

ALASKA LEGISLATIVE COMMITTEE / SUBJECT FILES 86 / Z

840 SCONM30 : CONFERENCE ON ALASKA'S FUTURE FRONTIERS 1979

1 MS. FLEMING: That's true.

2 THE MODERATOR: Are you ready for communications?
3 Ready for communications.

4 THE MODERATOR: Would someone like to start us out
5 with communications.

6 MS. FLEMING: I would like to have my friend Larry
7 Golden recognized and just say a couple words about
8 communications.

9 THE MODERATOR: Mr. Larry Golden.

10 MR. GOLDEN: That's right.

11 THE MODERATOR: Are you in the audience?

12 MR. GOLDEN: Yes, I am.

13 THE MODERATOR: Would you please stand?

14 MR. GOLDEN: Certainly. I was involved in the initial
15 set up of the tele-communications conferencing and that is
16 presently working. And we are involved in planning a
17 statewide structural communications network. Some of you
18 may be hearing more about it in the not-too-near-distant
19 future.

20 In any event I want to propose the discussions
21 regarding Sue's telecommunications that you people think
22 very seriously about the social and political consequences
23 of evolving the telecommunications systems in the State of
24 Alaska. Some of the impacts of telecommunications are very
25 evident to us. People in small villages can see the

1 benefits of improved phone service, emergency medical
2 service. It touches them in a very concrete way in their
3 day-to-day lives. But some of these other implications of
4 telecommunications aren't so obvious at first glance. And
5 I am asking that you address some of these. These are very
6 broad policy matters. And the public tends to think that
7 this one area is so complicated that only engineers and
8 attorneys are qualified to deal with it. And it's a broad
9 policy the public has to get involved in. It is my own
10 thinking that up until this point in time,
11 telecommunications policy has suffered in Alaska because of
12 the not well thought out year towards social goals.

13 I want to make a very quick association between
14 broadcast technology and nonbroadcast. In broadcast you
15 are talking about a large number of people who are getting
16 some message at a source at a given point in time. You
17 watch it and listen to it; you like it or you don't like it.
18 And not much you can do about it. That technology is very
19 expensive as well, highly centralized.

20 On the other hand, there is a possibility for
21 technology that is decentralized the way they work. The
22 telephone is an example. The telecommunications is an
23 example of that. In an interactive system, you get to talk
24 back to the source of information and request the kind of
25 information that you want and change of shape in attitudes

1 and behavior. These technologies are very inexpensive and
2 they should be looked to as the social tools as the device
3 that you can use to create the society that you want.

4 On the bottom line, telecommunications effects
5 all the issues that you can deal with.

6 You have just finished talking about local
7 government and regional government. I would say that
8 that's axiomatic. When people have more access to more
9 information, and they know what's going on in the community,
10 in their own State communities, they demand to have a
11 process and make decisions for themselves. I think you
12 will find that as telecommunications evolve to where people
13 can find out what they want to find out and where they want
14 to find out, they will start getting more control in their
15 own communities and start planning for their own needs.

16 And you will see a decentralization of power
17 within the State and within the national scene. And I
18 think that these are the sort of things that you should be
19 working towards or at least discussing. Do we want to see
20 government decentralized? If so, what can we do, what
21 telecommunications services to bring this about, because
22 that's going to be the whole nuts and bolts of the whole
23 thing.

24 Then with respect to the area of broadcast,
25 whether it's television or radio, I have very strong

1 concerns that with the importation of national television,
2 we are going to see a lot of the cultural values of Alaska,
3 whether they are traditional native values or just the
4 values that have permeated Alaskan life even in the cities
5 for the past 34 years. Those values are going to be
6 changing as exposed to entertainment programs from all over
7 the country. That's all well and good, I suppose.
8 Everything changes. And we can't live in a vacuum. At the
9 same time, I think it's very important that commercial and
10 certainly public broadcasting in Alaska should be doing
11 more to reflect life in Alaska as it really is today so
12 that we see ourselves, hear ourselves, talk about ourselves
13 some more, help us to find our own identity in the State,
14 and as well do the same thing on a regional basis so the
15 various regions of the State can use communications to help
16 build a common identity, common sense purpose in the
17 various regions, have a healthy respect for themselves and
18 each other. And I just don't think that All In The Family
19 is going to do that for us.

20 THE MODERATOR: Thank you very much. Going around the
21 table, Mr. Davidson, did you have something to add?

22 MR. DAVIDSON: I will pass at this point.

23 THE MODERATOR: Margaret Cooke.

24 MS. COOKE: I think communications, there is just no
25 communications in our villages now. There is telephones

1 in some of the villages, most of the villages now. The
2 telephones we have aren't usually operative. It's really
3 hard to like call between villages.

4 And there is the radio, I think the radio works
5 better than the telephones. I think the communications is
6 not very widely in the rural areas. And it's not there.
7 There is no communication between villages.

8 Like it, in ours area, it's really hard to call
9 between villages. Sometimes it takes days to get from
10 Bethel to Hooper Bay. That's about 80 miles.

11 THE MODERATOR: So you have problems with your
12 communications with telephone and radio.

13 THE MODERATOR: There is no communication. There is
14 telephones in those villages, but a lot of times they are
15 not operated.

16 MS. FISHER: Could we ask her why?

17 THE MODERATOR: Do you know why they don't operate?

18 MS. COOKE: Technical problems.

19 THE MODERATOR: You get a lot of that in busy signals.

20 MS. COOKE: What?

21 THE MODERATOR: Thank you.

22 THE MODERATOR: Mr. Delisio.

23 MR. DELISIO: I wasn't going to say anything about
24 communication.

25 THE MODERATOR: Good. Then we will go on to the next

1 MR. DELISIO: But because I represent a client that's
2 doing something about them, again, a cooperative that's
3 putting telephone into the villages, this is an example of
4 a symbiotic relationship that can exist between individuals
5 and some other resources in the states.

6 In this particular situation a study was made to
7 decide whether free enterprise, RCA or some other company,
8 could go and put a telephone system in and continue. They
9 looked at the government and decided the government would
10 be a disaster if the burough was put it in. They decided
11 it on a cooperative. They are going to own the system and
12 pay for it in part out of their rates. On the other part,
13 they share from this pool that is long distance calling,
14 like Alaska is subsidized by the Lower 48 states. And to
15 this degree, the village is subsidized by the rest of the
16 State in their telephoning. The Arctic Slope Regional
17 Corporation has put up over \$100,000 as front money to get
18 the opportunity to get a permit, to get their system, their
19 act in order to borrow money from the Rural Electrification
20 Association and to build their system. I think they are
21 great opportunities. There are also great challenges and
22 great difficulties. It's not an easy thing in the villages.

23 To answer some of the questions that were asked
24 to Margaret here, one of the reasons that telephone service
25 in the villages is not reliable is that you have an earth

1 station that's owned by RCA jointly with the State of
2 Alaska, one telephone. That telephone is in a public place,
3 often times locked up. It's not always a place that's
4 truly public. It's semi-public like in a store. Like in a
5 store there is no access. RCA doesn't have the financial
6 incentive to get out quickly to repair a defect. They
7 don't bother in many instances to train local people to
8 make sure that the building where the equipment is properly
9 vented to where the exhaust vents don't get iced over and
10 hence the equipment quits working and so on.

11 And I think again, here is a situation where
12 local individual effort combined with a seed from the
13 government -- and, of course, we are going to depend a
14 great deal from NEA not just on loan moneys but on training.
15 And we are going to try to train our own people in those
16 villages to have to run their own system.

17 THE MODERATOR: Thank you, Fran Dagnen.

18 MS. DEGNAN: Well, we found in the community that I
19 lived in, we found we had telephones since 1964, and they
20 worked a lot better when we were on the microwave system,
21 now we are on to the satellite, and it seems like it is
22 more modern technology, yet at the same time we have more
23 problems with it. But we are a small community up on the
24 Norton Sound and we are one of the very few that do have
25 telephones in each home. And I knew that -- just trying to

1 call to other villages is very difficult because you can't
2 hear half the time what they are saying, and you wind up
3 yelling and spend money for not hearing. And just recently,
4 because of the storms, the high storms that we have had,
5 there were no radio communications, verbal transmission,
6 you know, from Saint Lawrence Island to the mainland. And
7 they have had to transmit the blind and this sort of thing.
8 And telephones weren't operative.

