlet provides access to not only Seymour Canal, but other portions of the national monument as well. Hump back and killer whales, seals, sea lions, porpoise, salmon, halibut, rock fish, Sitka deer, and brown bear are found within this area. Alaska Department of Fish and Game has identified Oliver Inlet as an important wildlife area. Good protected boat anchorages are found in both the Seymour Canal and Oliver Inlet.

Reason for Marine Park Status

This area is proposed for marine park status to assure both the continued public use of the area as well as the protection of its natural and scenic values. It is the only area within the wilderness portion of the Admiralty Island National Monument where public recreational facilities can be built for purposes other than public safety. As such, it serves as a "threshold" park for Admiralty Island.



Sawmill Bay

Township 9 South, Range 9 West, Copper River Meridian

- Section 22: E $\frac{1}{2}$ SE $\frac{1}{4}$, SW $\frac{1}{2}$ SE $\frac{1}{4}$
- Section 23: SW $\frac{1}{2}$, S $\frac{1}{2}$ NW $\frac{1}{4}$, NE $\frac{1}{4}$ NW $\frac{1}{4}$, W $\frac{1}{2}$ NE $\frac{1}{4}$
- Section 26: W $\frac{1}{2}$
- Section 27: E $\frac{1}{2}$, S $\frac{1}{2}$ SW $\frac{1}{4}$
- Section 28: E $\frac{1}{2}$ SE $\frac{1}{4}$
- Section 33: NE $\frac{1}{4}$ NE $\frac{1}{4}$
- Section 34: N $\frac{1}{2}$, SE $\frac{1}{4}$, N $\frac{1}{2}$ SW $\frac{1}{4}$, SE $\frac{1}{4}$ SW $\frac{1}{4}$
- Section 35: W $\frac{1}{2}$

ARM
E Z

Alaska Marine Park System

Name	Size	
Sawmill Bay	land	1,430
	water	890
	total	2,320

General Location

Sawmill Bay is located approximately 14 miles west and south of the city of Valdez. It is located on the northern shoreline of Port Valdez.

Description of the area

Sawmill Bay is a large well protected bay offering several good anchorages for pleasure boaters. Recreation opportunities in the area include sport fishing for silver salmon, crab, clams and halibut. A public-use cabin has been constructed by the U.S. Forest Service in the southernmost branch of Sawmill Bay. Sawmill Bay receives considerable use by boaters originating from Valdez. Opportunities for hiking exist along Twin Falls Creek and near Devish Lake.

Reason for Marine Park Status

Sawmill Bay has been proposed as a state marine park because of its traditional use by boaters from Valdez and boaters in transit to and from Valdez and other parts of Prince William Sound.

Shoup Bay

CRM

Township 8 South, Range 7 West,

Section 30: $W\frac{1}{2}W\frac{1}{2}$

Section 31: $W\frac{1}{2}W\frac{1}{2}$

CRM

Township 8 South, Range 8 West,

Section 25: All

Section 26: All

Section 27: $E\frac{1}{2}$

Section 34: $E\frac{1}{2}$

Section 35: All

Section 36: All

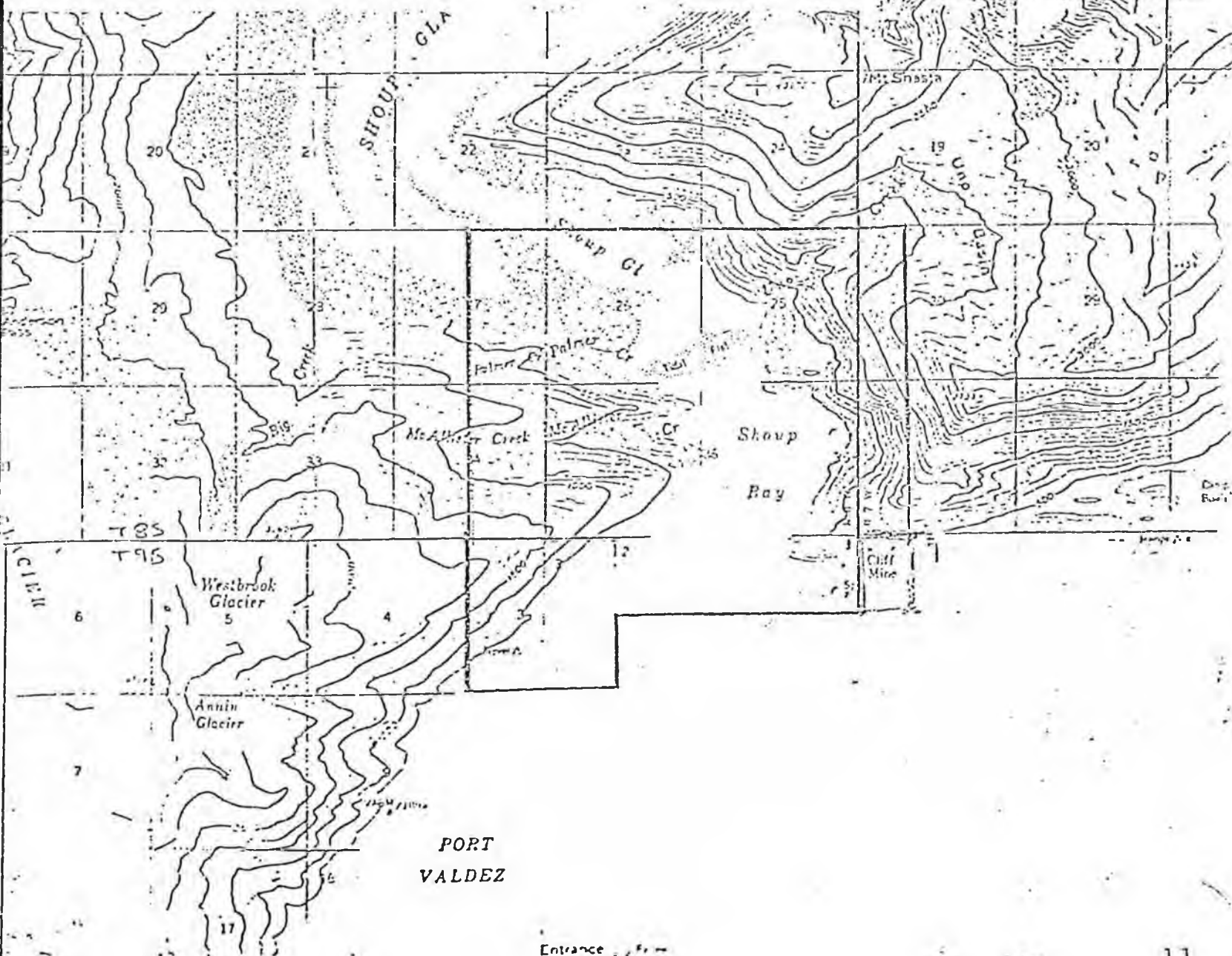
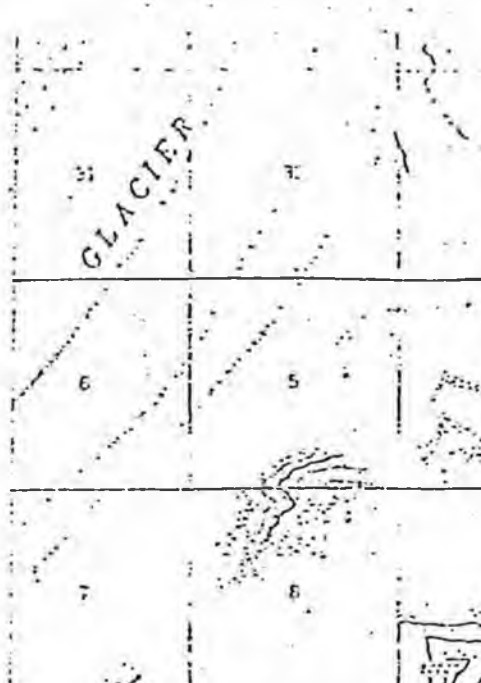
CRM

Township 9 South, Range 8 West,

Section 1: $N\frac{1}{2}N\frac{1}{4}$

Section 2: $N\frac{1}{2}$

Section 3: All



Alaska Marine Park System

Name	Size
Shoup Bay	land 2,925
	water 1,635
	total 4,560

General Location

Shoup Bay is located 7.5 miles west of the city of Valdez by boat on the north shore of Port Valdez.

Description of the area

Shoup Bay is very scenic with Shoup Glacier extending almost to the bay from the northwest and a large sand pit extending across the mouth of the bay. Fishing, wildlife viewing, and visiting the glacier are the most common reasons for use of the area by the public. Mountain goats can be observed on the slopes above the bay while ducks can be seen feeding on the tidal flats. Shoup Glacier is the main tributary to the huge glacier that carved Valdez Arm. Shoup Bay is also listed in the Guinness Book of World Records for the height of the waves in the bay during the 1964 earthquake. It is said that the bay emptied and filled three times. A well protected anchorage does not exist in the bay. Short-term or fair-weather anchorages can be found in several areas depending on wind direction.

Reason for Marine Park Status

This area has been proposed for marine park status because of its unique natural features and its close proximity to Valdez. Shoup Bay could, in the future, also become an important destination for tour boats operating out of Valdez.

South Esther Island

Township 8 North, Range 8 East, Seward Meridian

- Section 3: W $\frac{1}{2}$, W $\frac{1}{2}$ SE $\frac{1}{2}$, SW $\frac{1}{2}$ NE $\frac{1}{2}$
- Section 4: E $\frac{1}{2}$ E $\frac{1}{2}$, SW $\frac{1}{2}$ SE $\frac{1}{2}$
- Section 5: E $\frac{1}{2}$ SW $\frac{1}{2}$, SW $\frac{1}{2}$ SW $\frac{1}{2}$, SE $\frac{1}{2}$ NW $\frac{1}{2}$
- Section 6: E $\frac{1}{2}$ SW $\frac{1}{2}$, S $\frac{1}{2}$ SE $\frac{1}{2}$, NW $\frac{1}{2}$ SE $\frac{1}{2}$
- Section 7: N $\frac{1}{2}$ NE $\frac{1}{2}$, SE $\frac{1}{2}$ NE $\frac{1}{2}$
- Section 8: E $\frac{1}{2}$, NW $\frac{1}{2}$, N $\frac{1}{2}$ SW $\frac{1}{2}$, SE $\frac{1}{2}$ SW $\frac{1}{2}$
- Section 9: All
- Section 10: N $\frac{1}{2}$ NW $\frac{1}{2}$, SW $\frac{1}{2}$ NW $\frac{1}{2}$

- Section 16: N $\frac{1}{2}$
- Section 17: NE $\frac{1}{2}$, E $\frac{1}{2}$ NW $\frac{1}{2}$

Township 9 North, Range 8 East, Seward Meridian

- Section 33: S $\frac{1}{2}$ NW $\frac{1}{2}$, SW $\frac{1}{2}$ NE $\frac{1}{2}$, E $\frac{1}{2}$ SW $\frac{1}{2}$, W $\frac{1}{2}$ SE $\frac{1}{2}$



(SEWARD D-4)

245000
FEET

WELLS

Alaska Marine Park System

Name	Size
South Esther Island	land 2,285
	water 1,075
	total 3,360

General Location

South Esther Island is located approximately 20 miles due east of Whittier. The island is located at the confluence of Wells Passage and Port Wells in upper Prince William Sound.

Description of the area

The area is comprised of Sitka spruce forest interspersed with rolling muskeg and numerous small lakes. Anchorages can be found in both Lake and Quillian bays with the latter being preferred. Esther Island is highly scenic with a number of 2,000' peaks of granite. Boaters frequently can observe whales in Port Wells to the west and sea lions are frequently hauled out on nearby islands and rocks. Sea birds nest in the area and seals and otters are also known to be present. This area is located along a heavily used cross sound pleasure boat route between Valdez and Whittier. The state ferry Bartlett also passes near this area on a daily basis as well as commercial tour boats operating between Whittier and Valdez. The area has been identified by the Alaska Department of Fish and Game for the development of a fish hatchery in the lake bay. The fish hatchery will apparently be developed by the Prince William Sound Acquaculture Corporation in the near future.

Reason for Marine Park Status

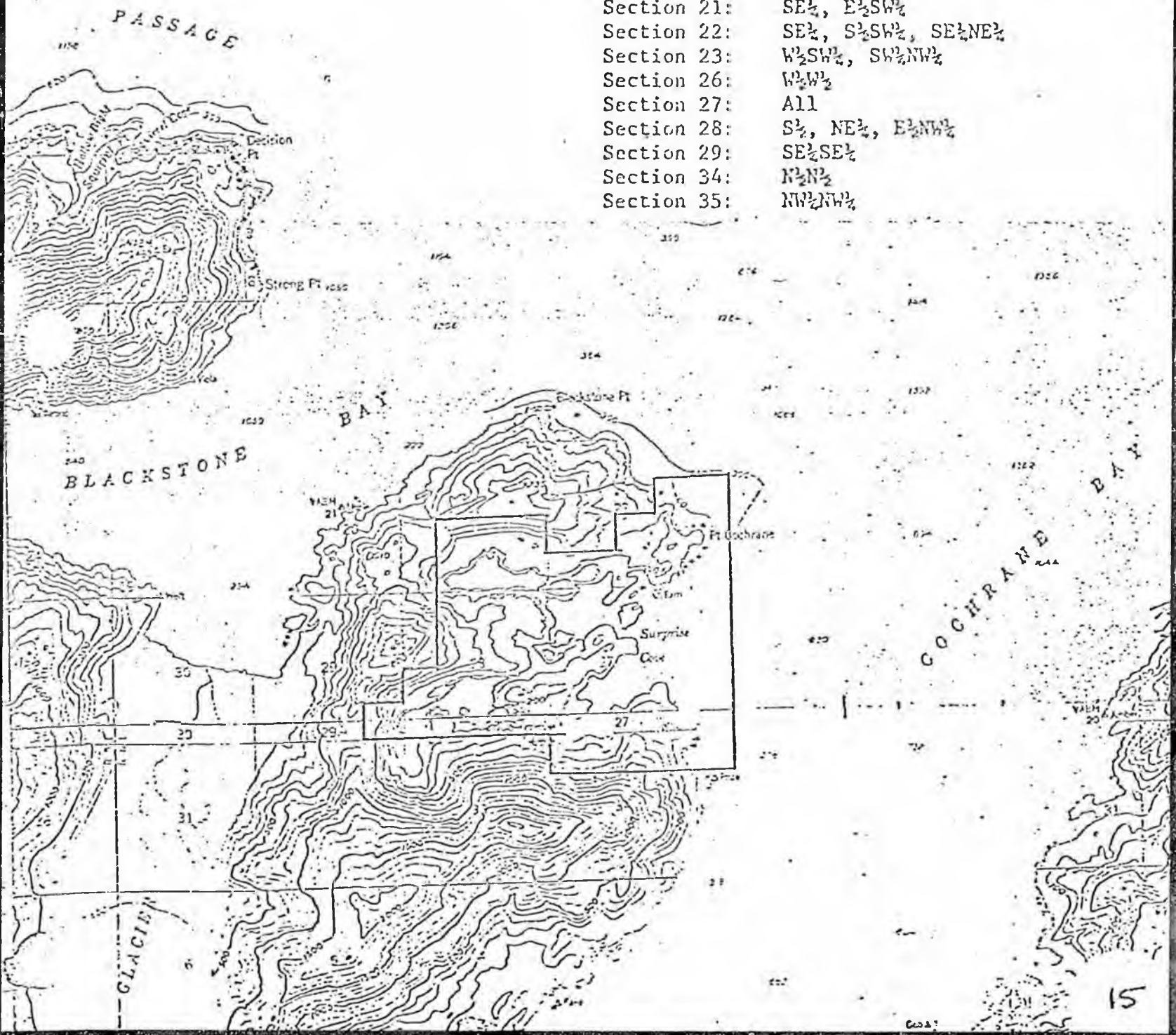
South Esther Island is both a destination for Whittier-based pleasure boaters as well as a convenient overnight anchorage for vessels in transit. Quillian Bay has long been used by the commercial fishing fleet as an anchorage during commercial salmon openings. Park status for this area will not only provide for public and recreational needs, but will also help insure that these lands will be managed in a manner compatible with the goals of the proposed fish hatchery and commercial fishing industry. South Esther Island represents an important base of operations for excursions in the Port Wells area, Port Nellie Juan area and Culross Passage.