9 So even though technology, it's mother nature or
10 whatever, interferes.

11 THE MODERATOR: Mr. Carlson.

12 MR. CARLSON: I guess, Madam Chairman, I would like
13 to respond a little bit to Mr. Golden's comment about maybe
14 not liking or not having the live satellite picture come
15 into our State and upset our life style or maybe teach us
16 what's going on in the rest of the world.

17 I happen to appreciate the morning news and the
18 live news. And I may not like what's on it but at least I
19 can see what's going on in the world. I like live football
20 while women may not. But my set also has an on-off button.
21 I turn it off. And I don't want the government
22 particularly telling me what programs we may or may not
23 receive any more than I want them to tell me what kind of
24 books go on the book shelf. That doesn't help the bush
25 much, but I thought that remark should not go unresponded

1 to.

2 THE MODERATOR: Mr. Ekval.

3 MR. EKVAL: The field of communications is expanding
4 at a more rapid rate than anything else we have talked
5 about today, yesterday, or will likely talk about tomorrow.
6 And I think it's probably the area in which we are becoming
7 more and more future shocked, not only in Alaska but in the
8 world. I think we are having a very hard time handling
9 what communications means to us. This little what we have
10 here is a failure to communicate perhaps between Mr.
11 Carlson and Mr. Golden, is one example of that. Another is
12 the incredible heat surrounding the recent TV Town meetings
13 which was, as I see it, trying to apply broadcast
14 communications to a two-way link up of the public and
15 policy makers, and for all its imperfections. It was a
16 very daring and very bold and extremely provocative
17 experience. Most of the public comment that took place
18 about the TV Town meetings was politics, who did what and
19 who screwed who and had less to do with news, without
20 realizing what an incredible step forward this was toward
21 linking the people in the State and difusing some of the
22 factors that polarize communities and polarize people's
23 opinions. I think it's an extremely sensitive issue. And
24 while I understand Mr. Golden's comments about perhaps
25 preserving some sort of cultural integrity, all the great

1 buzz words of the '70s of local controls and so forth, we
2 have to keep ours minds extremely open and realize the
3 degree to which the communication tools can better us and
4 how they can be used as weapons. With it the Ayatollah
5 Khomeini's use of communications in a communications war,
6 basically, ranging a little far afield.

7 I think that as much as possible Alaskans should
8 not become parochial and afraid of the uses of media, and I
9 am afraid. I am concerned that experiments such as the TV
10 Town meetings will not be used in the State because of the
11 heat that was generated around this experiment. I think
12 that it is going to be the most viable way of bringing
13 people together around issues and explaining who we are to
14 other people. We can't overlook this medium and I think we
15 should do as much as we can to explore the different uses
16 of communications, telecommunications, in the area of
17 government, public policy, and just plain cultural exchange.

18 THE MODERATOR: Thank you. Ms. Fate?

19 MS. FATE: Yes, I am for a better communication. And
20 I feel that we are still way behind any State in the Union
21 and other foreign countries.

22 We have better communication between the United
23 States and foreign countries than we do within our own
24 State of Alaska.

25 I was born and raised in a village where there

1 was totally no communication except one phone. And if it
2 worked, and it was usually in a public place that was
3 closed. When an emergency time arose and the phone was
4 needed like at night or during weekends, it was usually
5 dark or the phone was pulled off the wall.

6 And there is quite a bit of -- really and truly I
7 want to say -- boredom or a lot of time that's not utilized
8 when you don't have a job. There is no education
9 facilities and there are no interested third parties or
10 amusement places or even a restaurant to go to, or even
11 another person to visit in a city in rural areas. And it's
12 kind of good to get a newspaper even if you have to share
13 it with 20 other houses, that one newspaper, and even
14 though it is old, a week or two. And you don't have
15 visitors as often from out of town. And sometimes a movie
16 you might see three times the same one over and over, but
17 you are gathering and there is a common gathering and
18 communication exchange. I think it may help lessen the
19 problem of boredom, then drinking, then use of drugs, and
20 then maybe abusiveness to individuals. We need live
21 television. We need from it ours Legislature in Juneau as
22 well as Washington D C.

23 Take for instance, Nanley Hot Springs. They
24 found out that they could get TV by somebody going up on
25 hill on a Snow Co. And take up a television and here was

1 television. It happened to be KANC and all the little kids
2 tuned this in. And you should have seen them sitting there
3 listening to long hair music and they loved it and they
4 grew from it and they are interested in music.

5 I am more interested in communication within an
6 area, within and town city, especially for the aged and the
7 handicapped or the ill, because there is no protective
8 services, and at least they could grab to a telephone if
9 they are in need.

10 We do need career education in your communication
11 field within ours own state.

12 THE MODERATOR: Thank you.

13 Mrs. Carpenter?

14 MS. CARPENTER: Mr. Gibson is going to be speaking
15 for ours caucus.

16 THE MODERATOR: Mrs. Fisher.

17 MS. FISHER: My few comments have to do with the fact
18 that as a nation we have a communication problem that we
19 are a nation of lonely, depressed people. It's one of ours
20 mental health problems.

21 I think, if anything, there should be more
22 interchange of ideas like this, people getting together
23 throughout the State and talking among themselves. I may
24 not agree with the people around this table, but I am going
25 to be more aware of the problems in Bethel of southeastern,

1 of the places that I have heard about during this
2 conference.

3 THE MODERATOR: Mrs. Croft?

4 MS. CROFT: I have several things. One, I think that
5 public policy is best served if the government reserves a
6 hands-off relationship on informational control of public
7 coverage of government affairs. And I would like to see
8 this group go on record to say that radio and television
9 programs set up to report on the government will not be
10 controlled by that government, that some sort of public
11 broadcasting in Alaska will be on a semi-autonomous basis
12 with maybe a regional representation on some sort of
13 control of the board. I think we are in a position that
14 when it was a pilot project Legislature organized something
15 that would emanate from Juneau. We had to see if it would
16 work or not. But we now know that we are going to need
17 that kind of coverage, but year-to-year funding and year-to-
18 year control over those programs is a very dangerous thing.
19 I think the public form was a good idea, but the way it was
20 handled had some serious problems. And we are going to
21 have more and more of this in Alaska and I think we need to
22 set up some sort of system so the government will keep its
23 hands off.

24 Secondly, I would like to see more -- I would
25 like to see us encouraging University of Alaska to use

1 telecommunications for teaching between Fairbanks,
2 Anchorage, Juneau, and some of the rural areas. I think
3 the whole idea of how you teach a course, how you use
4 telecommunications to teach in Fairbanks and Juneau and
5 Anchorage and maybe in the rural area, we have only begun
6 to get into it. And it takes some hardware back up, which
7 I think we should start finding out about.

8 Thirdly, Anchorage is due fairly soon sometime
9 for a cable system, which will have one channel for
10 government access, and I think the State government should
11 be encouraged to cooperate in whatever cable system
12 eventually gets that program in making that government
13 access channel a very viable thing for the Anchorage area.

14 And fourthly, if it's necessary to put some money
15 in libraries, I don't know exactly where this money would
16 go, but I would like to see -- when local programming is
17 done, Alaska Review, various really good programs that are
18 done in various communities, I would like to see some funds
19 to reproduce those, and to have them not only on the
20 library in Juneau, but have them in Anchorage or Fairbanks
21 so that we can get the benefit of the excellent programming
22 that is done in this State.

23 MR. WELLER: I am Mark Weller from Anchorage. I work
24 for Alaska Review. They are available through the film
25 library. That is one source. And the rural communities

1 use that quite extensively.

2 MS. CROFT: Not only the Alaska Review, just money to
3 produce those so you can have them.

4 MR. WELLER: Very expensive and the money has to come
5 from someplace.

6 THE MODERATOR: Mrs. Davis.

7 MS. DAVIS: I will pass.

8 THE MODERATOR: I'm sorry, I forgot somebody, somebody
9 slipped in.

10 MR. CORNUCH: I apologize for being late and I will
11 pass.

12 MS. DAVIS: I will pass.

13 MR. GAZEWAY: No comment.

14 THE MODERATOR: Mrs. Guess.

15 MS. GUESS: Attempting to learn and build on what we
16 have learned in the energy area of what some of the
17 problems are, I guess the only thing I'd like to say is I
18 think we have to again be realistic about the provision of
19 telecommunication services in Alaska because someone has to
20 pay for it. Again, if the entity doesn't have the money,
21 they are not going to provide the service. We are talking
22 about continuing the satellite demonstration project in
23 rural Alaska, and there are many benefits to it. Somebody
24 is going to have to pay for it. People in rural Alaska are
25 having a very difficult time paying their electric bills.

1 The Alaska Public Utilities Commission is the
2 State agency that determines whether a utility such as
3 cable television or the telephone utility goes into bills.
4 And we have to make a determination that 1, there is a
5 public need, and that 2, the applicant is fit, willing and
6 able to provide the service. And when we do that, as we
7 did for the application in the Calista area, and now Hooper
8 Bay has a local exchange. So there are telephones in the
9 homes. We have to look at; is it economically feasible;
10 where will the revenues come from?

11 And so I guess I am going back to my experience
12 of the last four years. If the State is going to pay for
13 certain telecommunication services, that's fine. If the
14 people are going to pay for the telecommunications services,
15 please let's take along hard look and not end up where we
16 are as I mentioned this morning, in sewer and water.

17 THE MODERATOR: Mr. Gibson.

18 MR. GIBSON: I would like to make some general
19 statements first which have not only to do with
20 communications technology, but I have a couple other things.
21 The State of Alaska has constantly been faced with the
22 battle of regionalism, whether this is true dichotomies or
23 imagined ones doesn't make any difference.

24 MR. GIBSON: The State will rise or fall whether it
25 be in energy, communications or anything else, directly

1 that it realizes that the commonality of bush and urban
2 interests are one and the same. The urban areas provide us
3 with services. The rural areas provide us with raw
4 materials. And the communication and the power and the
5 things that are necessary to support those are a statewide
6 concern.

7 To go more specifically to the roll of
8 communications in this State, I was, for a number of years,
9 the man in Alaska who allocated services over the satellite
10 system to remote as well as urban areas. And eventually,
11 the military sold its system to private enterprise, which
12 promised and is on record as having promised to provide
13 service to other areas, not forgetting there is a subsidy.
14 It is the subsidy that the urban areas received or rural
15 areas received because of their density on highway money
16 programs they are using.

17 The private enterprise State partnership in rural
18 Alaskan communications is an unadulterated failure. We are
19 stuck with a single unmanageably large and vulnerable
20 satellite system.

21 Case in point. About a month ago I was on the
22 phone calling Anchorage. And that wonderful glorious
23 satellite tumbled. And we had so vulnerablized ourselves
24 that the jet could not take off from Bethel because the
25 local FAA station could not call over the satellite to give

1 it a clearance and the amateur radio operator in town
2 finally. So there is a scale, perhaps, of economy in super
3 big things. But there is also a diminishing manageability
4 scale on power and communications when you put all of your
5 eggs in one basket, accordingly.

6 I feel that whether private enterprise does what
7 it is supposed to and is obligated to do in this State, or
8 whether the State does it is unimportant. The economic
9 health of our whole state depends on rural, urban
10 communication and intraregional communications, which we
11 have not got.

12 I'd suggest technology that perhaps the best way
13 to go would be an integrated VHF, UHF, or microwave system.
14 They are not as glamorous as satellites, but they are not
15 nearly as vulnerable to the operation of Murphy's Law, that
16 we must learn to live without in the Alaskan bush and in
17 the communities as well. Within that system, all needed
18 services could be provided, television channels, public
19 safety channels, channels interstate, intrastate and
20 international communications. This is the backbone
21 technological system that should be used as a supplement to,
22 not a replacement for the satellite. I think that we are
23 paying some tremendous medical costs, whether it come out
24 of the public or private coffers because there is not
25 adequate dedicated medical channel service to us in the

1 rural areas, and ultimately you taxpayers in the urban
2 areas are footing that bill. You may think it's a giveaway.
3 It's not. It's an integrated system that cannot be
4 separated. So having said that, I think that's where I
5 would like to stop.

6 THE MODERATOR: Thank you, Mr. Fairbanks.

7 MS. DICKSON: I defer to what Mr. Gibson said.

8 MS. FLYNN: Three things. I think telecommunications
9 in this State is going through a birthing process right now,
10 and I think it's having a lot of very real labor pains. I
11 am concerned with the comment that Eric made that because
12 we have had some bad experiences or at least presumed to be
13 bad by some persons that we now want to shove the baby back.
14 Well, the baby isn't going to go back. It's going to be
15 born and we are going to continue to use this new
16 technology that we've got. And I think we should not build
17 upon it, not ban it. That's it.

18 I would also like to endorse what Toni said. I
19 think that, capital, that '78,
20 '79 and presumably '80, is an outstanding resource. I like
21 that axiomatic conference made there over there by your
22 deference behind you that the more people know about the
23 procedure, the more they demand knowing about the process.
24 I walk walk up and down the halls in Juneau day-to-day,
25 because, frankly, they can pick up more in one camera than

1 I can in one body in my house. I think it's an absolute
2 necessity for that organization to go on. I don't have to
3 use in it Anchorage, but I use it when I am in Juneau, too,
4 and I think that's extremely important.

5 The third thing -- I won't hesitate to mention
6 for fear of something blowing up in the room. We have
7 talked a lot about many people have alluded to the
8 dividedness between urban and rural or the dividedness
9 between the State, period. I think that a great deal of
10 that dividedness has come about over the perceived need to
11 move the capital.

12 Now, I realize there is some very, very strong
13 feelings on all sides of that subject, but I would submit
14 that maybe we ought to give this baby just being born, this
15 kernel of telecommunications, an opportunity to be born and
16 to be nurtured and to grow for just a little while or a
17 little while longer before we plow into the breach of the
18 capitalhood.

19 Mr. CHAPADCS: I would like to confirm the remark
20 that Mr. Carlson made. I would like to confirm Mr.
21 Carlson's remarks and also Ms. Flynn's remarks except where
22 we were discussing the Alaska public forum. I think that
23 needs to develop quite a bit before it's popular in Alaska.
24 To toll that up, I believe that one of the problems we have
25 in Alaska today is that we are governing ourselves by

1 consensus, and I don't think that is a good way to go. I
2 think that what we should be doing is the people in Alaska
3 should be informed of what's going on. They should know an
4 awful lot more about their government than what they do and
5 the manner in which it functions, and they should know the
6 problems of the various areas. If we are going to have
7 public forums and that sort of things, it may be desirable
8 to have regional programs that come from these areas that
9 educate the rest of the public.

10 And then, I believe, that rather than consensus,
11 let's get some leadership and go to the poles and vote for
12 the kind of things that you really believe in. And I
13 believe that's where we weakened our state government
14 considerably.

15 THE MODERATOR: Mr. Cooper.

16 MR. COOPER: Just some comments on what has already
17 been said, and that is that all around the room we are
18 talking about a need for more modern satellites in the bush,
19 whether it was electricity awhile ago or whether it was
20 communications today or now. And then statement, people
21 are also saying we need to preserve the life style of the
22 bush communities. And it cannot be done. We are going to
23 have one or the other. We are going to have modern
24 facilities or we are going to proceed serving the life
25 style as is. You can't very well say we are going to be

1 modern at the same time.

2 I think we need to make the decision, do we want
3 modern communications which requires a cash society to pay
4 for, which requires a number of people within the area to
5 make it become anywhere near cost effective, or do we want
6 to live the way we did 20, 30, 40 years ago. And maybe
7 some people would desire to go back to that, I don't know.
8 But I don't think we could very well, like you say, have
9 ours cake and eat it, too.

10 THE MODERATOR: Mr. Carter.

11 MR. CARTER: I would just like to echo Mrs. Guess's
12 statement that whatever you get, there is going to be a
13 price on it and a few questions need to be asked. And I am
14 all for modern technology and telecommunications and all
15 those great things, but the answers need to be made first.
16 How much do you want? How much is it going to cost? And
17 who is going to provide the money, the bucks, to pay for it?

18 MR. COOPER: I guess that's what I was saying and I
19 didn't know how.

20 THE MODERATOR: Would you like to break for five
21 minutes and come back.

22 THE MODERATOR: Did we pass anyone?

23 MR. DAVIDSON: I passed earlier, but after hearing all
24 these difficulties with cost and technical difficulties, I
25 wanted to share for consideration alternative forms of

1 communications I have been using down in Homer, and it avoids
2 high cost, and it avoids big government, and technical
3 difficulties and satellites tumbling out of the sky, and at
4 homing pigeons. Now, the range is only up to about 500
5 miles, but I tell you, you get messages back and forth. We
6 have flocks in every village and house, and everybody can
7 have their own flock. There is some nice side benefits.