Suprise Cove

Township 8 North, Range 6 East, Seward Meridian

- Section 21: SE $\frac{1}{2}$, E $\frac{1}{2}$ SW $\frac{1}{2}$
- Section 22: SE $\frac{1}{2}$, S $\frac{1}{2}$ SW $\frac{1}{2}$, SE $\frac{1}{2}$ NE $\frac{1}{2}$
- Section 23: W $\frac{1}{2}$ SW $\frac{1}{2}$, SW $\frac{1}{2}$ NW $\frac{1}{2}$
- Section 26: W $\frac{1}{2}$ W $\frac{1}{2}$
- Section 27: All
- Section 28: S $\frac{1}{2}$, NE $\frac{1}{2}$, E $\frac{1}{2}$ NW $\frac{1}{2}$
- Section 29: SE $\frac{1}{2}$ SE $\frac{1}{2}$
- Section 34: N $\frac{1}{2}$ N $\frac{1}{2}$
- Section 35: NW $\frac{1}{2}$ NW $\frac{1}{2}$



Alaska Marine Park System

Name	Size
Surprise Cove	land 1,425
	water 855
	total 2,280

General Location

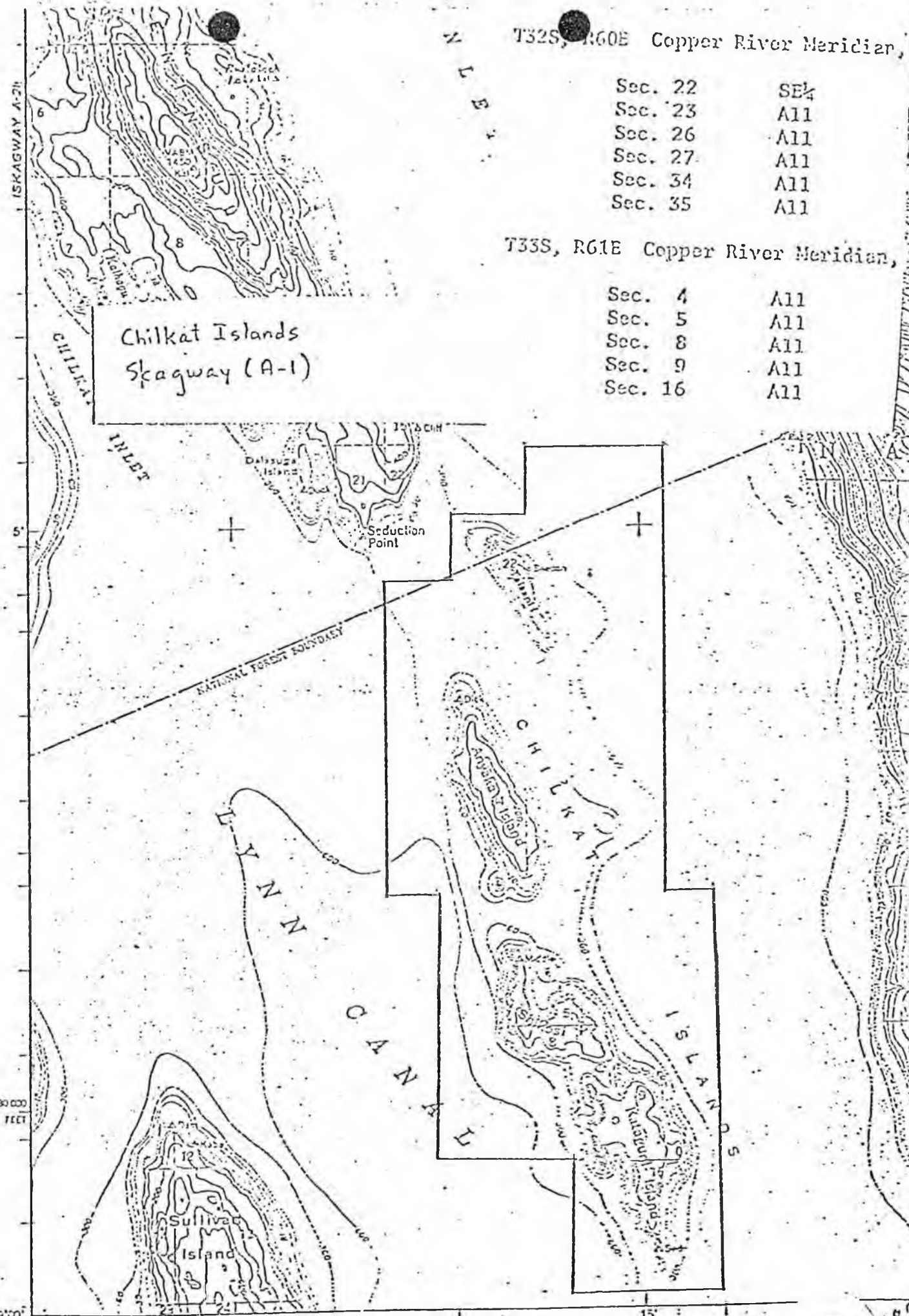
Approximately 15 air miles east of the city of Whittier by boat, Surprise Cove is conveniently located along a major route of pleasure boats between Whittier and western Prince William Sound and is at the entrance to Cochrane Bay.

Description of the area

Surprise Cove contains two small embayments off of Cochrane Bay. Two fresh-water lakes are also contained within the unit. Surprise Cove offers a well protected anchorage for pleasure boats. Mountain goats are found on the peaks near the cove. Porpoise are often observed at Point Cochrane. A small beach near the entrance to the cove is suitable for a beach campsite for kayakers.

Reason for Marine Park Status

The strategic location of Surprise Cove along a heavily travelled pleasure boat route, as well as its unique scenic values and recreational opportunities make this area a prime candidate for status as a state marine park. The cove receives heavy weekend overnight use by boaters originating from Whittier. On occasion, up to seven or eight boats may be observed in the cove at one time.



T32S, R60E Copper River Meridian,

Sec. 22	SE $\frac{1}{4}$
Sec. 23	A11
Sec. 26	A11
Sec. 27	A11
Sec. 34	A11
Sec. 35	A11

T33S, R61E Copper River Meridian,

Sec. 4	A11
Sec. 5	A11
Sec. 8	A11
Sec. 9	A11
Sec. 16	A11

Chilkat Islands
Skagway (A-1)

59°00'
135°22'30"

237000 FEET 20'

Mapped, edited, and published by the Geological Survey

Alaska Marine Park System

Name	Size	
	land	503
Chilkat Islands	water	6,057
	total	6,560

General Location

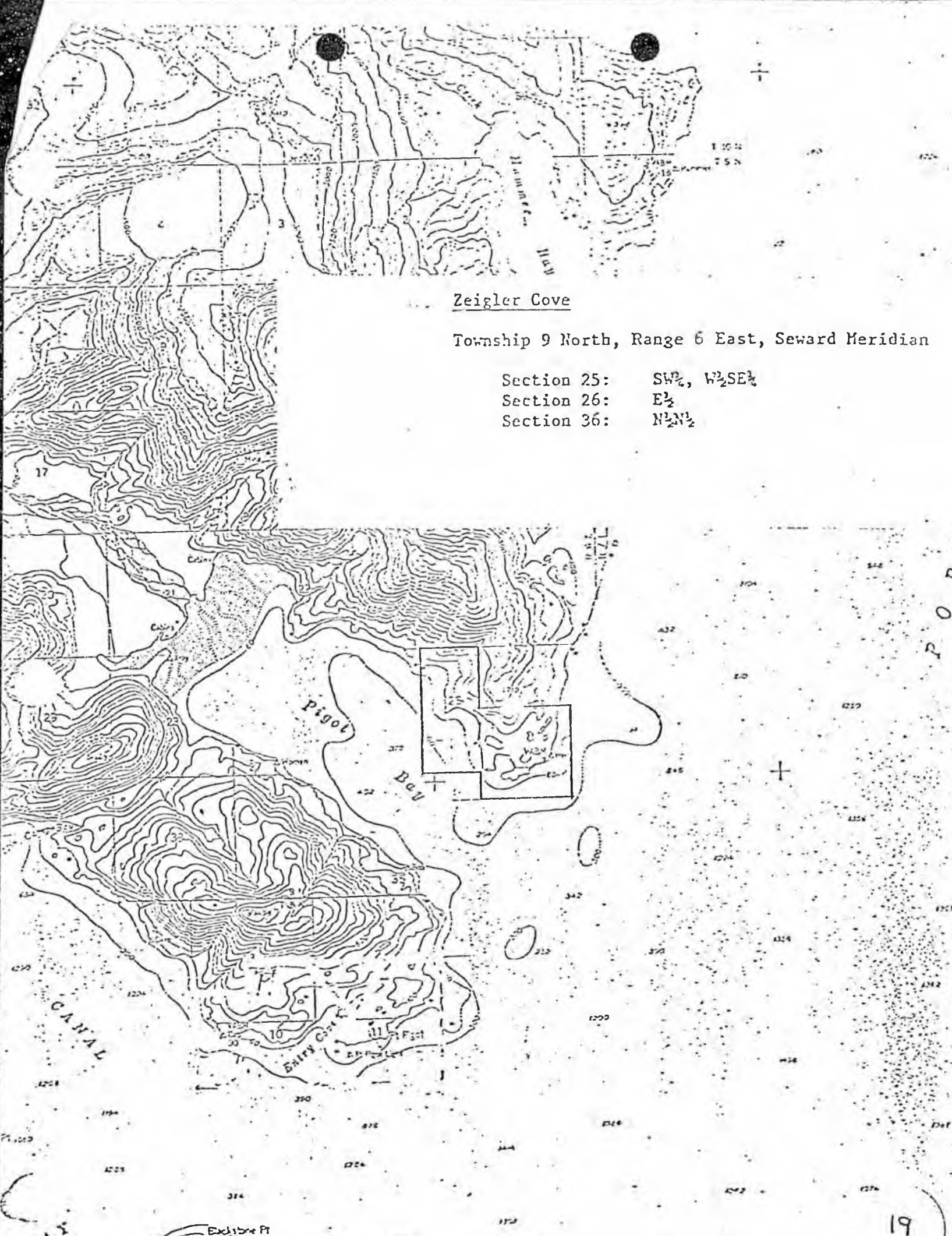
The Chilkat Islands are located 13 miles south of Haines by boat. The islands are located directly off the tip of the Chilkat Peninsula which is an existing state park (Chilkat State Park).

Description of the area

Four small islands comprising 503 acres in total are included within the proposed park. The islands are forested with Sitka spruce and hemlock. These islands are accessible during a day or afternoon of boating from the boat launch located in Chilkat State Park. Reasonably well protected anchorages occur in several locations and could possibly be enhanced with mooring buoys.

Reason for Marine Park Status

The designation of these islands as a state marine park will compliment the existing recreational opportunities found in Chilkat State Park. This designation would also assure continued public use of these islands while maintaining their natural setting. The islands are close to Chilkat State Park and the community of Haines. With the existence of state park facilities and staff on the Chilkat Peninsula, it is expected that these islands can be managed as a state park unit with minimal additional operating expense. The islands offer an excellent opportunity for kayaking, boating, fishing, beachcombing and camping.



Zeigler Cove

Township 9 North, Range 6 East, Seward Meridian

- Section 25: SW $\frac{1}{4}$, W $\frac{1}{2}$ SE $\frac{1}{4}$
- Section 26: E $\frac{1}{2}$
- Section 36: N $\frac{1}{2}$ N $\frac{1}{2}$

P O R M

Alaska Marine Park System

Name	Size	
Zeigler Cove	land	305
	water	415
	total	720

General Location

Zeigler Cove is located approximately 14 miles east (by boat) from the city of Whittier. It is located on the northern shore of the entrance to Pigot Bay, a bay on the west side of Port Wells.

Description of the area

Zeigler Cove offers a small but very well protected anchorage for pleasure boaters. The cove is located on a forested and low-lying point extending into both Pigot Bay and Port Wells. Waters near Zeigler Cove offer numerous attraction to sport anglers. Red Snapper, Halibut, Pink, Chum and King salmon, as well as Dungeness Crab are found in Pigot Bay.

Reason for Marine Park Status

Zeigler Cove is a traditionally used anchorage for pleasure boaters originating out of Whittier. The cove provides an excellent protected anchorage as well as opportunities for hiking in the uplands.