8 We could have a market for the barley and big
9 delta and environmental things like the hawks would have
10 more food. So maybe we could, seriously.

11 MR. GORSUCH: I didn't know your father-in-law was
12 having such an influence over you.

13 THE MODERATOR: Mr. Fairbanks.

14 MR. FAIRBANKS: One good thing about that is that if
15 the communications system of the carrier pigeons does not
16 work, we can always eat it.

17 THE MODERATOR: Would you like to break for about five,
18 then come back? We need to, you all are getting rummy.

19 (Meeting was recessed)

20 THE MODERATOR: We've got about 35 minutes, and we
21 haven't even hit a lot of topics that you would like to
22 have hit by this time. And I'm sorry, but we are pressed
23 for time again. Are you ready for law and justice?

24 MS. CARPENTER: Yes.

25 MR. CECIL: No.

1 THE MODERATOR: We will have law and justice.

2 (Laughter)

3 THE MODERATOR: We've got 35 minutes in this room.
4 45 more minutes in this room and then we have two rooms
5 available to us after 4:30. And we have from 4:30 until 3
6 o'clock in the morning. But we are going to have to decide.
7 we are going to have to break at some point in time and
8 break up into the small committees that has been suggested
9 to bring all these good ideas that you see on the wall all
10 into some sort of policy statement.

11 So let's try and tackle law and justice and let's
12 see how much time we have left. And then we will take
13 suggestions after that as to what exactly you want to do.

14 MS. CARPENTER: Madam Chairman, could we -- could we
15 just very briefly just express ours concerns on law and
16 justice and maybe try and take not more than 15 minutes on
17 it and then 15 minutes on finance?

18 MR. CROW: You've got to be kidding.

19 MS. FISHER: You've got to be kidding.

20 MS. GUESS: Madam Chairman. I have a real problem
21 with having a goal of making sure we do everything. I
22 would rather what we do is quality work. And if we can't
23 get to some of them, then I think so be it. But I think I
24 really would rather stand on quality than quantity. I
25 would be willing to go with what anybody wants to do from

1 here on. I ought to be. I certainly should.

2 THE MODERATOR: I really tend to agree with you. We
3 have gone further than we probably should have. We've
4 probably not tackled education as well as some of us might
5 have hoped. We've tackled transportation. We have health.

6 MS. CROFT: Resources is one I would hate to skip.

7 THE MODERATOR: There is a lot we would really hate to
8 skip. Wait, I can't see.

9 MS. CARPENTER: Can we go from 7 to 9, take an hour
10 for dinner and go from 7 to 9.

11 MR. DELISIO: Rather than debating it, why don't we get
12 this done?

13 MS. GUESS: Can we work tomorrow morning? What do we
14 have to do tomorrow morning?

15 MR. VAN DOREN: The schedule calls for a summary
16 decision with all the other groups all morning.

17 THE MODERATOR: Starting at 9 o'clock tomorrow morning.

18 MS. GUESS: I would like to suggest that maybe a
19 better use of ours time is to work in the morning and then
20 submit the written statements and then the policy makers
21 can take a look at it rather than standing up and reading
22 things that we all have the ability to read later on.

23 THE MODERATOR: I think this is a Maverick group.

24 MS. FISHER: I think that's fairly representative of
25 Alaska.

1 MR. DELISIO: Can I offer something on the justice
2 system? I think I am the only person who is involved in
3 the justice system here on a day-to-day basis. I won't
4 speak about the criminal justice system. But the civil
5 justice system, that I am more involved with.

6 We have a social problem, a social disease that
7 is creeping -- well, it's no longer creeping, it's reached
8 epidemic proportions nationally in this State, as bad, if
9 not worse, as most with regard to civil justice systems.
10 We have a society this is more dense. We are in closer
11 communication. We are in closer contact physically and
12 otherwise. And yet by virtue of ours judicial decisions,
13 by virtue of legislation, by virtue of attitude in general,
14 we are teaching or ours people to be more intolerant of one
15 another than more tolerant.

16 It seems to me that somehow we've got to develop
17 and foster in ours State and ours nation an attitude toward
18 each other of tolerance. I was almost physically sick at
19 the question that was asked this morning. We saw that
20 beautiful film about this adventure education as a method
21 of dealing with children, some troubled and some other, as
22 a form of education, as a form of mental health assistance
23 and so on.

24 And then somebody asked a very pertinent, and
25 unfortunately socially necessary question: What do you do

1 about insurance for the children? For the children you
2 take out -- you know, here we are trying or someone is
3 trying to do something that helps somebody. And yet in
4 ours society, we are encouraged to sue each other at the
5 drop of a hat for dam near anything. Ours judicial system
6 is -- and ours decisions are aimed at giving a person a
7 suit remedy against anybody for anything at any time under
8 the most absurd conditions imagineable. And we are
9 becoming an extremely litigious society. This is terrific
10 for me as a lawyer, in the sense that it means a lot more
11 cases for me to handle and so forth and so on. But
12 somewhere along the way that system is going to have to
13 collapse of its own weight.

14 The Yamanis had a solution for it. They
15 developed a social system in a culture. Which was aimed,
16 as they became densely populated, at being considerate and
17 tolerant of each other. I think you've got to do that here.
18 You can do it a little bit at legislation. Somehow we've
19 got to get the judges who want to do the social engineering
20 from the bench to understand that they are socially unengineering;
21 they are pulling ours society together. And somehow we've
22 got to bring some sanity back to this interpersonal
23 relationship.

24 MR. COOPER: Amen.

25 MR. CROW: Gee whiz. A beautiful statement.

1 MS. CARPENTER: Beautiful statement.

2 THE MODERATOR: Anyone else on law and justice?

3 MS. DICKSON: I would like to recommend that we
4 support this Alaska Wilderness Group and perhaps make a
5 policy statement on it. I think it's a very valuable tool
6 that we should use.

7 Anyone else? Mrs. Carpenter, I would like to refer
8 you to the statement on page D 62, and I would like to say
9 that the basic, the minimum basic safety needs of people in
10 rural Alaska are not being met. There is no -- there is
11 essentially no justice system functioning in many villages.
12 There is no victim assistance. There is no way that people
13 can feel safe in their homes or on the street. And we must
14 have a system for providing local police protection.

15 At the present time, the only way villages can
16 fund a police force is through a CETA Training Act that was
17 not intended for that purpose, which means that when those
18 CETA -- when the person who is hired to be the village
19 policeman has extended the maximum amount of time possible
20 under the CETA Training Act, they have to start all over
21 with another person, just as that person is getting to the
22 point where he can perhaps provide some adequate services.

23 There is a very small State police contingent
24 that is, that is expected to cover a 100,000 square-mile
25 area with two airplanes.

1 Even for homicides, people have to wait three and
2 four days for a State trooper to come. This is incredible.
3 This is the kind of situation that would never be tolerated
4 anywhere else. And we must deal with it. We are paying
5 the social cost of these things many times over in other
6 ways. We must have at least minimum services of that
7 nature in the bush.

8 We need, also, correctional, a correctional
9 program in our region for youth and adults so that people
10 who are incarcerated, can have the opportunity to have
11 rehabilitation programs, work release, be close to their
12 families, whatever is appropriate, but not to take, say, a
13 boy who has been in trouble in a rural area and put him in
14 McLoughlin with kids that are ten times tougher than he
15 ever thought of being. This sort of thing does not work.
16 We would like to have a correctional center that would
17 serve that region. Thank you.

18 THE MODERATOR: Anyone else on law and justice? Mrs.
19 Davis?

20 MS. DAVIS: I would like to go on record saying that
21 I support the so-called Missouri plan. As mentioned in
22 ours book on page D '69, this particular plan provides for
23 the screening of those applicants that are going to be
24 placed for judges. And those applicants are then screened
25 by a group that could be done by the judicial counsel with

1 laymen and other appropriate people being on that rather
2 than having the judges appointed and allowing them to serve
3 forever when they are inadequate in that capacity. I would
4 like to see something being done that's going to make the
5 judges accountable for their action. Why should they get
6 away with doing the things that they want to do, where if
7 it was in another case, they would be removed from that
8 duty. But we have judges that have served for many years,
9 and the people are not satisfied with them, but we continue
10 to let them serve. I just want to go on record and present
11 that I adopt that proposal.

12 I also want to speak on behalf in the judicial
13 counsel on the study that was done. There was some
14 inequality on race in sentences, especially with blacks and
15 native people, because they get longer sentences than the
16 whites for the same charges. I want to know what is done
17 about that, not just denied, but see that something is done
18 to improve it.

19 THE MODERATOR: Mrs. Fisher.

20 MS. FISHER: I have another problem that doesn't seem
21 to have any answer at this particular point. In the year
22 that I have served as director for the Alaskans Women's
23 Resource Center, we find that the third most asked for
24 problem that comes into the door is for legal service of
25 some sort. We have not had any help from the Alaska legal

1 services. They tell us that it has to really be a crisis
2 situation. And I don't know, I thought we had some real
3 crisis come in ours door, but so far they haven't seemed to
4 qualify. And I really don't know the answer. What we have
5 done, as a partial solution, is there are lawyers in the
6 community who will donate time to at least help screen the
7 problems for these women. And this has been a partial
8 solution.

9 MR. CARLSON: Maybe we can send you some of ours.
10 They are even advertising for clients.

11 MS. FISHER: The problem is the clients have no money.

12 MR. CARLSON: I am talking about the freebies.

13 THE MODERATOR: Anything else on law and justice?

14 MR. GORSUCH: Madam Chairman? I would like to direct
15 a question perhaps to Mr. Delisio since he is more expert
16 at this than certainly I am. And that is, I know from a
17 number of instances that there are at least to some
18 extension of legal services to low income and certainly
19 available for those who can afford it.

20 At the middle income categories, however, I find
21 legal service to be exceedingly expensive. And although I
22 would not want to perpetuate litigious society,
23 nevertheless, it does exist and I am concerned that middle
24 income is often times left in the position of not being
25 able to protect their own legal interest. And I am

1 wondering whether or not looking for alternative forms of
2 providing, I hate the terms legal insurance, but something
3 that might represent the possibility of forming
4 corporations where people could buy into for the purpose of
5 some joint legal policy that's available. I know this is a
6 fringe benefit that has been extended to the Teamsters as a
7 part of their package. I don't know how successful this
8 has been on, what effect it has had. But I am wondering if
9 it works just as well to contain or protect people from
10 catastrophic illnesses in the health field, whether or not
11 something parallel might be worth exploring on the legal
12 services. I direct that more as a question rather than a
13 recommendation. It's a concern of mine, but I don't know
14 whether it would become counter productive.

15 THE MODERATOR: Mr. Delisio.

16 MR. DELISIO: Programs developing across the
17 country, mostly through labor unions, which is prepaid
18 legal service. It's a form of insurance benefit like
19 health insurance.

20 My own opinion of the Teamsters program is that
21 it was an unmitigated disaster, not because the idea was
22 bad, but because it was badly administered. People could
23 come in for -- if your neighbor's dog messed on your lawn,
24 you could take him to court through the Supreme Court and
25 the legal services program paid for it, which is a little

1 bit -- that's not serving the need. If it's properly and
2 soundly administered I think it could work extremely well.

3 I am the chairman of the State bar committee that
4 is serving for altering dispute methods. And one of the
5 things we are intending to recommend is the adoption of the
6 Citizen Dispute Center which would provide binding
7 arbitration to the public at no cost, with volunteers
8 lawyers and laymen to serve as arbitrators to handled
9 things like consumer disputes, the kinds of things that are
10 even -- or the types of things that you don't want to go
11 into small claims court, because you don't want to take a
12 day off work. Ours idea is to provide these services at
13 night. Both parties would have to agree. We may get a
14 person who gets a defective rain coat and feels they should
15 get a replacement; people who got a car repair job done and
16 that sort of thing. So you don't need lawyers in that
17 situation. In fact, we are recommending that lawyers be
18 precluded from participating to represent the people
19 because they will come forth and basically tell their story
20 and the arbitrator will find a fair, equitable solution for
21 them.

22 MR. GORSUCH: You are saying group legal services is
23 something we might want to advance?

24 MR. DELISIO: I am saying that the quality American
25 middle class person is applicable in every single field we

1 think of. The very wealthy can pay for the services. But
2 the poverty line people or people below the poverty line
3 can get virtually what they need, but it's the vast
4 majority of people in between that are getting shafted
5 because they can't a forward to pay what they need.

6 MS. FISHER: I sort of would like to dispute that,
7 what seems to have been said about three times. If that
8 were so, there wouldn't be any need for the business I am
9 in. I do see the very poor, and they aren't getting
10 service. A typical example of a woman is where she calls
11 us and says that she has been married ten years, she has 2.5
12 children. Her husband left last night, took the contents
13 of the bank account and the car.

14 MR. DELISIC: She is eligible for legal services.

15 MS. FISHER: She hasn't been able to get it. That's
16 what I am trying to say that is these people that we try to
17 get into legal services, they tell us that they are booked,
18 that they can't take them, that they don't have anyone,
19 that they are overworked.

20 MR. DELISIC: Well, you know, I have to question that
21 a little bit, because they have a long list, for example,
22 of attorneys who sign up to be on an on-call basis for
23 referral. They involve themselves in providing services
24 for entity like, for example, they are representing the
25 North Slope burough against the oil companies on the

1 Beaufort Sea. Now does the North Slope Borough need
2 anybody to provide legal services or free legal services?
3 I don't think so. There are some problems like that that
4 the resources aren't necessarily put where they are
5 legislatively mandated. That's a real problem.

6 THE MODERATOR: Anyone one else on law and justice?
7 Mrs. Croft.

8 MS. CROFT: Mr. Delisio, I have had that same
9 experience in Anchorage with poverty level students who
10 need legal services and are told that they don't need funds:
11 It is, in fact you, true, that they cannot get legal
12 services.

13 MR. DELISIO: I don't dispute that. The mechanism is
14 there. Maybe the funding is inadequate. I do know that
15 the mechanism is being abused, not by your people. But
16 it's being abused.

17 THE MODERATOR: Do we have any more comments on law
18 and justice?

19 MR. COOPER: It should be swift and short.
20 Regardless of the severity in timing on it, it should be
21 short and it should be timely. It doesn't do any good to
22 whip your kids for breaking the window three weeks ago.
23 You only have to give them one whop right away, and it's
24 far more good.

25 THE MODERATOR: Okay. We have approximately 14

1 minutes. Now, we have two rooms that are available to us
2 we have so far covered five topics. Now, what do you want
3 to do?

4 THE MODERATOR: Should we break off into groups?

5 MS. CARPENTER: What about if we went ahead and tried
6 to do financial resources before six, and then used the
7 even for the committee work.

8 MS. GUESS: I think we are going to loose some people.
9 My concern is that we get, you know, some kind of written
10 documentation on what we've done so far. I would really
11 vote for breaking up into ours small groups and utilizing
12 the two rooms.

13 MS. CARPENTER: Then what do we do in the evening?

14 MR. COOPLER: Resource and finance.

15 THE MODERATOR: I doubt very seriously, the way we are
16 going today, if you are going to decide in one and a half
17 hours all that we've discussed, you are going to come up
18 with a policy statement in one and a half hours. I think
19 you are going to be going on into tonight.

20 THE MODERATOR: Will we have this room at 8 o'clock.

21 THE MODERATOR: We have 301 at 8 o'clock.

22 MR. FAIRBANKS: How much time do we have tomorrow for
23 discussion?

24 THE MODERATOR: We start at nine o'clock supposedly
25 with a summary, with a summary of all the work we have done

1 MR. FAIRBANKS: So we've got to be done tonight.

2 THE MODERATOR: That's what we are saying.

3 MR. FAIRBANKS: We've still got to do finances.

4 THE MODERATOR: Not necessarily.

5 MS. FISHER: Madam Chairman, I would suggest that we
6 choose up subjects and sort of parcel out people. I,
7 myself, will not be able to be here tonight. I am going to
8 turn into a mother and go home and mother a chicken this
9 evening, so I won't be here, which might be just as well, I
10 have a tendency to talk too much.

11 THE MODERATOR: Let's take them in the order that we
12 started, and that is education. How many would like to
13 tackle education? Oh, come on.

14 MR. COOPER: May I make a suggestion, that because
15 this group seems to be fairly heavy on education, that we
16 don't load the committee with people from the education
17 field. Certainly there should be someone from the
18 education field on the committee, but I would hate to see
19 the majority of the committee have a vested interest in the
20 education system.

21 MS. FISHER: Why not have the person whose doing the
22 writing go to each one of the beginnings and those people
23 who are willing to be on that committee to overhaul that
24 area to be written down.