Horseshoe Bay

Township 1 South, Range 9 East, Seward Meridian

Section 32: SE $\frac{1}{4}$

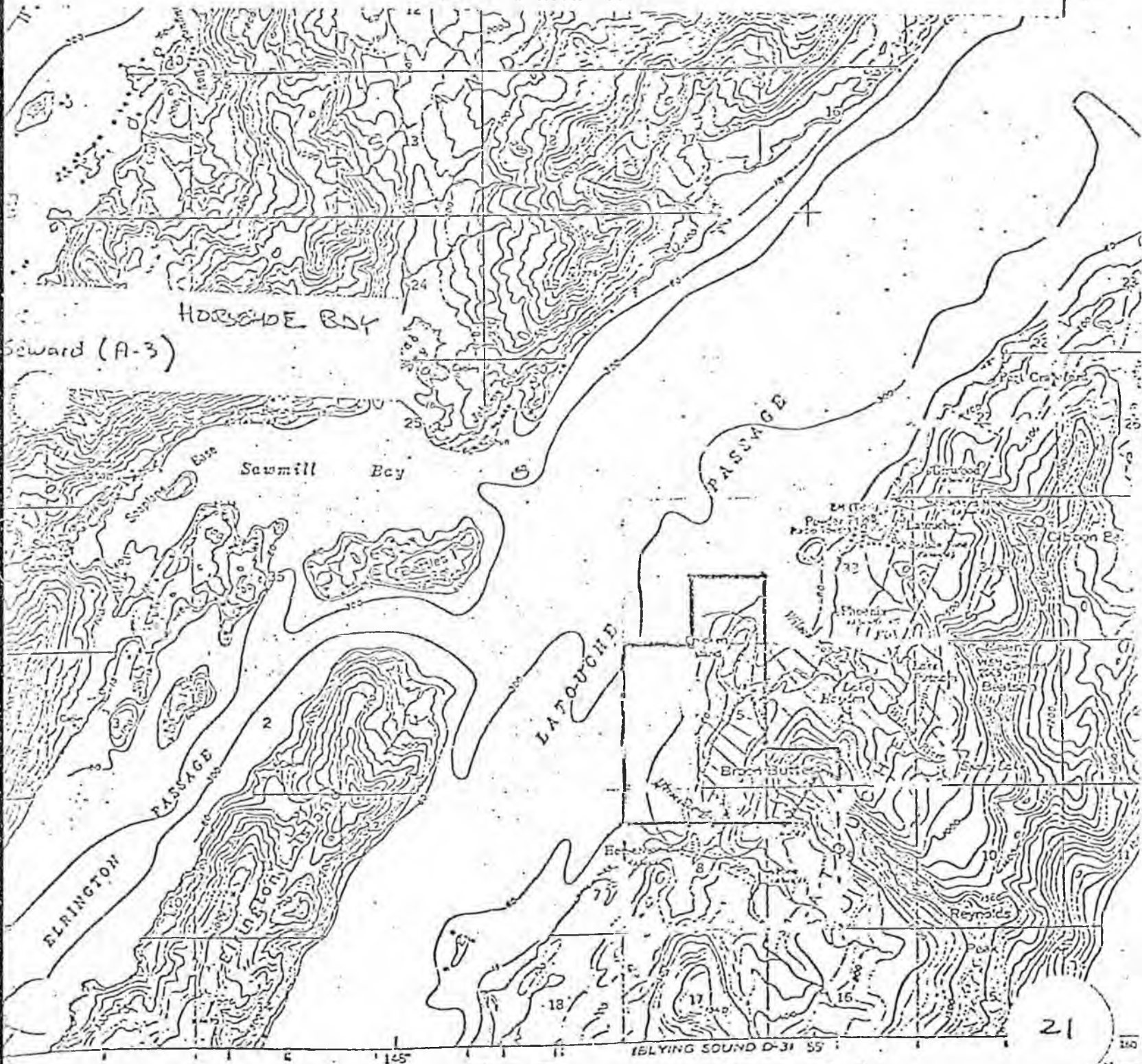
Township 2 South, Range 9 East, Seward Meridian

Section 4: S $\frac{1}{2}$ SW $\frac{1}{4}$ excluding amended Iron Mountain Lode No. 2 and Iron Mountain Lode

Section 5: All

Section 8: N $\frac{1}{2}$ excluding Iron Mountain Lode No. 11 and Iron Mountain Lode No. 10

Section 9: NW $\frac{1}{4}$ NW $\frac{1}{4}$ excluding amended Iron Mountain Lode No. 2 and Iron Mountain Lode



Alaska Marine Park System

Name	Size	
Horseshoe Bay		286
	land	684
	water	970
	total	

General Location

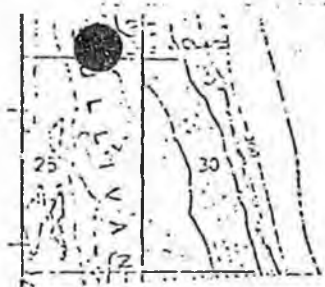
Horseshoe Bay is located in southwestern Prince William Sound. It is approximately half way between Seward and Whittier by boat.

Description of the area

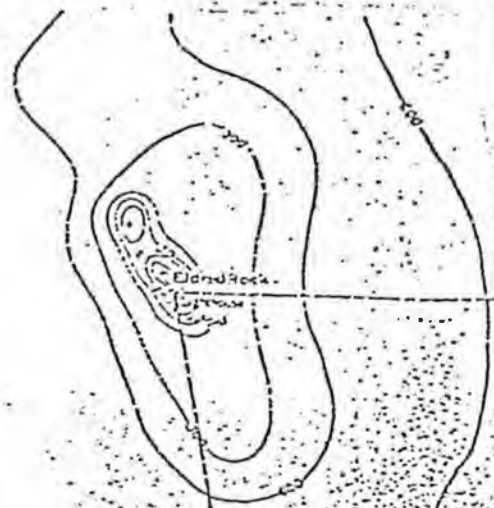
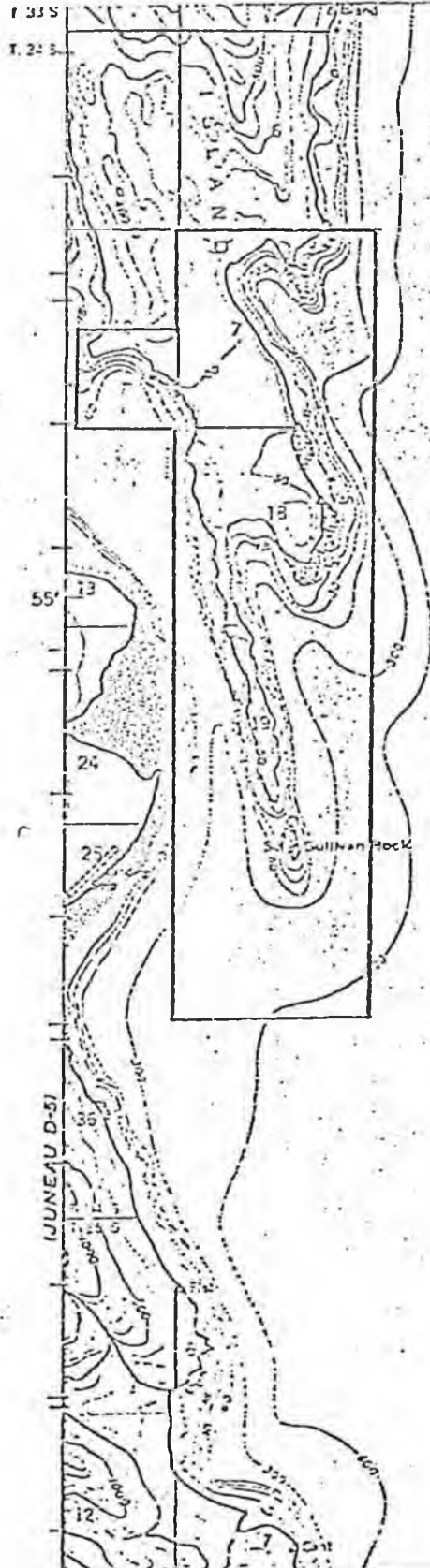
Although somewhat exposed to southwesterly winds, Horseshoe Bay offers the most protected anchorage along the Latouche Island shoreline. Horseshoe Bay and Latouche Island area are quite scenic with nearby peaks rising up to 2,000 feet. The old gold mining town of Latouche, located two miles to the northeast, has been subdivided for recreational homesites. The Alaska legislature has appropriated funds to develop a public boat harbor at Latouche. Private lands to the south of the proposed park are expected to be subdivided and offered for sale in 1983. All other lands on Latouche Island, except for a forty acre parcel at the southwest tip of the island, are or will soon be privately owned. Chugach Natives, Incorporated recently received the bulk of the island as part of its land entitlement under the Alaska Native Claims Settlement Act. The area has excellent opportunities for hiking and climbing the nearby Broon Buttes. Whales, seals, and sea lions frequent Latouche Passage.

Reason for Marine Park Status

This area is proposed for marine park status because it is the best anchorage on Latouche Island and one of the last two remaining parcels of public property on the island. The bay offers the opportunity to provide not only public park lands for future residents of the island, but also for visitors to the island.



Sullivan Island
Petersburg (D-4)



T34S, R60E Copper River Meridian, Alaska

Sec. 12 SE $\frac{1}{2}$

T34S, R61E Copper River Meridian, Alaska

Sec. 7 All
Sec. 18 All
Sec. 19 All

Alaska Marine Park System

Name	Size
Sullivan Island	land 618
	water 2,102
	total 2,720

General Location

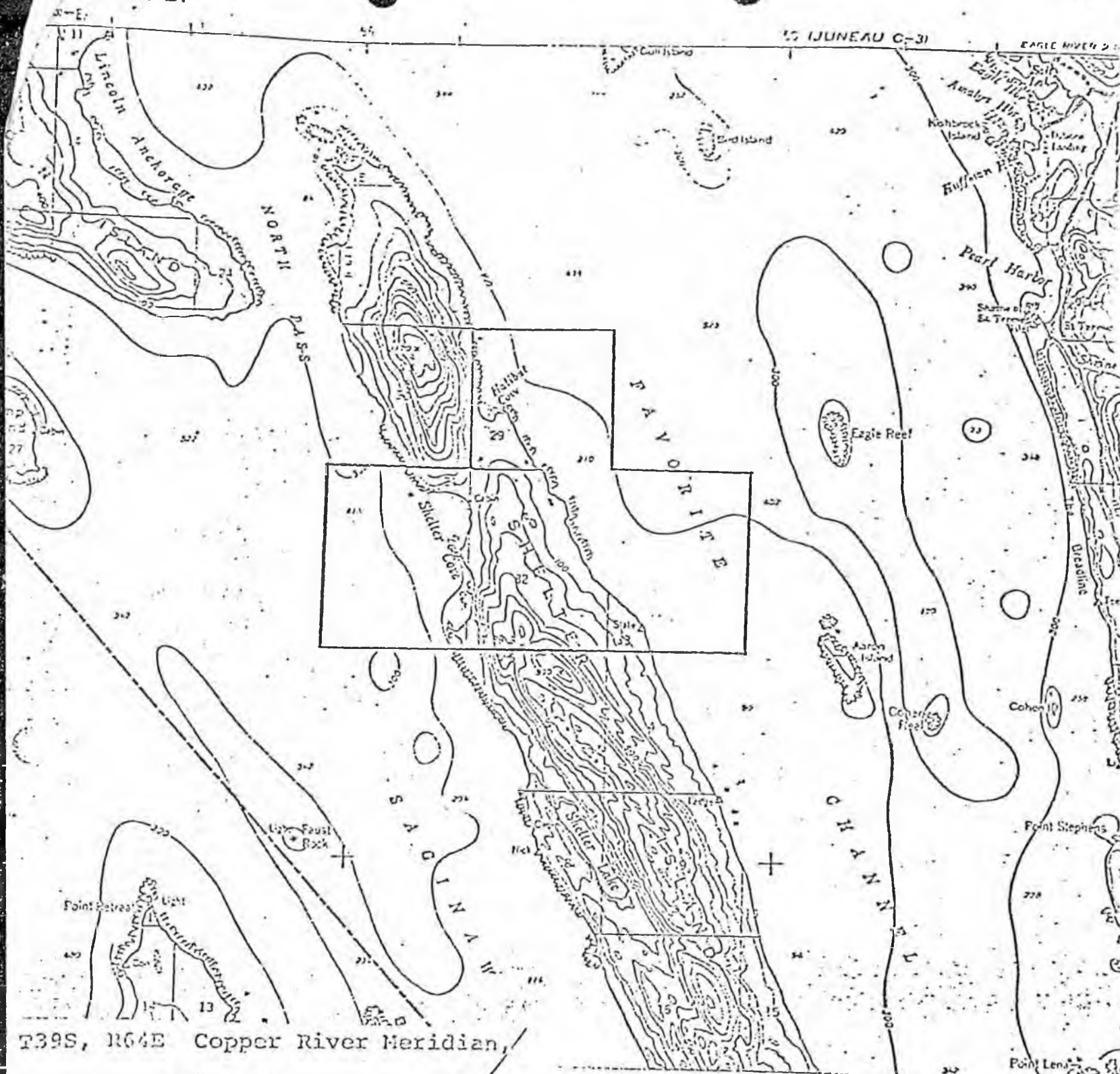
Sullivan Island is located in Lynn Canal approximately 19 miles south of Haines. The area proposed for park status is located six miles south of the Chilkat Islands.

Description of the area

The southern tip of Sullivan Island which is proposed for marine park status is a three-mile long peninsula extending due south in Lynn Canal. This area is comprised of old growth of Sitka spruce and hemlock forests and a number of gravel beaches. Protected moorage can be found within the area. Sullivan Island provides a link for pleasure boaters traveling between Juneau and Haines. Salmon and halibut fishing are an established use of this area. fishing, boating, picnicking, beachcombing and camping are all possible uses of this area. The area is popular for deer hunting.

Reason for Marine Park Status

This area is proposed for marine park status because of its strategic location along the Haines-Juneau boating route, its existing use for recreation and opportunities for enhancing this use.