25 MR. FAIRBANKS: Transportation is here.

1 THE MODERATOR: Energy is behind me, justice,
2 communications.

3 MS. DAVIS: Education is not up there.

4 MS. FISHER: Madam Chairman, Mrs. Carpenter has
5 something to do that has to do with women and justice. I
6 would concur that it's quite important if she might have
7 time to have it included in the section on law.

8 MS. CARPENTER: Do you have something else?

9 THE MODERATOR: Do you have something else?

10 MS. CARPENTER: Yes, we have something I had trouble
11 with. You are aware of the recent study on the treatment,
12 on the comparative treatment of natives and blacks that
13 brought out some very strong discrimination patterns. The
14 same problem exists in crimes against women including
15 extremely severe cases of battering, sexual abuse of
16 children, and other related crimes. And we would like to
17 propose that a study be done by the State to compare
18 convictions and sentencing practices of crimes against
19 women with similar crimes against males.

20 THE MODERATOR: Okay, the suggestion has been made to
21 just hop up and put your name on whatever list you want to
22 work on tonight. You've got nine minutes.

23 MR. DELISIO: May I suggest something else? I think I
24 recall Mrs. Carpenter's saying something this morning was
25 that when we get some of these more articulately or

1 carefully worded and maybe synthesized ideas that we would
2 rather than technically voting them up or down see how many
3 of them everybody is willing to more or less accept even if
4 they don't find a pertinent state of view. And I wonder if
5 in that context, since we haven't gotten to the most
6 critical issue, if some of the people who have ideas about
7 finances and resources would like to try to make up a very
8 carefully-worded written statement to include in that list
9 of things that we are going to word. The problem is we
10 have gotten fewer in number, and I think if you try slicing
11 us any more finely, then you are going to end up with one
12 person, one subject.

13 MR. GORSUCH: That's what we may need to finish.

14 MS. CARPENTER: How are we going to come back
15 together to view, if rewritten?

16 THE MODERATOR: We will come back at eight o'clock
17 tonight.

18 MS. CARPENTER: Okay, at eight o'clock tonight
19 whoever comes will review the statements.

20 THE MODERATOR: When we all come back.

21 THE MODERATOR: Room 301.

22 THE MODERATOR: Okay.

23 MS. CARPENTER: Okay, that's clear.

24 MS. FISHER: Perhaps one person in each of the groups
25 can be responsible for each that all the materials come

1 back.

2 MR. DELISIO: What two rooms are we going to provide
3 right now?

4 THE MODERATOR: Right now we have 1216 and we have
5 1010.

6 MR. GORSUCH: Madam Chairman, could we start with at
7 least someone stepping forward to volunteer to make sure
8 each topic is covered.

9 MS. GUESS: I will be with the energy group.

10 MS. FISHER: I will join her.

11 MS. DICKSON: I would like to be in the energy group.

12 THE MODERATOR: I need leaders, education, I mean
13 education -- no, energy, gas, how about education?
14 Education, going once, going twice.

15 MS. CROFT: I will recommend Peter Gibson.

16 MR. GIBSON: I would prefer to work on education.

17 MS. CROFT: I wanted communication, but I will go
18 education.

19 THE MODERATOR: Toni Croft on education.
20 Transportation, Mr. Davidson.

21 MR. GIBSON: I suggested I would like to be on that,
22 too.

23 MR. DAVIDSON: Sure, I would like to transportation.

24 THE MODERATOR: Would you lead it.

25 MR. DAVIDSON: Lead it, unless somebody else would

1 rather more than happy to lead that group.

2 THE MODERATOR: Health, health. Going once. Abi
3 would you take health?

4 MS. DICKSON: I would really like to work with the
5 energy if I could.

6 THE MODERATOR: Health?

7 MR. CAZEWAY: Could I raise a question on that? Does
8 that include social services. Normally it does. The State
9 does talk about health and social services

10 THE MODERATOR: Anybody else on health? Beautiful.
11 Mr. Cooper.

12 MR. COOPER: I'll take it.

13 THE MODERATOR: We've got education, energy,
14 transportation, health. How about government services?

15 MR. DELISIO: How about that one, in fact, if you
16 don't mind, if we can join that and justice together.

17 THE MODERATOR: Why don't we take communications,
18 regional, and law and justice. Why don't you take them all?

19 THE MODERATOR: We just don't have that many rooms.

20 MR. COOPER: Communications isn't that large of a
21 subject or as vital and it certainly ties into local
22 government.

23 THE MODERATOR: Okay, we've got two rooms.

24 THE MODERATOR: I've got a room that will take a small
25 group. I'm in 1105. I think it's 1105.

1 THE MODERATOR: Does anybody else have a room they
2 will volunteer because they don't have?

3 MR. GIBSON: Madam Chairman, I will volunteer the use
4 of my room for transportation group.

5 MR. DAVIDSON: No, I am the leader, no smoking.

6 MR. FAIRBANKS: I suggest the leader for
7 transportation be out on the ledge.

8 MR. DELISIO: There was a major system here all the
9 time and it's appeared. We have education, Mrs. Croft; and
10 energy, Mrs. Guess; transportation, Mrs. Davidson; health,
11 Mr. Cooper; government services, Mr. Delisio. Now, we've
12 got room -- okay, you said transportation could have your
13 room. And your room number

14 MR. GIBSON: 610.

15 MR. GIBSON: They may not have it, they may use it.

16 THE MODERATOR: 610 education, Croft, would you like
17 1010?

18 MR. CROFT: Fine.

19 THE MODERATOR: Energy, Mrs. Guess.

20 THE MODERATOR: We don't know which one is going to be
21 the largest, and that room 1216 that we were in last night
22 is a nice-sized room.

23 MS. FISHER: You could probably get one at least each
24 end. I heard at least three.

25 THE MODERATOR: You don't want 1216.

1 THE MODERATOR: How big is education? Would you raise
2 your hand if you are interested in education. Please raise
3 your hand. Education?

4 THE MODERATOR: How about health, Mr. Cooper, health,
5 how many interested in health?

6 MR. COOPER: I have to have someone that can write.

7 THE MODERATOR: Energy and education in 1216, okay.

8 THE MODERATOR: Mr. Delisio, how about 1010.

9 MR. DELISIO: 1010, fine. Whose going to be in that
10 group with justice communications and government?

11 MS. CARPENTER: Can we join you maybe a little later?

12 MR. DELISIO: If I am not already done.

13 THE MODERATOR: It doesn't look like we are going to
14 have people working on these committees. Do you want to
15 just double up on the committees?

16 MS. GUESS: Where are some of these other people?
17 Where are some of the other people going that haven't
18 raised their hand.

19 THE MODERATOR: I am going to transportation.

20 MR. CROW: There is some small hope on Kuskokwin East
21 that there will be renewable resources.

22 MR. FAIRBANKS: I've got a question with that, how
23 about if somebody goes to the other groups and copy is down
24 from what they found out hand then bring it back and
25 present it to the group, and then we can start from what

1 they've got and we can add ours except theirs.

2 MS. FISHER: I think we are spreading ourselves a
3 little thin.

4 MS. CARPENTER: We can do that at eight o'clock
5 tonight when we come back with the other statements.

6 MS. FLEMING: We should do that now. They are going
7 to be taking it to those statements.

8 MS. CROFT: We have the points that were covered and
9 try to put them together in some sentences.

10 THE MODERATOR: Mr. Cooper.

11 MR. COOPER: You haven't assigned me a room.

12 THE MODERATOR: You can have my room if I can go up
13 and clean it up a little bit.

14 MR. COOPER: If I am going to be by myself I can get
15 my own room and get my wife to write up.

16 THE MODERATOR: That's a good idea, Virginia is not
17 busy. She wouldn't mind.

18 MR. COOPER: No, but I am hoping there is going to be
19 someone to help me on this. Mr. Fairbanks.

20 MR. FAIRBANKS: It's is it okay with the group if I go
21 around quickly now to the other rooms that have the things
22 on the wall and record what they have and bring it back at
23 8.

24 MS. FLEMING: Grant, I will do the third floor

25 MR. DELISIC: By the way, once we get these things

1 written, is there someone that is going to type them and
2 copy them.

3 MR. VAN DOREN: We will try.

4 (Evening Session)

5 THE MODERATOR: I think everyone should have a copy of
6 the education portion, and if you don't, here are some
7 copies.

8 MR. FAIRBANKS: Who does not have one? Anybody else
9 not have education?

10 MR. GIBSON: I went to third grade, is that had
11 education.

12 THE MODERATOR: Toni, would you like to--

13 MS. CROFT: Yeah, I guess so. We tried to put
14 everything in. There has been a couple of suggestions
15 since we finished this. First, should I ask, does anyone
16 have any strong objections?

17 THE MODERATOR: Could you go ahead and read it.

18 MS. CROFT: Why don't you let everybody have time to
19 read it.

20 THE MODERATOR: Let's just read it. Sometimes it
21 sounds better and you won't have any problem.

22 MS. CROFT: We decided to divide it into policy
23 program funding and it didn't always fit that way. Under
24 policy we said. The one that we vote on we passed provided
25 the residents with post-secondary education. We left off

1 the second part that didn't pass. Then to best serve the
2 interests of the State's autonomy should be granted to the
3 college system. The third one is in educational systems
4 including alternative to the University of Alaska systems.
5 We he decided to say educational systems because that
6 included some of the private programs that are trying to
7 teach secondary and some of the others. Under program,
8 give special consideration to minority students through
9 program development and teacher preparation to enable them
10 to achieve at grade level. Secondly, establish a nontraditional
11 educational program to let rural students obtain a bachelor
12 the school without walls open learning concept that was in
13 O'Rourke's (phonetic) paper and has been talked about.

14 MR. GORSUCH: Noncampus phase.

15 MS. CROFT: 3, develop bilingual and cross culture
16 programs and better training to serve minorities students.
17 We kind of threw several together there.

18 Under funding, we tried to keep the funding down
19 to programs that were already in existence that were, most
20 of the time, that were in existence that were just not
21 adequately funded. Revise the State formula funding to
22 provide smaller classes and needed services for children's
23 in grades K through six to insure their success at the
24 secondary and post-secondary level. That's the secondary
25 school foundation level. That would be a good start.

1 Second to explore all alternative forms--and we made it
2 Alaskan University so it could not only be the University
3 of Alaska, but Alaska Pacific University if they could
4 qualify for it. Three, increase the level of funding for
5 special education programs including those for gifted
6 students. And 4, provide funding for inovative pilot
7 programs such as student exchange programs, wilderness
8 experience and special constant programs. That is sort of
9 a catch all for a lot. And I think what George Holman said
10 was that the budget" economy wasn't allowing them any flexibility
11 so that they could use those new programs. We wanted to
12 make sure that we told them they should be able to do that.

13 MR. CROFT: Would you like to explain?

14 MS. CARPENTER: There are a couple of things we
15 inadvertently left out, one was addressing voter needs and
16 the other was a policy of the Board of Regents. At the
17 present time, the Board of Regents policy is that the only
18 student housing is at the University of Alaska in Fairbanks.
19 However the Board has also passed another policy which is
20 in conflict with that. They have said that they will not
21 duplicate special vocational programs at the various
22 student colleges. So for example, Kenai has a petrochemical
23 program and Kuskokwin has a fisheries program. They won't
24 switch them. Therefore, they are using the community
25 colleges in sort of a regional VOTEC kind of way. So, if

1 they are expecting students to travel from other parts of
2 Alaska to attend these programs, then they do have to
3 address the need for husbanding, because these are all
4 communities in which housing is extremely critical in and
5 everywhere other housing is just not available. It's very
6 difficult in Bethel to find any kind of housing. So we
7 didn't want to add that. That and the VOTEC statement.
8 And both of these were in O'Rourke's papers. And we could
9 perhaps use that wording that would--

10 THE MODERATOR: Do you want to read it, because I left
11 mine?

12 SUMMARY OF RECOMMENDATIONS

13 The following recommendations are inherent and
14 stated within the paper entitled, "Health and Social
15 Services: Needs and strategies in the 1980s." It is
16 recommended that consideration be given by the legislative
17 and executive branches of the government for implementation
18 during the early years of the 1980 decade.

19 1, public policy in Alaska as developed by the
20 legislative and executive branches of government should
21 shift priority as far as possible from the curative and
22 treatment approach to health promotion, health education,
23 and disease prevention. (Report: Page 1)

24 2, cost containment for all health care purchased
25 by government should be undertaken with a minimum goal that

1 payment and fees for services should not be allowable
2 beyond the increases in the consumer price index for the
3 region concerned (report: Page 2)

4 3, that to the extent allowable by present law
5 and reasonable amendments there to, health and social
6 services delivery programs should be investigated in local
7 government and in private nonprofit corporations with
8 mutually agreeable funding provided by federal and State
9 government's (report: Page 3)

10 4, revenue sharing funds made available by the
11 State government for health services and health facilities
12 should be made available to local government's with the
13 local government's determining the priorities for usage of
14 the funds, whether for services, institutions, or
15 facilities (report: Pages 4 and 5)

16 5, that public policy in Alaska includes studies
17 leading toward the possible revision of all direct service,
18 health expenditures, with the emerging possibility of
19 operating out of the Medicaid program, the development of a
20 unique and comprehensive Alaskan health insurance program
21 or other innovative improved methods for assisting Alaskans
22 in meeting medical costs (report: Pages 6-11 and 13-16)

23 6, immediate attention should be given to an
24 improved catastrophic illness program to bring relief to
25 low and middle income wage earners otherwise ineligible for

1 federal and State assistance including an improved
2 catastrophic illness program for consideration of coverage
3 under Medicaid of the "medically needy" provided financial
4 impact statements are deemed to be within acceptable ranges
5 (report: Pages 11-12)

6 7, the State should consider a revised plan of
7 reimbursement for physicians' services and hospitals
8 whether or not the Medicaid program is continued or dropped
9 including strong emphasis on the free enterprise,
10 competitive systems, and that as a quid pro quo the free
11 market forces be rigidly enforced as demanded in other
12 fields of endeavor (report: Page 16)

13 8, since disease prevention is cheaper than cure
14 and treatment, Alaska should single out several diseases
15 which contribute unduly to the pain and suffering of
16 citizens and lay heavy claims on public funds. Singled out
17 for earliest attention should be: Tuberculosis, otitis
18 media, alcoholism and drug abuse, accident prevention,
19 venereal disease (report: Page 22)

20 9, alternatives to expensive institutional health
21 care (hospitals, nursing homes, residential centers) should
22 be sought including pilot programs in home health care with
23 services available not only from nurses, but also doctors
24 for inhome assistance (report: Page 22)

25 10, financial obligations for emergency response

1 systems should be a shared responsibility between the State
2 and local government's with special provision for
3 communities with low population and tax base (report: Page
4 23)

5 11, since all forms of accidents are responsible
6 for the highest percentage of Alaska deaths and a major
7 portion of health care dollar expenditures, special massive
8 attention should be given to the fundamental causes of
9 those accidents and the relationship there to to other
10 social and health phenomena, and that a bold program of
11 education and prevention be developed (report: Page 26)

12 12, all third party insurance payment
13 mechanisms for health care in Alaska should be required
14 to cover mental illness services in much the same way as
15 they cover physical illness at the present time (report:
16 Page 33)

17 13, legislative and executive branch decisions
18 should be directed toward more extensive utilization in
19 funding of the community mental health centers; several
20 small regional juvenile residential facilities should be
21 provided for mentally disturbed juveniles; in extensive
22 review of the programs of the Alaska Psychiatric Institute
23 and the Harbor View Developmental Center should be
24 instituted in order that their future roles may be
25 determined consistent about changing patterns in delivery

1 of mental health services (report: Pages 33-34)

2 14, that the legislative and executive branches
3 provide for detailed analyses regarding the financial
4 impact of improving the current payment level of \$120.54
5 per month per recipient under the aid to families with
6 dependent children program (under AFDC, the monthly payment
7 for mother and child is \$350 versus \$608 for two persons
8 under the supplemental security income programs) (report:
9 Pages 41-42)

10 15, since \$80 per month per person for certain
11 needy person in the State is not sufficient to deal
12 realistically with those eligible, a detailed study should
13 be provided to determine the future structure and coverages
14 under the general relief and general relief medical
15 programs (report: Page 41)

16 16, the legislative and executive branches of
17 government should attempt to influence more strongly the
18 federal office of management and budget" in order to adjust
19 the official poverty guidelines for Alaska to bring it in
20 line with financial realities and remove the current
21 discrimination against Alaska's needy made possible by the
22 policies of the federal office of management and budget" (report:
23 Page 42)

24 17, that the legislative and executive branches
25 provide for an updated, comprehensive study of Alaska's