T39S, R64E Copper River Meridian,

- Sec. 29 All
- Sec. 31 All
- Sec. 32 All
- Sec. 33 All

Juneau - Shelter Is.
Juneau (3-3)

And excluding USS 356, containing 5.97 acres, more or less, lying within Sec. 32, T39S, R64E Copper River Meridian; and those portions of USS 355, containing 3.29 acres, more or less, lying within Sec. 29, Sec. 31, Sec. 32, T39S, R64E CRM.

Alaska Marine Park System

Name	Size	
Shelter Island	land	298
	water	2,262
	total	2,560

General Location

Shelter Island is located six miles west of Tea Harbor (Juneau). The island is located approximately 20 miles to the northwest by small boat from downtown Juneau.

Description of the area

The area proposed for a state marine park is located in the north central portion of Shelter Island. The area includes Hand Troller Cove (also called Shelter Cove) on the western side of Shelter Island and Halibut Cove on the eastern or Tee Harbor side of the island. A nine-unit picnic facility has been developed within the area proposed for park status. This area is used by Juneau residents for both evening and daytime trips. The area offers opportunities for kayaking, boating, fishing, diving, beachcombing, picnicking and hiking. In the fall this area offers opportunities to hunt for Sitka blacktail deer. The area is forested with old growth Sitka spruce and hemlock.

Reason for Marine Park Status

This area has been recommended as marine park in the Juneau Area Recreation Plan which was completed in June of 1982 as a cooperative interagency planning effort. Marine Park status for this area would both assure continued public use as well as the ability of the state to develop and manage it for public recreation opportunities.

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T37S, R62E Copper River Meridian,

Sec. 27	A11
Sec. 28	A11
Sec. 29	A11
Sec. 30	SE $\frac{1}{4}$, SE $\frac{1}{2}$ SW $\frac{1}{4}$
Sec. 31	E $\frac{1}{2}$ NW $\frac{1}{4}$, NE $\frac{1}{2}$ SW $\frac{1}{4}$, E $\frac{1}{2}$
Sec. 32	A11
Sec. 33	A11
Sec. 34	A11
Sec. 35	W $\frac{1}{2}$

T38S, R62E Copper River Meridian,

Sec. 2	W $\frac{1}{2}$
Sec. 3	A11
Sec. 4	A11
Sec. 5	A11
Sec. 6	NE $\frac{1}{4}$, E $\frac{1}{2}$ SE $\frac{1}{4}$
Sec. 8	N $\frac{1}{2}$, NE $\frac{1}{2}$ SW $\frac{1}{4}$, SE $\frac{1}{4}$
Sec. 9	A11
Sec. 10	A11
Sec. 11	W $\frac{1}{2}$
Sec. 14	NW $\frac{1}{4}$
Sec. 15	N $\frac{1}{2}$
Sec. 16	N $\frac{1}{2}$
Sec. 17	N $\frac{1}{2}$ NE $\frac{1}{4}$, SE $\frac{1}{2}$ NE $\frac{1}{4}$

Alaska Marine Park System

Name	Size
St. James Bay	land 3,385
	water 6,835
	total 10,220

General Location

St. James Bay is located on the west side of Lynn Canal 12 miles northwest of Tee Harbor (Juneau) and approximately 42 miles south of Haines.

Description of the area

The area possesses numerous protected beaches, tidal flats, and is forested with old growth, Sitka spruce. St. James Bay is both a destination recreational area as well as an overnight stop for boaters enroute between Haines and Juneau. Kayaking, boating, fishing, beachcombing, hiking, camping and picnicking are all existing uses of this area. It is within an easy day travel by boat from Juneau. Alaska Department of Fish and Game has identified Saint James Bay as the best waterfowl habitat and hunting area on Lynn Canal. Populations of black and brown bear and mountain goats exist within the area and to the west in the Chilkat mountain range.

Reason for Marine Park Status

This area is proposed as a unit of the marine park system because of the existing use by pleasure boats and high natural and scenic resource values. This area has been proposed for marine park status in the Juneau Area Recreation Plan (an interagency planning effort completed in June of 1982).

MEMORANDUM

State of Alaska

Division of Geological and
Geophysical Surveys

DATE: November 19, 1982

TO: Scott Christy

FILE NO:

TELEPHONE NO: 274-9681

FROM: G.H. Pessel
Geologist VI

SUBJECT: Evaluation of Marine Park
Proposals in Prince William
Sound

The following is a very quick and preliminary summary of the proposed marine parks in the Prince William Sound area with respect to possible conflicts with mineral resources

BETTLES BAY: At least two small mines and possibly three exist within the proposal, and the largest lode gold mine in the area, Granite Mine, is located within two miles. These gold occurrences are not particularly important in an economic sense, but conflicts could exist if the owners of the claims were to decide to resume activity. The ultimate potential of this type of mine is not probably not very great (USGS), but the mines do exist.

DECISION POINT- no conflicts

ENTRY COVE- no conflicts

SAWMILL BAY- Some small scale lode gold mining activity took place in this area between 1910 and 1940. The economic potential is probably not very great, but status on the claims has not been checked out.

SHOUP BAY- same comments as apply to Sawmill Bay.

ESTHER ISLAND- no conflict

SURPRISE COVE- no conflict

ZIEGLER- some low-grade potential for lode gold exists in the area. The USGS reference maps show this as being within an area with some gold potential.

HORSESHOE BAY- This proposal has the greatest potential conflict. The area is located on Latouche Island, near the area where a large amount of mining took place prior to World War II. The mines were producing massive sulphides, mostly copper, and considerable amounts of accessory gold. The potential within this particular block of land is not known, and without considerable research into the literature and perhaps some field work, the mineral resources of the area cannot be ascertained with any certainty. However, it does lie within a region where the USGS thinks that at least two more major discoveries could be made. The claim status in the area should also be checked out.

MEMORANDUM

State of Alaska

DEPARTMENT OF NATURAL RESOURCES
DIVISION OF GEOLOGICAL & GEOPHYSICAL
DATE: November 19, 1982 SURVEYS

TO: Scott Christy
Special Assistant to the Director

FILE NO:

TELEPHONE NO: 474-7147

FROM: Tom Bundtzen, Geologist
Fairbanks

SUBJECT: Evaluation of Marine
Park Proposals in
Southeast Alaska

The following is a brief summary of mineral appraisal in five marine parks, Southeast Alaska.

Oliver Inlet: No conflicts.

Comment: Strataform massive sulfide belt on west side of Seymour Canal; host lithologies are nearby.

Shelter Island: No conflicts.

Comment: In Juneau Gold Belt, but so far no claim filing on Shelter Island and no known mineral occurrences.

Chilkat Island: No conflicts.

Comment: Part of a mineralized silurian clastic sequence in southeast Alaska.

Sullivan Island: No conflicts.

Comment: Only fair mineral potential.

St. James Bay: A major gold deposit is being developed by St. Joe American Corporation on the south side of William Henry Bay. The deposit is considered to have a good chance for production and several million dollars have been expended since 1978. The southern limit of their claim blocks is only about 2 miles from the northern boundary of the marine park. Past production in gold exceeded 20 M.P. in 1982 at prices wh 13. St. James Bay is one of the only sheltered bays on Lynn Canal. If resource development was to occur St. James Bay could possibly be utilized in such a short time frame, I haven't been able to check this out with company officials.

TB/plc

note: A phone conversation with a representative for the new owners of these properties (Canal Land Co, Fred Eastough Esq.) has determined that William Henry Bay will be where access would be developed, not Saint James Bay.

- Linda Everett, Div. of Parks
3/21/83

Editorial

A better waterway

IT WOULD be understandable if Alaskans were wary of the state's proposal to create 14 marine parks. They are accustomed to the federal government coming in and locking up their acres.

The state plan, however, appears to be quite a different breed of cat. Management of the parks would be right here at home and not at the whim of back-East bureaucrats and politicians. It also could open to visitors some gorgeous areas of Alaska that heretofore have been out of their reach.

The Senate has approved the bill and sent it to the House, where public hearings are scheduled at the end of the week.

THE MARINE units would be part of the state park system, which, if the law passes, would have to maintain the natural, cultural and scenic values of the sites as well as their existing fish and wildlife resources. The bill guarantees a continuation of public hunting, fishing, trapping, commercial fishing and aquaculture activities as well as access to any nearby privately owned land, including mining claims.

Five of the sites are in Southeastern. Nine are in Prince William Sound.

The state parks division feels these areas should to be set aside while they are still available. Most of them are small parcels — a total of 13,000 acres — beside and in the water.

ONE OF THE necessities to future enjoyment of the magnificent scenery in Prince William Sound is that there will be preserved in the area some coves and bays and natural harbors that will be open to the public — places where boaters in future years can be assured of a place to anchor overnight and where those aboard can go ashore. The bill would remedy this.

The marine parks would be something new for Alaska, but there are a number of them along the coasts of Washington and British Columbia, where they have had wide use.

The marine parks would give a tremendous boost for tourism, which is the state's second largest industry. A spin-off would be economic benefits to nearby communities.

It would be hoped the House will give favorable attention to this bill.

The Anchorage Times

Editorial

Coastal jewels

WHETHER Alaska will ever have a marine park system depends on favorable action by the Legislature to reserve 14 widely scattered, relatively small pieces of coastal lands in Southeastern Alaska and in Prince William Sound.

Such action almost certainly will be forthcoming if the lawmakers use the experience of British Columbia as a test.

Down in B.C., the idea of coastline parks is a ringing success. In fact, British Columbia boasts something quite beyond the scope of what is being proposed by Gov. Bill Sheffield — it is the site of Canada's Pacific Rim National Park, that nation's first national marine park and the only national park on the Pacific Ocean.

NOTHING SO grand is being requested by the governor or by Neil C. Johannsen, director of the state division of parks.

Rather, they are asking the Legislature merely to set aside five areas in Southeastern and nine in Prince William Sound as places that will remain forever for public use — as bays in which private boaters can tie up safely for the night, as beaches on which people can picnic and rest, as possible future havens for refueling, public use cabins, tent platforms, shelters and ever-

onshore adventure trails.

Even if nothing is done in the way of improvements to the areas for a number of years, it is essential — if ever there is to be a marine park system — to reserve the land now.

The purpose, of course, is to locate these little sanctuaries here and there along the routes usually cruised by people out on fishing or sightseeing trips. The prospective locations are ideally suited for this, and it is hard to imagine there would be much opposition to the plan. For practically no cost, huge benefits would be reaped.

THE STATE of Washington has 57 marine park areas and British Columbia has 23. Along side those, the Alaska proposal is rather small.

The most highly developed, of course, is Canada's Pacific Rim National Park. It stretches almost a hundred miles along the B.C. shoreline and part of it is served by a good paved highway, making it accessible for swimmers, hikers, surfers and campers.

There would be only waterways into the proposed Alaska marine parks. They would never be overrun with people. But over the decades thousands of Alaskans would be able to enjoy them — if, in fact, they ever come to be.

Beauty of our coast.

Fourteen of Alaska's most scenic coastal areas would gain state park status — and thus protection against land disposal and timber development — under legislation approved by the Senate Resources Committee this week. Last year the same idea passed the Senate and got stalled in the House; this year it deserves approval from the entire legislature.

Ten of the coastal areas involved are located in Prince William Sound; the other four in Southeast Alaska. Those who've spent time along the water in either region might well divide in partisan debate over which commands more scenic grandeur. But there would be no disagreement that both regions — each blessed with deep fjords, towering mountains, white-water falls, tidewater glaciers and unmatched marine life — are worth protecting.

The proposed legislation would not prevent access across parklands to private land or mineral claims, not would it exclude hunting, fishing or trapping except by specific regulation from the commissioner of natural resources. What the legislation would do is prevent land disposal or timber development from encroaching on what backers say are the state's "best and most beautiful little coves and bays."

There are places in both regions — perhaps too many places — where private disposal and timber development on public lands will proceed apace in coming years. These 14 coastal parks would set aside small enclaves where the splendor they contain might be reserved for the appreciation of all — not dissipated in the grasp and potential exploitation of a few.

Dillon News 3/30/83

MARINE PARKS FOR ALASKA

The International Connection

By Neil C. Johannsen, Chief of Planning, Alaska State Parks

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MARINE PARKS FOR ALASKA

The International Connection

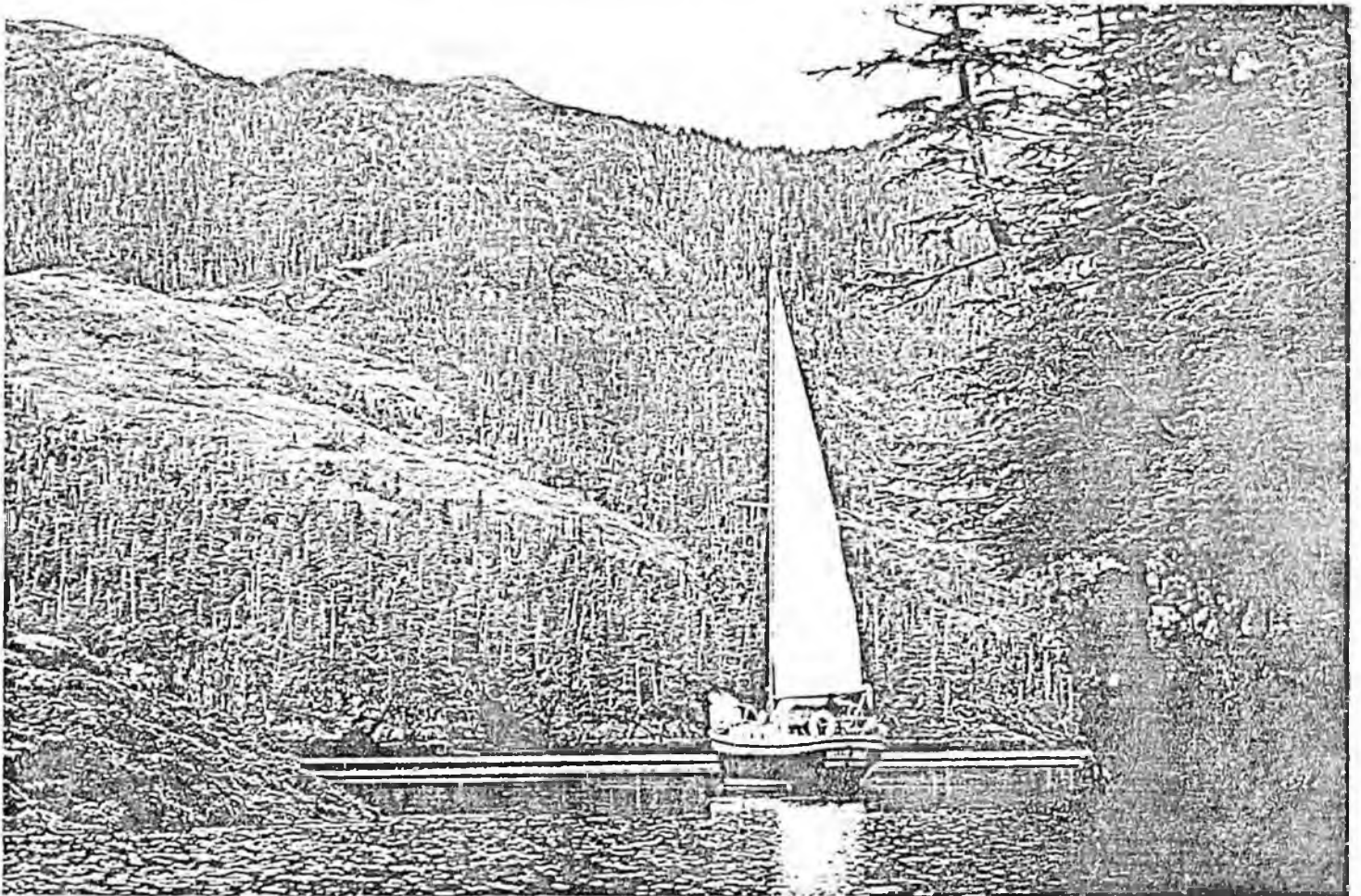
By Neil C. Johannsen, Chief of Planning, Alaska State Parks



An international system of marine parks and recreation areas, stretching from near Olympia, Washington, along southern Puget Sound northward to the Central Alaska coastline, is taking shape. The marine parks, being established in Washington State and British Columbia and planned in Alaska, are usually small in acreage and are located in protected bays and coves; some are situated on tiny islands and others are on the mainland. Planned for boaters and fly-in recreationists will be 163 marine parks —

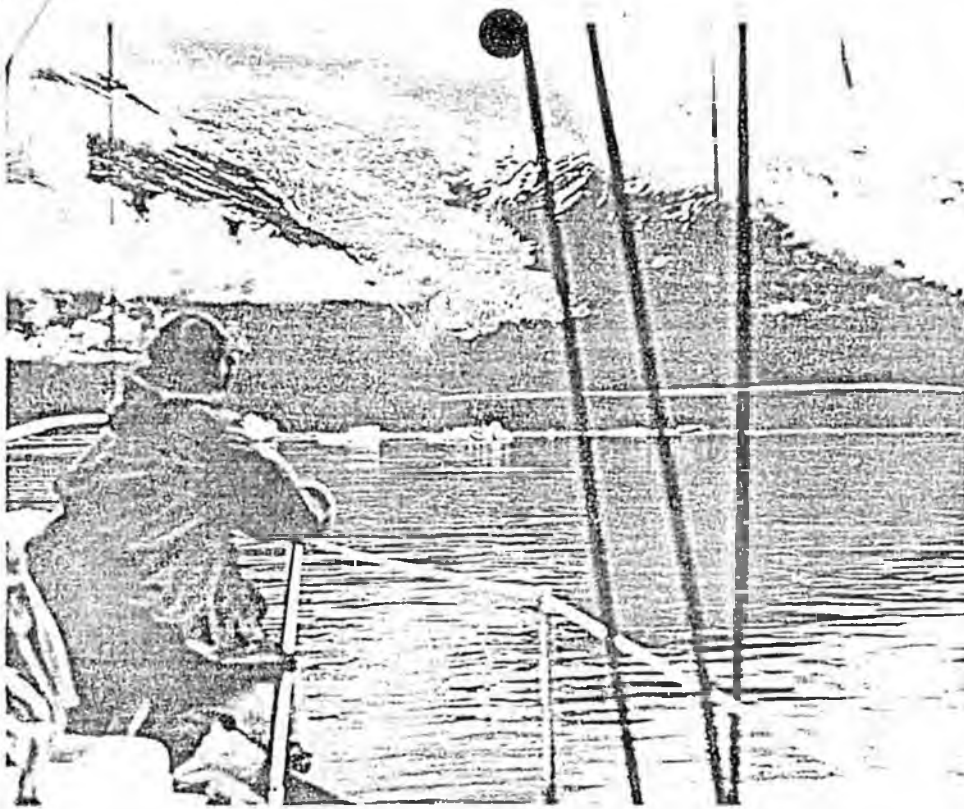
most an easy 1-day boat trip from one to another — spread over 1,600 miles of mostly protected waterways.

The legendary beauty of the Northwest Coast, coupled with the area's high per-capita ownership of boats and floatplanes, has resulted in increasing interest in efforts to create marine parks. Few governments in the world have a similar opportunity to leave open key portions of their ocean shoreline properties for public use. In Alaska, 54% of all residents participate in boating, a rate far higher than the



Top — Half a dozen units of the proposed marine park system, some to be managed to accommodate large numbers of recreational boaters, are located within an easy day's sail of this vista of the mountainous east side of Port Wells in northwestern Prince William Sound. (Neil and Betty Johannsen)

Above — The sloop Nellie Juan inches through the narrow entrance of Disk Island lagoon, near the north end of Knight Island in Prince William Sound. As part of the proposed marine park system, the tiny anchorage will remain in as near a natural condition as possible. (Neil and Betty Johannsen)



Sundum Glacier marks the site of a proposed unit of the marine park system on the south shore of Endicott Arm, off Stephens Passage south of Juneau. Remains of the 1880 gold mining camp of Sundum can be found near the base of the glacier. (Nancy Simmerman)

national forest land, which in Alaska covers most of the convoluted shorelines of Southeastern and Prince William Sound. State selections from the U.S. Forest Service domain must be for purposes of community expansion and for recreational purposes. Alaska Governor Hammond and Attorney General Avrum Gross saw the legal opportunities afforded by the Statehood Act and agreed that the state use a portion of its land entitlement to build the last link in an international marine park system. With 85% of Alaskans residing near the coastline, public reception to the plan was enthusiastic.

Through 2 years of research and meetings with residents of coastal communities, the plans slowly took shape. The result was a decision to allocate 70,000 acres of Forest Service land to a comprehensive plan for the proposed marine parks. Selections for the system were filed with the Forest Service on December 19, 1977.

Overall strategy focused on the idea that numerous small parks would allow for a wider variety of accessible coastal environments than selection of just a few large areas. In addition, the theme used in British Columbia and Washington could be followed. Thus, within Alaska's marine parks, facilities such as docks, mooring floats, beach campsites, trails and toilets could be developed. The vast majority of these proposed Alaska parks are near well-

national average. Boat ownership in the Seattle area is the highest of any large city in the nation. Demand for boat slips in the Vancouver and Victoria areas is many times higher than the supply. A result has been that the state of Washington and the province of British Columbia are working hard to establish 99 marine parks stretching up the coast north from Olympia to a

scant 5 miles south of the Alaska-Canada border.

And now Alaska has drawn plans to continue such marine parks up the coast to the northern Gulf of Alaska. Alaska's opportunity to tie into this international system had its genesis when the Statehood Act, drafted in 1958, included Section 6(a), which allows Alaska to select up to 400,000 acres of



established pleasure boat routes and floatplane landing sites. Some parks are close to communities, while others are in remote wilderness. Areas were carefully selected for scenic quality, productive sport fishing and protection from prevailing winds. Recreational opportunities include beachcombing, crabbing, shrimping, hunting, camping, scuba diving, observing wildlife or visiting historical areas.

Only 15% of Alaska's selections from forest lands is necessary to provide this park system. In total, 25 areas were selected in Prince William Sound and 39 areas were identified for marine park status in Southeastern Alaska. Terry McWilliams, director of Alaska's state park system, recently pointed out that with "growing interest in coastal logging and other extractive industries along Alaska's ocean shores, an unparalleled opportunity is provided to create the system, with only 70,000 acres being reserved for existing plans for wilderness and industrial development."

Though development and management plans for the proposed marine park system haven't yet been drawn up, the primary goal will be to maintain the natural appearance of the sites, providing only basic facilities for the safety and enjoyment of visitors, whether they arrive by powerboat, sailboat, floatplane, kayak or even passenger ferry.

The Alaska Visitors Association, a group dedicated to creating a healthy environment in Alaska for the tourism and hospitality industry, supports the marine park system. The AVA has urged the Forest Service to take favorable action on the state's selection of Forest Service domain. The Forest Service has so far resisted, approving only 3 of the proposed 64 parks. A court battle could result between the state and federal bureaucracies if their resistance persists.

But the vision of an international marine park system remains strong in Alaska. The plans, if implemented, will offer boaters a chance to explore the Northwest Coast from Puget Sound to Prince William Sound, with daily stops in parks managed for scenic protection and recreational opportunity. Washington and British Columbia's 99 marine parks, coupled with Alaska's planned 64 units, will provide accessible, usable recreation gems that will be the envy of the world. □



Editorials



Marine parks for Alaska

By Walter J. Hickel

FOR NEARLY 25 years I've enjoyed one of Alaska's most valuable resources: the scenic beauty of Prince William Sound. On our boat The Ermalee, I've boated its waters through calms and storms, savored the area's rugged mountains, delighted in the sound's abundant wildlife, hiked the shoreline.

Around the world I've told people to come to Alaska to see the world's greatest waterpark. But let's not kid ourselves. Prince William Sound is not a park. During the past five years I've watched one-third of the sound become private property through native claims. I do not challenge that and I don't apologize for my commitment to private ownership. Private land, not public land, is the foundation of the success and prosperity of our great country.

BUT LET US not ignore another concept instilled in our land by Teddy Roosevelt. I call it the Public Trust. Public Trust is the concept that some areas are so outstanding in their very nature as to properly belong to all of the people for all time. Properly, we don't allow the homesteading of our Yellowstones and Yosemites.

There is now a Public Trust question involving a scattering of small state-selected lands along our beautiful Alaska coast. Some of the more scenic, protected coves, bays and beaches in Southeast Alaska and in Prince William Sound are included. Places being acquired under the auspices of the Statehood Act, which allows up to 400,000 acres to be selected out of the Chugach and Tongass national forests, are proposed as marine parks. I think we should move ahead.

A MARINE PARK lets you do what you do now in these areas: anchor a boat, go ashore to fish, hike or camp. Picked for protection from the weather, these are places where a kayaker can seek adventure, where a pilot can land his amphibious or float plane and go ashore and not confront a "no trespassing" sign. People do that now all over Prince William Sound.

The only problem is recent land selections in the area have brought that possibility of a "no trespassing" sign much closer. Near Cordova, all of the east side of the sound, down to the coastline, is now in private hands. On the west side, the bays and inlets of Dangerous Passage are potentially closed to the public. These

used by boaters and fishermen from Anchorage.

The question is not whether we should make marine parks; it's whether we are doing enough. Washington State and British Columbia have been creating and managing marine parks for years. Washington has 57 such places; British Columbia has now set up 23 including one a scant five miles south of the Alaska border. By allocating a small percentage of our national forest selections to marine parks, we build what our state parks director, Neil Johannsen, calls the "International Connection."

THERE'S A BILL now pending in the Legislature to establish the first 14 of what should be a recreation system stretching up the Southeast coast to Prince William Sound. The measure was co-sponsored by nearly half the Senate, which passed the measure to the House where it now awaits action.

Last year the House killed a similar bill, desiring some changes. The bill has now been redrafted to protect and provide for a wide range of activities, including hunting, trapping, commercial and sport fishing, aquaculture and access to adjacent lands. The proposed state parks would be managed by Alaskans, not, as a recent editorial pointed out, by "back-East bureaucrats." They average less than 1,000 acres each — this is not a D-2 rip-off. The legislation sitting in the House involves but 3 percent of state-selected national forest lands.

Starting here, the next step for the state is to offer a land trade, and encourage native owners to allow more of the lands now used by all to return to the public trust.

Most Alaskans live on or near our beautiful coast. We enjoy the coast — boating, fishing, flying, digging a bucket of clams. We can afford to save these special places for recreation. We mustn't assume that what we see and enjoy today is what our children will have tomorrow. Alaska is changing fast.

I am committed to seeing these coastal parks created. I urge your support. The time is now for the Alaska Legislature to make this land investment for us all.

Walter Hickel, the author of this guest column is a former governor of Alaska and former

COMMITTEE REPORT
HOUSE

(11)

FURTHER:

3/3/84

Date: 4-5-1-84

The Committee on FINANCE has had CSRB 179 (R16)

"An Act relating to cardiopulmonary resuscitation (CPR) and early cancer detection instruction in the public schools."

under consideration and recommends:

do pass [] do not pass

[] do pass with attached amendments(s)

replace with ⁴CS for CSRB 179 (1123) [same title
[] new title
and recommends do pass

[] AND attaches a "Letter of Intent" [New Fiscal Note
[] reports it back without recommendation [Zero Fiscal Note Attached

[] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

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CHAIRMAN

Offered: 3/8/84
Referred: Finance

Original sponsors: Ziegler, Eliason
and Ferguson

1 IN THE SENATE BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 HOUSE CS FOR CS FOR SENATE BILL NO. 129 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 THIRTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to cardiopulmonary resuscitation
7 (CPR) and early cancer detection instruction in the
8 public schools."

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

10 * Section 1. AS 14.30.360(a) is amended to read:

11 (a) Each district in the state public school system shall be
12 encouraged to initiate and conduct a program in health education for
13 kindergarten through grade 12. The program should include instruction
14 in physical health including alcohol and drug abuse education, cardio-
15 pulmonary resuscitation (CPR), early cancer prevention and detection,
16 dental health, family health, environmental health, and appropriate
17 use of health services.

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: HCSCSSB 129 (HES)
 Title: CPR and cancer detection
in the schools
 Sponsor: Zeigler
 Requestor: House Finance
 Date of Request: 4/30/84

FISCAL DETAIL

Agency Affected: DHSS/DOE
 Program Category Affected: _____
 BRU, Program or Subprogram(s) Affected: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING		----	0	0	0	0
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

~~SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL~~

This bill does have fiscal impact in FY 85, however the funds necessary to implement the bill are provided for in SB 130 am. These funds are for CPR mannikens and film copying. No funds are necessary for the cancer detection portion of the legislation. There is no fiscal impact after FY 85.

ANALYSIS: Attach a separate page for analysis

Prepared By: Al Adams, Chair *ADA* Phone: 465-3706
 Division: House Finance Committee Date: 4/30/84

Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by Agency preparing fiscal note):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

12/1/83

Project CHOICE

VOCABULARY

magnify
scientist
instrument
microscope
cell
counselor
check-up
immunization
abdomen
vision
booster shot
enough
excess

STUDENT LEARNING OBJECTIVES

KINDERGARTEN

1. The student names and locates various parts of the body.
2. The student names and locates various parts of the body.
The student demonstrates the sense of interrelationship of the body parts.
3. The student identifies the smaller basic units of common items.
4. The student identifies the smallest basic unit of life as the cell.
The student draws a picture of a single cell.
5. The student states that the body is made of many cells.
The student draws a picture of cells together.
6. The student lists actions personally taken to maintain own health.
The student discusses value of seeking help from other people for problems and concerns.
The student identifies individuals in the community who help people stay healthy & safe.
7. The student names two ways the doctor can help people.
The student names two things individuals must do to maintain own health.
8. The student draws a picture contrasting an example of "enough" and "too much".
9. The student predicts health consequences of certain excesses.
The student defines excess as too much of something.
10. The student names ways to avoid the risk of excess for sun, smoking, diet, and safety.
The student discusses how smoking is every individual's personal choice.

Project
Choice

A Curriculum in Disease Prevention
and Health Care Concepts
1974 Curriculum Series
Volume 1A, 1974

DRAFT

VOCABULARY

communicate
prevent
cure
counselor
preventative
curative
cell
microscope
disease
cancer
contagious
non-contagious
diet
nutrition
cycle

STUDENT LEARNING OBJECTIVES

FIRST GRADE

1. The student names three factors which help him or her feel good about self.
2. The student gives examples of how the body communicates its needs.
The student identifies ways to meet the needs of the body.
3. The student defines terms prevent and cure.
The student distinguishes between preventative and curative health care actions.
4. The student identifies persons who can help when one is ill, hurt, or concerned.
The student cites some ways community health care providers both protect and cure individuals from health problems.
The student identifies tools used by health helpers to care for individuals.
5. The student states that the body is made of many cells that work together.
The student states that body cells have similarities and differences.
6. The student identifies cancer as a non-contagious disease.
The student names over-exposure to the sun as a cause of skin cancer.
The student gives examples of how to limit exposure to the sun.
7. The student generalizes about smoking and its connections to cancer.
The student discusses how smoke affects other people around the smoker.
The student discusses how smoking is every individual's personal choice.
8. The student generalizes how good nutrition is a preventative health measure.
The student gives examples of healthy meals.
9. The student identifies three ways he or she protects own health.

PROJECT
CHOICES

A Curriculum in Cancer Prevention
and Healthier Choices for our Future
1974-1975
State of Michigan

DRAFT

VOCABULARY

disease
cancer
habit
prevention
cure
diet
nutrition
respiratory system
cilia
air sacs

STUDENT LEARNING OBJECTIVES

SECOND GRADE

1. The student discusses feelings about people with cancer.
The student defines cancer as diseases which develop from a variety of causes.
The student states that certain personal habits may be linked to cancers.
2. The student defines habit as an automatically repeated behavior.
The student explains how habits may affect health.
The student distinguishes between healthy and unhealthy habits.
3. The student generalizes about the process of habit formation.
The student generalizes about ways to change habits.
4. The student explains the difference between prevention and cure in health issues.
The student names three preventative health behaviors that second graders can do.
5. The student states that too much fat in the diet may be unhealthy because of a palpable association with heart disease and certain cancers.
The student identifies foods with high fat content.
6. The student identifies foods with high, low, and no-fat content.
7. The student names immediate and long-term effects of over-exposure to the sun, including cancer.
The student names behaviors which can prevent over-exposure to the sun.
8. The student summarizes the work of the respiratory system in providing clean air to the body.
9. The student names immediate and long term effects of smoking including cancer.
The student discusses how smoking is every individual's personal choice.
10. The student discusses body changes, both healthy and unhealthy.
The student identifies cancer warning signals as unhealthy body changes.
The student names three areas linked to cancer and tells one preventative behavior in each area.

project
choice

A Curriculum in Cancer Prevention

From Materials on Cancer Research Centers

1124 ... Street

Leath ...

DRAFT

VOCABULARY

alternatives
consequences
unique
differences
similarities
cell
membrane
nucleus
cytoplasm
oxygen
carbon dioxide
urea
cancer
normal
abnormal
carcinogen
cilia
alveoli
respiratory system
melanin
skin type

STUDENT LEARNING OBJECTIVES

THIRD GRADE

1. The student names self as health decision-maker.
The student examines alternatives and consequences related to smoking.
2. The student contrasts types of decisions made at different age levels, including health choices.
The student illustrates own uniqueness by recording past choices and predicting future ones.
3. The student labels and explains the function of these parts of a cell: Membrane, cytoplasm, and nucleus.
4. The student builds a model of a cell and describes cell's basic functions.
The student explains that cells use food, water, and oxygen then dispose of carbon dioxide and urea.
5. The student explains that normal cells divide to create growth for a complete body.
6. The student defines cancer as a group of diseases which have in common abnormal cell growth and behavior.
7. The student defines cilia and alveoli.
The student explains the function of the respiratory system.
The student concludes that smoking interferes with the respiratory system, and is linked to cancer.
8. The student states that too much fat in the diet is unhealthy because it is associated with heart disease and certain cancers.
The student lists examples of high, low, and no-fat food groups.
9. The student describes the role of melanin.
The student explains that excessive exposure to the sun may cause skin cancer.
The student names preventative behaviors that may protect against over exposure to the sun.
10. The student lists behaviors that may prevent cancer.

project
choice

A Curriculum in Cancer Prevention
From The Teacher Council on Cancer Education
1124 O. Johnson Street
Seattle, WA 98101

DRAFT

VOCABULARY

risk
 values
 self-image
 peers
 peer pressure
 consequences
 normal
 abnormal
 cell
 membrane
 nucleus
 cytoplasm
 specialize
 tissues
 organs
 systems
 cancer
 cancerous
 carcinogen
 cancer risk
 esophagus
 larynx
 scientist
 experiment
 observation
 hypothesis
 research plan
 conclusion
 alternatives

STUDENT LEARNING OBJECTIVES

FOURTH GRADE

1. The student states that cancer risk is associated with personal decisions an individual makes in daily life.
 The student identifies all individuals as unique.
2. The student explains that choices have consequences.
 The student states that self-image and peer pressure affect health choices.
3. The student labels basic parts of a cell.
 The student explains that cells reproduce by dividing.
 The student explains how cells specialize and organize into tissues, organs, and systems.
4. The student summarizes normal cell behavior.
 The student describes abnormal cell behavior.
 The student states that cancers are diseases of abnormal cell growth.
 The student defines carcinogen as an agent proven to cause cancerous cell growth.
5. The student describes how smoking can cause cancers of the lung, esophagus, larynx, and oral area (lips, tongue, etc.).
 The student describes how excessive sun exposure can cause skin cancer.
 The student describes that too many fatty foods in the diet may increase cancer risk.
6. The student identifies choices which would lower personal cancer risk in the areas of smoking, sun exposure, and daily diet.
7. The student gives examples of how scientific experiments affect own life.
 The student describes and uses the scientific research method.
8. The student describes steps in decision-making.
 The student identifies self-images, peer pressure, and advertising as three factors which can influence decisions.
9. The student examines a personal health decision for the basic steps of decision-making.

VOCABULARY

disease
 capacity
 cancer
 scientist
 community resources
 cancer
 cell
 membrane
 nucleus
 cytoplasm
 tissue
 organ
 systems
 abnormal cell
 tumor
 benign
 malignant
 epidemiology
 carcinogen
 risk factor
 melanin
 melanocytes
 fiber
 respiratory system
 trachea
 epiglottis
 capillaries
 diaphragm
 oxygen
 bronchial tubes
 alveoli
 carbon dioxide
 tar
 oxygen
 respiration
 epidemiologist
 trachea
 pulse

STUDENT LEARNING OBJECTIVES

FIFTH GRADE

1. The student states that cancer is a disease not yet fully understood by scientists.
 The student lists five community resources offering cancer information to the public.
2. The student explains the difference between normal and abnormal cells and their effects on the body.
 The student defines cancer as many diseases of abnormal cell growth.
 The student defines tumor, and states the difference between a benign and malignant tumor.
3. The student lists the following as cancer risk factors:
 smoking, sun exposure, diet, and occupational exposure.
 The student explains the function of melanin.
 The student explains the relationship between sun exposure and skin cancer.
 The student lists choices which would reduce risk of skin cancer.
 The student identifies skin types according to cancer risk.
4. The student explains that a high-fat diet may increase risk for certain cancers.
 The student identifies high fiber/low-fat diets as possible ways to reduce cancer risk.
 The student identifies fat and fiber content of various foods.
5. The student describes the respiratory system and its parts.
 The student traces the passages of air through the respiratory system.
6. The student describes the effect of smoking on the lungs.
 The student states that smoking is linked to cancer.
7. The student demonstrates a smoking machine.
 The student explains the effect of smoking on the respiratory and circulatory systems.
8. The student identifies choices which decrease risk of getting cancer.
9. The student defines early detection.
 The student discusses eight cancer warning signals.
 The student names three treatments for cancer.
10. The student lists ways to reduce cancer risk.
 The student lists five sources of consumer information regarding health choices.

DRAFT

VOCABULARY

cancer
myth
community resources
cells
nucleus
cytoplasm
membrane
mutate
mutation
carcinomas
lymphomas
sarcoma
localized
metastasis
leukemia
lymph
carcinogen
cancer risk
values
alternatives
consequences
respiratory system
epidemiology
epidemiologist
ethnic
surgery
radiotherapy
chemotherapy
early detection
occupational hazards

STUDENT LEARNING OBJECTIVES

SIXTH GRADE

1. The student discusses the importance of cancer education.
The student is able to name two cancer myths and provide the correct information.
The student identifies five local resources which provide accurate cancer information and can assist in solving health problems.
2. The student defines cancer as many diseases of abnormal cell growth.
The student lists ways abnormal cells damage the body.
The student defines carcinogen and recognizes cancer risk as it relates to personal health decisions.
3. The student lists five steps in sound decision-making.
4. The student names five steps in sound decision-making.
The student defines values; and names two personal values.
The student makes a health choice after considering alternatives and consequences.
5. The student explains function of respiratory system.
The student links cancer risk to smoking by graphing incidence of lung cancer to smokers and non-smokers.
The student describes the effect of smoking on the lungs.
6. The student defines epidemiology.
The student describes the function of melanin.
The student links incidence of skin cancer to sun exposure.
The student explains racial differences in skin cancer risk.
The student explains sunscreen factor numbers.
7. The student states there may be a link between certain cancers and national dietary habits.
8. The student compares fat content of different food choices by making a bar graph.
The student discusses daily decisions about food selection and identifies low-fat alternatives from the graphs.
9. The student names and defines three proven cancer treatments.
The student explains why early detection is important for successful cancer treatment.
10. The student names behaviors that can be done to reduce personal risk of cancer.

Project
Choice

A Curriculum in Cancer Prevention
For Human Sciences Research Center
1120 University Street
Seattle, WA 98101

DRAFT

VOCABULARY

oncology
myth
homeostasis
mitosis
tumor
benign
malignant
cancer
metastasis
carcinogen
risk factor
asbestos
radiation
ultraviolet rays
peer pressure
melanin
epidemiology
hypothesis
scientific method
theory
early detection
biopsy
mammography
self-checks
papsmear
BSE
TSE
Hemocult
proven
unproven
chemotherapy
radiation therapy
surgery
control
cure
side effects

STUDENT LEARNING OBJECTIVES

JUNIOR HIGH SCHOOL

1. The student defines oncology.
The student identifies common myths about cancer.
The student discusses why it is important to study cancer.
The student recognizes that choices made early in life may influence cancer risk.
2. The student defines homeostasis as the balance among all the body systems.
The student identifies and contrasts characteristics of normal cell behavior.
The student recognizes that tumors are made of abnormal cells and may be benign or malignant.
3. The student defines the terms "risk factor" and "carcinogen."
The student names five risk factors.
The student lists behaviors which reduce cancer risk.
4. The student lists five steps used in decision-making.
The student uses the process to make decisions.
The student recognizes that information changes; therefore, a decision may have to be reconsidered.
The student explains the importance of using decision-making skills in order to reduce cancer risk.
5. The student uses the decision-making process to make a personal decision.
The student identifies some ways to change habits.
The student recognizes the role of peer pressure in decision-making.
6. The student compares the scientific method to the rational decision-making process.
The student learns criteria which distinguish reliable from unreliable information.
7. The student explains the importance of early detection in the control and cure of cancer.
The student names eight cancer early warning signals.
The student identifies personal self-checks and cancer tests used in early detection.
8. The student identifies experimental, proven, and unproven cancer treatments.
The student recognizes that the individual plays an important role in maintaining health and preventing or detecting disease.

project
choice

DRAFT

VOCABULARY

STUDENT LEARNING OBJECTIVES

JUNIOR HIGH SCHOOL

- 9. The student names community resources for cancer information.
The student develops an individualized plan for cancer prevention.
- 10. The student discusses how cancer risk-reduction plans are influenced by individual differences.

Project
Education

A Curriculum in Cancer Prevention
and Education in Cancer Research
1154 1/2 North 1st Street
Tampa, FL 33604

DRAFT

STUDENT LEARNING OBJECTIVES

SENIOR HIGH SCHOOL

The student will be able to:

1. Differentiate between normal and cancerous cell function and growth.
Discuss the general characteristics of cancer.
2. Discuss the meaning of the phrase "the incidence of cancer," and define the term "epidemiology."
Identify high incidence cancers in men and women.
Read and interpret a cancer incidence table.
Describe ways that incidence tables can be used to help identify possible causes of cancer.
3. Evaluate the extent to which they are "risk takers."
Identify selected carcinogens and risk factors which may predispose individuals to cancer.
Assess a selected carcinogen and/or risk factor.
State ways to reduce cancer risk.
4. Identify characteristics of good research.
Identify early detection procedures for specific cancers.
5. Identify characteristics of good research.
Briefly discuss the three proven methods of cancer treatment.
List guidelines for breast self-examination/testicular self-examination.
Examine own lifestyles in relation to cancer risk.
6. Identify several factors which influence decisions:
Describe some psychological effects of cancer on the individual and the family.
Differentiate between experimental and unproven cancer treatment.
Identify the difficulty of assessing information about cancer in news articles.

Project
Choice

A Curriculum in Cancer Prevention
First Edition, in Cancer Research Center
1124 Columbia Street
Seattle, WA 98101

DRAFT

PROJECT CHOICE: A SCHOOL CURRICULUM
IN CANCER PREVENTION AND CANCER RISK-REDUCTION

1. Background

Project CHOICE is a cancer prevention and risk-reduction curriculum for students in grades kindergarten through twelve. Its curriculum units were developed by the staff of the Fred Hutchinson Cancer Research Center (FHCR) Cancer Control Program in cooperation with the Washington State Superintendent of Public Instruction and in response to a demand for such a program from educators and medical professionals who convened in 1976 at the Washington State Cancer Education Conference.

The Project CHOICE curriculum consists of comprehensive, gradesequentially coordinated units that promote three primary goals: acquiring cancer information, including the concept of health risk and the components of cancer risk; learning a rational process of information evaluation and decision-making; and assuming the responsibility for behaviors that promote cancer risk-reduction and wellness.

2. Program Development

Individual grade-specific units and kits of instructional materials were developed for grades kindergarten through sixth, and one unit was developed for junior high school and one for senior high school. There are approximately ten lessons per grade level in the curriculum units. The curriculum lessons for the elementary grades were designed so that they can be taught in twenty to forty minutes of classroom time each day for two weeks.

Robert W. Day, M.D., Ph.D., Director, Fred Hutchinson Cancer Research Center, Principal Investigator; David L. Docter, B.A., Co-Project Director; Carl Nickerson, Ed.D., Co-Project Director and Supervisor for Health Education, Office of the Washington State Superintendent of Public Instruction; Connie E. Hansen, B.S., Curriculum Specialist; and Terence Janicki, Ph.D., Evaluation Specialist.

This investigation was supported by PHS Grant Number 2 R18 CA 25523-03 CCE awarded by the National Cancer Institute, DHHS.

Students are informed that some of the cancer risk areas, e.g., stress and poor nutrition, have not been proven to cause cancer. Research in those areas has not yet provided sufficient evidence to label them carcinogenic. This concept - that information even from reliable sources, can be contradictory, ambiguous, and constantly changing - is an important component of the Project CHOICE curriculum.

Students are taught how to analyze health information in the news media. They also work with a health decision-making model to learn how to counter peer pressure and understand the subtleties of advertising, and are encouraged to make up their own minds about future health choices.

Because not all cancer can or will be eliminated by cancer risk-reduction practices, students are taught about the scientific method, understanding and recognizing cancer warning signs, methods of early detection, appropriate treatment, and unproven methods of cancer treatment. By developing personal cancer risk-reduction plans, students gain an awareness of their own responsibility for their health.

3. Grade Level Summaries

Students in grades kindergarten through three learn basic body appreciation: that body parts work together and that cells are the body's building blocks. The concepts of self-image and of positive health choices are linked to the students' roles as health decision-makers. Members of the health team are introduced, and their roles in cancer prevention and cancer risk-reduction are explained. Cancer is defined as a disease, and its impact on society is discussed. Students learn how choices they make may increase or decrease personal risk. Cancer warning signals are introduced, and sun exposure, smoking and nutrition are identified and discussed as cancer risk factors.

Students in grades four through six are introduced to cell biology and the characteristics of normal and abnormal cells. They discuss how daily decisions affect health - specifically how smoking, diet, and sun exposure relate to cancer risk. Hidden influences and persuaders that affect health choices, such as peer pressure, advertising, and the need to bolster one's self-image, are discussed in classroom sessions. Using knowledge about preventable risk factors, students develop personal cancer prevention plans. They learn about scientific research methods and compare them to a decision-making model. Students also examine several cancer myths, such as "everything causes cancer," "bumps and bruises cause cancer," and "everything causes cancer to spread." The value of early detection and methods of cancer treatment are discussed.

Junior high school or middle school students learn about cancer myths, cell biology, and homeostasis. Working with scenarios that present information about carcinogens and risk factors, students come to realize how decision-making skills may serve as tools for cancer risk-reduction. Through the introduction of the scientific method, students begin learning to distinguish reliable from unreliable information appearing in the news media. Students also learn about early detection and about experimental, proven, and unproven methods of cancer treatment. The unit is summarized by students developing a personal cancer risk-reduction plan.

Senior high school students review basic biology, are introduced to female and male cancer incidence rates, and examine epidemiologic evidence for possible etiologic factors. Students consider selected carcinogens and their personal exposure to those risk factors. Risk-reduction and early detection procedures are identified and taught. Cancer treatment methods are discussed within the context of proper medical research, and unproven treatment methods are reviewed as contrasting examples. Health consumerism, including rights and responsibilities, is discussed, and health decision-making and information evaluation skills are taught during the student discussions and debates. Scenarios are used to help students develop coping skills for real-life health dilemmas.

4. Evaluation Design

Prototype curriculum units were developed during an eighteen month National Cancer Institute (NCI) planning grant. These prototype kindergarten-through twelfth-grade units were pilot-tested in ten schools (seventeen teachers, thirty classes, 900 students) in the Puget Sound/Seattle area in summer and winter 1980-81 (Bethel, Highline, and Edmonds school districts). Project CHOICE staff members observed each lesson as it was taught by the classroom teacher. The observer noted the learning process, methods of instruction, and student reactions to the lessons' content and materials. Based on this process evaluation, revisions were made in the curriculum and the project materials. To determine the appropriateness of the curriculum revisions, a second process evaluation sequence was conducted in five schools (nineteen teachers, thirty-five classes, 1,250 students) (Seattle and Tacoma school districts). This stage of the planning grant was completed in the fall of 1981.

In July 1981 a new two-year grant was awarded to evaluate the program's impact in the classroom and to implement the program statewide. Project CHOICE evaluation instruments were then developed, and were pilot-tested in Washington State classrooms during fall and winter 1981. The evaluation instruments were designed to measure cognitive, attitudinal, and locus-of-control changes, as well as student skills in health decision-making and information evaluation. Few or no such instruments currently exist elsewhere.

The statewide evaluation process to assess the effectiveness and impact of the Project CHOICE curriculum began in February 1982. It included pre and post-tests and a 30-day retention test, as well as classroom observations by Project CHOICE field monitors to document the most favorable conditions for teaching the curriculum. Demographic information was collected about teachers and students, and the effects of teacher in-service orientation were measured. Seven school districts throughout Washington state were selected to participate in the formal evaluation sequence

(Bellevue, Puyallup, Snoqualmie, Hoquiam, Tonasket, Tri-Cities, and Spokane). The selection was made on the basis of geographic distribution, community size and type, and other demographic variables. Sixty-three experimental classrooms (2,200 students) and twenty-seven control classrooms (950 students) are participating in the current study.

The Project CHOICE evaluation instrument package restricts itself to the above-mentioned instrument package and does not purport to measure behavioral change. To attempt to do so would place an inappropriate burden on health education, which is only one of several factors influencing a person's health behavior (and health behavior is only one factor that influences health status). Health education programs such as Project CHOICE can, however, provide a base for those conditions which must be present before behavior change is likely to occur, i.e., interest, knowledge, motivation to change, and decision-making skills. Thus, changes in health practices may not occur immediately, but a foundation will have been built that may possibly foster behavior conducive to a reduction in cancer (a total of five hours of instruction for each grade). The junior and senior high school lessons require from fifty to fifty-five minutes of classroom time each day for two weeks (a total of nine hours of instruction). The units have been developed so that the classroom teacher needs only a brief orientation to the concepts and materials. This is considered to be a distinct advantage of Project CHOICE when compared to other special curricula that require many hours or many days of teacher in-service.

The participation of teachers, students, and specialists in the curriculum development process, combined with continuous on-site classroom field testing of materials, ensures that the lessons are based on and responsive to the following instructional principles: 1) students learn at different rates; 2) students learn by different modes - visual, auditory, motor, kinesthetic; and 3) students learn best when they can discover concepts, rather than being told "right" answers.

The lessons are designed to be "student activity-oriented" rather than "teacher lecture-directed" Lessons attempt to parallel the students' frames of reference, and each unit's language, skills, and activities are based on the developmental level of the students in that grade.

Project CHOICE is a practical curriculum and considers typical classroom problems, including the fact that teachers have limited time for advance preparation. Teachers are provided with complete daily lesson plans, student learning objectives, a Cancer Resource Guide with information that corresponds to lesson content, and all other necessary teaching materials.

The curriculum kits include original filmstrips, worksheets, games, pamphlets, poster, experiments, decision-making scenarios, and other materials to stimulate classroom reports, group work, debates, discussions, and related "hands-on activities" The overall emphasis is on positive health promotion, personal responsibility for health, understanding the role of health professionals in cancer prevention and risk-reduction, and the application of cancer risk-reduction behaviors to daily life. Lesson themes attempt to replace the fear of cancer with a positive and active approach to maintaining health. At different grade levels, the units teach students about eight broad areas of cancer risk: host factors, occupational hazards; drugs, including tobacco and alcohol; nutrition; stress; environmental factors, including radiation exposure; sexual and reproductive behavior; and sun exposure.

Alaska State Legislature

SENATOR
ROBERT H. ZIEGLER, SR
307 BAWDEN STREET
KETCHIKAN, ALASKA 99901

While in Juneau
POUCH V
JUNEAU, ALASKA 99811



VICE CHAIRMAN
SENATE RESOURCES COMMITTEE

MEMBER
SENATE JUDICIARY COMMITTEE

WESTERN STATES LEGISLATIVE
FORESTRY TASK FORCE

WESTERN CONFERENCE COUNCIL
OF STATE GOVERNMENTS

March 6, 1984

TO: Representative Mae Tischer,
Chairman - Health, Education &
Social Services Committee

FROM: Senator Robert H. Ziegler, Sr.

RE: CPR Bills, SB 129 and SB 130.

Committee substitute for SB 129 adds CPR and cancer training to programs which schools are encouraged to include in their curriculum. SB 130 provides funds for purchase of manikins and films for CPR training.

The purpose of the original bills was to encourage CPR training by providing the training-manikins which the school district may otherwise not be able to afford.

As the bill is currently written, the school district is not required to implement a CPR program before receiving a manikin. Perhaps a letter of intent should be included with the bill stating that unless a school implements an approved CPR program, they are not eligible to receive the manikins.

On separate paper, I have taken the liberty to provide a draft of the letter for your consideration.

RHZ:lk

3 —

POSITION PAPER

Senate Bill No. 129

"An Act relating to cardiopulmonary resuscitation (CPR) instruction in the public schools."

This bill would amend AS. 14.30.360 (a) to add instruction in cardiopulmonary resuscitation (CPR) to health education programs which are encouraged by the state to be taught in public schools.

The Division of Public Health of the Department of Health and Social Services strongly supports this bill for the following reasons:

- 1) Numerous national studies have shown that if a victim of cardiac arrest receives basic CPR within four minutes of collapse and advanced cardiac life support within eight minutes, the victim has a good chance of survival;
- 2) CPR is the basic, initial recommended treatment for any condition resulting in cardiac arrest, including severe trauma, drowning, or electric shock;
- 3) Medical experts in the Division of Public Health believe that, if all able bodied citizens are trained in CPR, numerous lives can be saved each year; and
- 4) One good way to ensure that large numbers of citizens receive CPR instruction is to include it in school curricula.

Recommended by:

E. S. Rabeau, M.D.
E.S. Rabeau, M.D., Director
Division of Public Health

Date:

Feb. 23, 1983

Approved by:

Robert London Smith
Robert London Smith
Commissioner

Date:

2/25/83

WRANGELL EMERGENCY MEDICAL SERVICES COUNCIL
P.O. Box 1192
WRANGELL, ALASKA 99929

Senator Bob Ziegler
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Senator Ziegler,

We want to take this opportunity to thank you for your continued support of E.M.S. programs in Southeast Alaska.

It has come to our attention that you and Senator Eliason are proposing legislation to encourage CPR and First Aid instruction in the schools. We heartily lend our support toward this endeavor, and would ask you to also seek changes through the Board of Education that would require teachers to be certified in CPR and First Aid in order to meet requirements for recertification. This could be accomplished through inservice, utilizing local instructors, and we feel it is important that those who deal every day with large numbers of children should have these skills.

Wallace "Butch" Schmidt, Wrangell High School Science and Computer teacher, became a CPR instructor in 1982 and certified seventy-three High School students in CPR from among his classes. Butch plans to become a First Aid instructor and is very enthusiastic about teaching these skills.

He has asked the Wrangell School Board to set aside funds in the 1983/84 Budget that he may continue to offer these skills to the students. He has proposed that funding be used for equipment needs and also that one period a day be funded to teach the skills. Butch would like to see ALL public school employees certified in First Aid and CPR.

The Wrangell EMS Council has also applied for grant monies to cover fifty percent of some equipment which can be used both for public school and Community classes.

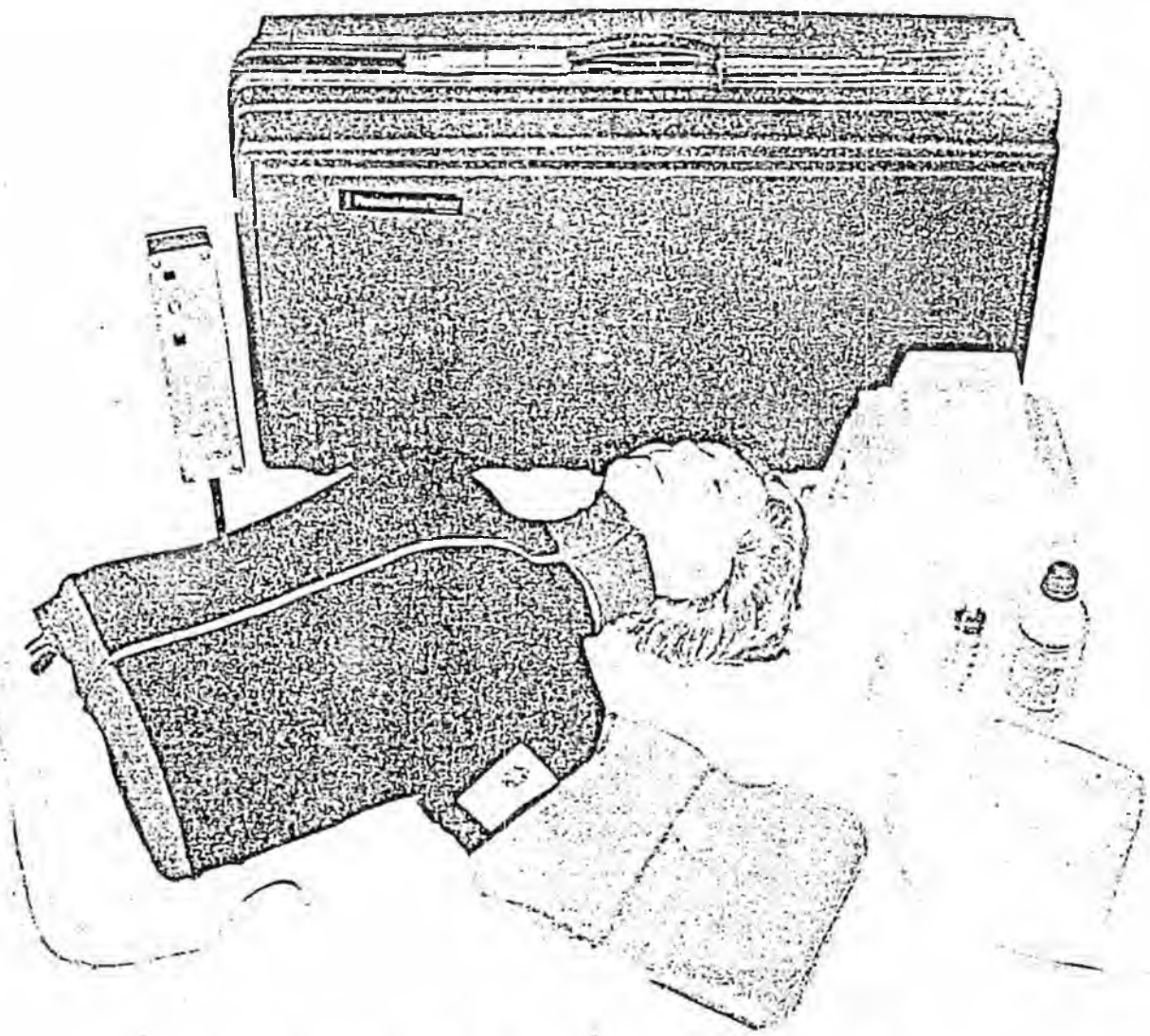
We hope that you will continue to support us in this worthwhile effort. If you have any questions, please do not hesitate to contact either Butch or myself.

Sincerely,

Trudy Johnson R.N.

Trudy Johnson, R.N.
Wrangell EMS Council

GSJ/skj



RESUSCI ANNE TORSO

Resusci Anne Torso has most of the features of the full-sized Resusci Anne. The manikin, which comes without arms and legs, is light weight, easy to maintain and economically priced. It is an ideal companion to full-sized CPR manikins like Resusci Anne and Recording Resusci Anne. Resusci Anne Torso comes with the same accessories as the full-sized Resusci Anne, and is available both with and without the signal box (same box used for Resusci Anne).

PART No. 5411101

Resusci Anne Torso complete with electronics, in a sturdy, plastic molded carrying case, disinfection kit, spare lungs and instruction manual. \$435.00

PART No. 5402001

Resusci Anne Torso Practice without electronics, in a sturdy, plastic molded carrying case, disinfection kit, spare lungs and instruction manual. \$290.00

To Convert Torso Models: To full body models

PART No. 5411240

Signal Box and Electronics
(For Torso Practice Models) \$229.50

PART No. 5411255

Full-Body Kit
(Arms, Legs, and Trousers) \$160.00

PART No. 5411210

Full Body Carrying Case \$113.50

(last year's catalog price. has increased)

Community EMT Classes - Although we are working with communities the size of Craig & larger to develop their own EMT Instructor capabilities; our staff expects to continue to provide EMT classes for the very small communities. During January, Donna will be teaching in Elfin Cove & Tenakee, We are also expecting to offer an EMT class in Meyers Chuck this winter, and Port Alexander this Spring.

Thorne Bay Ambulance - The now completed Green Lakes Hydro Project donated to us their ambulance which we, in turn, donated to the newly incorporated town of Thorne Bay. Through fundraising events & matching funds from our office, Thorne Bay now has the ambulance equipped & in service. Since Thorne Bay is connected by road to a physician staffed clinic in Craig, the ferry terminal in Hollis, and several logging camps; an ambulance based there should prove valuable.

In-Service Coordinators Meeting - Nursing In-service Coordinators from Southeast Hospitals met with Cindy Jimmerson in Anchorage the evening before the Symposium. One of the topics discussed was the planned EMT course for nurses to be provided at each hospital this winter. In-service Coordinators plan to explore with local fire depts. the possibility of their observing during runs as a follow up to the training.

Introduction to Legislators - Letters introducing our program have been sent to newly elected legislators in Southeast. Programs being offered in their district this winter were summarized.

Prince of Wales EMT - During October, Steve Tuthill & Donna Limbeam offered an EMT Class in Klawock. Trainees from Southeast, primarily from Prince of Wales communities & logging camps, attended. Instructional assistance was provided by Dr. Gary Carlson from Ketchikan; Joan Nugent, Itinerant PHN; and Kurt Welser, RN (though not presently employed as such) from Thorne Bay. John Saito from SEARHC concurrently offered an EMT refresher class for Craig & Klawock EMT's. Steve & Donna also trained a few Craig & Klawock residents as CPR Instructors during their visit.

CPR in the Schools - Next weeks, I will be offering a presentation on CPR curricula for the schools at the "Small Schools Conference" in Anchorage. Barbara Johnson of the Heart Association will be assisting & Glória Way of the State EMS Office will introduce a packet she developed on watersafety instruction. The conference will include administrators & teachers from small schools throughout Alaska. Senator Eliason has expressed an interest in introducing legislation geared toward encouraging CPR inclusion in school curricula. This conference should offer an opportunity to find out how widespread CPR in the schools is at present, & what obstacles are being encountered.

EMS Supplement - We plan to put together a news supplement on EMS in Southeast during January. Cindy will be serving as editor for this collection of articles which will then be inserted in all Southeast newspapers. If you have ideas for good articles or are willing to write one, please contact Cindy.

Southeast Region Emergency Medical Services Council

BOX 2170

SITKA, ALASKA 99835

TELEPHONE 747.8005
747.6370

December 16, 1982

Senator Richard Eliason
P.O. Box 143
Sitka, Alaska 99835

Dear Senator Eliason:

I'm really pleased that you are interested in promoting the inclusion of CPR in school curricula. I consider knowledge of the technique to be critical for anyone living in Alaska. CPR has to be started within 4 - 6 minutes once the heartbeat stops if the victim is to survive which isn't enough time for an ambulance to arrive.

I think that the most exciting news in emergency medicine in the past few years, and particularly relevant to Southeast Alaska, is that people who drown in cold water can be resuscitated with no resulting brain damage even after submersion for long periods. Cases have been documented after submersion for up to 45 minutes. As soon as the victim is pulled out of the water, however, CPR must be initiated immediately. Just a few years ago, rescuers would not have known to try resuscitation on such victims. We have an excellent videotape on this topic that we show in all CPR classes. If you have a chance before the session begins, you may want to stop by our office to see it.

As we discussed, I found through speaking to several people from the State Department of Education that Alaska has a fairly strong policy of local determination over school curricula. The enclosed statute, however, provides a very appropriate place to add cardiopulmonary resuscitation as a health related subject that school districts should be encouraged to provide. I understand that when this paragraph was first added, it led to the Department's development of health education curricular materials for use by school districts. The addition of CPR to this paragraph should help us in establishing this as a priority subject for their attention.

In order to teach CPR, school districts must have available a certified CPR instructor, an adult mannikin, a baby mannikin and a film depicting the technique.

Our office, over the past few years, has been training CPR instructors and now have instructors available in most Southeast communities. We have used part of our operating grant funds to cover travel costs to provide this training. EMS programs that parallel ours in other

regions of the State have been doing the same to varying degrees.

One of the obstacles encountered by these volunteer instructors is the availability of the mannikins and film. In the past, we have loaned out mannikins but availability as well as the cost of shipping them (they are quite heavy) posed a problem. With some of the capitol funds you helped to provide last session, we were able to provide matching funds for several communities but gaps remain, especially on a Statewide basis.

In talking to teachers and administrators, I found little resistance to offering CPR as long as they could work out the logistics of having the instructor and training equipment available. I think that an effective approach would be to provide, as an incentive, a CPR mannikin, torso style, for any school district that incorporates CPR into it's curriculum.

forcing info

There are 53 school districts in the State. Safety Inc., an Anchorage supplier, quote the price after April 1, 1983 of \$420 per mannikin plus shipping which I consider a good price. The maximum cost for the program, allowing \$30 per mannikin for shipping, would be \$23,850. If a school district had already purchased an adult mannikin, they could use the funds instead to buy a baby mannikin (\$350) or a second adult as it is much easier if more than one is available for students to practice on.

The film we can loan from our office. We already have two copies but they are booked up for months in advance so I'll be requesting a couple more copies in our agency's capitol budget request this session. I will also talk to the other EMS programs to make sure they have it available to loan.

I think that this approach is one that for a relatively small amount of State funds, a great deal of local commitment might be generated. Since Regional EMS programs are involved in CPR instruction and coordination, I think that the funds would best be allocated to us through the State EMS Office. As we receive copies of all CPR class rosters, we can easily identify which schools are offering CPR or, for school districts that are not, we can assist them in getting programs started.

I just wrote a memo to our Board members on some of our current projects which I've enclosed for your information.

Hope you have a nice Christmas.

Yours Truly,

Laurel

Laurel Anderson
Executive Director

Joanne Wallington, M.D.

Pediatric Cardiology

"Children's Heart Doctor"

January 30, 1984

Suite 209
4001 Dale Street
Anchorage, Alaska 99504
(907) 278-1915

Representative Walt Furnace
Pouch V
Juneau, AK 99811

Dear Mr. Furnace:

I would like to express my support for Senate bill 129 and Senate bill 130 which will provide for the teaching of cardiopulmonary resuscitation in the schools and provide funds for the necessary instructional materials. I believe this life saving information should be known by as many people as possible. Providing this instruction in the schools will give a large and ever growing number of individuals capable of providing resuscitation and I think the cost is quite small compared to the benefits.

Sincerely,

Joanne Wallington, M.D.

JW:ken

cc: Senator Ziegler
Senator Eliason
Senator Ferguson

2/10
Dear Representative: Sen. Ziegler thought
this additional backup might
be helpful to you
Linda Krause

Sec. 14.30.360. Curriculum. (a) Each district in the state public school system shall be encouraged to initiate and conduct a program in health education for kindergarten through grade 12. The program should include instruction in physical health including alcohol and drug abuse education, dental health, family health, environmental health, and appropriate use of health services.

← d
CPR
instructio

(b) The state board shall establish by regulation guidelines for a health education program. A school health education specialist position shall be established and funded in the department to coordinate the program statewide. Adequate funds to enable curriculum and resource development, adequate consultation to school districts, and a program of teacher training in health education shall be provided. (§ 1 ch 188 SLA 1976; am § 1 ch 106 SLA 1978)

Revisor's notes. — The words "of education" were deleted following "board" and "department" by the revisor of statutes under AS 01.05.031 and 14.60.010.

Editor's notes. — Section 2, ch. 106, SLA 1978, provides: "It is the intent of the legislature that public school systems implement a program of alcohol and drug abuse education in coordination with other health education programs."

Effect of amendments. — The 1978 amendment inserted "including alcohol and drug abuse education" in the second

Sec. 14.30.370. Evaluation. Health education programs conducted under AS 14.30.360 shall be evaluated by the department in the same manner as other curriculum programs are evaluated, except that the evaluation shall also include changes in the health status of the pupils as determined by physical and dental examinations conducted under AS 14.30.070 and 14.30.120. (§ 1 ch 188 SLA 1976)

Revisor's notes. — The words "of education" were deleted following "depart-

ment" by the revisor of statutes under AS 01.05.031.

Article 5. Bilingual — Bicultural Education.

Section

- 400. Bilingual-bicultural education
- 410. Bilingual-bicultural education fund

Collateral references. — 68 Am. Jur. 2d Schools, §§ 283-289.
79 C.J.S. Schools and School Districts, §§ 484-492.

Validity of statute or other regulations as to the use, or teaching, of foreign languages in schools. 7 ALR 1695, 29 ALR 1452.

CPR in
School Curriculum

Offered: 3/8/84
Referred: Finance

Original sponsors: Ziegler, Eliason
and Ferguson

1 IN THE SENATE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2

HOUSE CS FOR CS FOR SENATE BILL NO. 129 (HESS)

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "An Act relating to cardiopulmonary resuscitation

7

(CPR) and early cancer detection instruction in the

8

public schools."

9

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

10

* Section 1. AS 14.30.360(a) is amended to read:

11

(a) Each district in the state public school system shall be

12

encouraged to initiate and conduct a program in health education for

13

kindergarten through grade 12. The program should include instruction

14

in physical health including alcohol and drug abuse education, cardio-

15

pulmonary resuscitation (CPR), early cancer prevention and detection,

16

dental health, family health, environmental health, and appropriate

17

use of health services.

Offered: 6/3/83

Original sponsors: Ziegler, Eliason
and Ferguson

1 IN THE SENATE

BY THE RULES COMMITTEE

2

CS FOR SENATE BILL NO. 129 (Rules)

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - FIRST SESSION

5

A BILL

6

For an Act entitled: "An Act relating to cardiopulmonary resuscitation

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16

family health, environmental health, and appropriate use of health

17

services.

Introduced: 2/17/83
Referred: Health, Education and
Social Services and
Finance

1 IN THE SENATE

BY ZIEGLER, ELIASON AND FERGUSON

2

SENATE BILL NO. 129

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - FIRST SESSION

5

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6 For an Act entitled: "An Act relating to cardiopulmonary resuscitation

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mental health, and appropriate use of health services.