1 elderly population, with special emphasis on the adequacies
2 of the financial assistance provided to elderly eligibles,
3 and with special review of the effects of inflation on the
4 fixed income of retired persons (report: Page 45)

5 18, the legislative and executive branches of
6 government in Alaska have recently provided for a
7 comprehensive corrections master plan for Alaska. Those
8 portions of the plan deemed to be acceptable should be
9 strongly supported by the legislative and executive
10 branches in order to improve both facilities and services
11 in urban and rural areas of Alaska (report: Page 52)

12 19, limited and new programs such as treatment
13 alternatives to street crime and New Start center have
14 demonstrated efficiency and adequate rate of success in
15 assisting in the continuing rehabilitation of ex-offenders.
16 It is in the interest of every citizen of Alaska that such
17 X offenders be assisted in developing new life patterns
18 free of crime and deserve adequate staff and financial
19 support to assist in that goal. (Report: Page 52)

20 20, even though public assistance in the form of
21 money transfer payment programs and social services based
22 on counseling do not have the same goals, human service
23 centers in various communities throughout the State should
24 be located in order to serve citizens in a more efficient
25 manner (report: Page 57)

1 21, since Alaska does not operate any social
2 service child care institutions and only one correctional
3 juvenile institution, revisions should be made in the,
4 "Purchase of Services" statutes by amendment in order to
5 fund those privately operated programs giving care to
6 juveniles whose care has been made a State responsibility
7 more nearly on the basis of actual full cost of care (report:
8 Page 58)

9 22, the legislative and executive branches of
10 government should make provisions whereby a reasonable
11 percentage (approximately one percent) of the human
12 services budgets of the State could be utilized by the
13 executive agencies for research and evaluation purposes in
14 order that full data may be available and proper
15 evaluations made to play sound statistical and
16 programatical bases under all expenditures in the field of
17 human services.

18 MR. GIBSON: While we are looking for it, I would
19 certainly like to express my appreciation that that
20 subcommittee did on putting that together. It's nice and
21 concise and clean and very much to the point.

22 MS. CROFT: Thank you.

23 MS. CARPENTER: Which one is that? I don't have my
24 glasses on. Let me dig for them.

25 MR. CARLSON: Why don't you.

1 MR. DELISIO: Why don't you just say where the Board
2 of Regents places a statewide program at a community
3 college issue also provide dormitory facilities for out of
4 town students.

5 MR. COOPER: Or be sure that they are available
6 because in some areas there is a problem.

7 MS. CROFT: On number 8, due to the lack of
8 transportation corridors within the State of Alaska, State
9 policy makers should encourage the establishment of
10 appropriate student housing on a number of campuses within
11 the public higher education system.

12 THE MODERATOR: Could you be a little more specific or
13 do we dare?

14 MS. CROFT: I think yours is better, Mr. Delisio.

15 MR. FISON: They may think we are addressing somewhat
16 of a political football issue between Anchorage and
17 Fairbanks. Fairbanks, the main college, is interested in
18 different curricula in Anchorage College can't be a
19 resident campus because then they feel that would be unfair
20 competition, because the center of the population would be
21 here.

22 THE MODERATOR: I think Mr. Delisio said very well
23 where housing was not available. And this may be tied into
24 the smaller communities.

25 MR. GIBSON: I think this is addressing specifically

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LEGISLATIVE COUNCIL, STATE OF ALASKA

Conference on Alaska's Future Frontiers

Friday, December 7, 1979

Sheraton Anchorage Hotel

Anchorage, Alaska

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CSR

BETA MEETING PROCEEDINGS

(December 7, 1979, 9:55 a.m.)

1 to the community college as opposed to or separate from the
2 university situation.

3 MR. FISON: Is it clear that that's what it is.

4 MR. COOPER: When he gets it written up, I think it
5 will be fairly clear.

6 THE MODERATOR: Also, you said there was a statement
7 on the VOTEC. Would you like to read that.

8 MS. CARPENTER: That the State of Alaska provide a
9 major funding thrust to improve the status of vocational
10 technical education within Alaska geared not only toward
11 program development and maintenance but improved employment
12 prediction needs and improved job development and placement.

13 THE MODERATOR: Good, good.

14 MR. GIBSON: I would like to add something to that.
15 Vocational, technical education at the community college.

16 THE MODERATOR: Level.

17 MR. GIBSON: At the community college level, right,
18 because that could be satisfied by dumping a lot of more
19 money in the sewer.

20 THE MODERATOR: Mr. Delisio.

21 MR. DELISIO: When the Board of Regents establishes
22 the State community college program. It shall insure out-
23 of-town students housing.

24 MR. GIBSON: Watch that.

25 MR. DELISIO: That's what I wrote down, town.

1 THE MODERATOR: Any objections to what we have come up
2 with so far. Mr. Gorsuch.

3 MR. GORSUCH: I am afraid I would have to object to
4 the last one, the improving the vocational technical. The
5 reason I say that is the State of Alaska spends a great
6 deal of money right now on vocational education, both in
7 the secondary program as well as the community college. In
8 my experience of looking at how successful those programs
9 are, they are not very successful. Approximately two to
10 three percent of the students enrolled in the programs
11 actually graduate from the programs. Of those that are
12 involved in the program, a vast majority of them will take
13 only one course. The lack of attention to actual job
14 opportunities in Alaska is pretty extensive. The actual
15 efforts of trying to develop job development are quite
16 limited, and I would be hesitant about saying you ought to
17 put a lot more money into a program we are already putting
18 a great deal into until I had confidence that the system
19 was really capable of concentrating job development and job
20 placement as well as coming up with real vocational careers
21 rather than a variety of do-it-yourself type courses. And
22 I am not objecting to the do-it-yourself, although I think
23 you need to separate from those that are really oriented
24 towards careers versus those that are helping people in
25 their basic abilities to cut costs by tuning up their own

1 cars and things of such sort.

2 MR. GIBSON: May I address that?

3 MR. GORSUCH: Uh-huh.

4 MR. GIBSON: First I think you are addressing two
5 different sides of education. The single skill courses,
6 like powder puff mechanics or how to unstop your sink, are
7 not what we consider in the community college education as
8 vocational or career training. These are community
9 interest courses which are not part of the program, but
10 which are designed for what exactly the course implies, how
11 I as a home owner, for instance, can fix my own appliances.
12 The contrast of that is the career development course in
13 the vocational and technical areas. Now, under the reasons
14 you have where the major funding sources are now putting
15 their money, i e, Stewarts Skill Center in Anchorage, the
16 reason you have a low rate of success is those.

17 MR. GORSUCH: Stuart is far more successful than any
18 other and the Anchorage business college is far more
19 successful than any of the programs.

20 MR. GIBSON: Let me finish, please. One of the
21 problems with ours rural students is that there is entirely
22 too much irrelevant terms presented in urban centers as
23 opposed to rural needs. And we have another problem, too,
24 that community college serving in rural areas is a very
25 valuable function, which is saving taxpayer money for

1 supporting those students in a program that they are bound
2 to fail on in the larger urban centers.

3 So what we are suggesting here is that vocational
4 funds, rather than being allocated in only one or two major
5 areas in a State, be allocated where the students are,
6 where failures are not as expensive, where chances of
7 success are greater because they are tailored to local
8 needs.

9 For instance, we use bilingual instructors for
10 ours people out in ours area, which are not available here
11 in Anchorage. So, I think that if we look to does saving
12 and efficiency, we can better deliver the educational
13 product in the milieu in which it will be used. And so we
14 need to make those two distinctions, one, community
15 interest program, and that is not to be confused the career
16 vocation or vocational training, and the other actual
17 career training in the other where people live and using
18 that training. Both are cost effective.

19 THE MODERATOR: Excuse me. I just did it. Everything
20 is being taped and when we could have or make funny noises,
21 the man with the head set gets hickups, and so if we cough,
22 and also that you speak a little slowly, so ours very, very
23 important person over there in the corner is able to take
24 everything that you have said.

25 Now, we have two statements, one where the Board of

1 Regents establishes a statewide program at a community
2 college which will assure the
3 availability of adequate housing for out of town students
4 participating. We have no objections to that statement.

5 We have another statement that the State of
6 Alaska provide a major funding thrust to improve the status
7 of vocational technical education within Alaska and such
8 efforts shall be geared not only towards program
9 development and maintenance but improved employment
10 prediction needs and improved job development and placement.
11 There is objection to that?

12 MS. CROFT: Madam Chairman, I have a suggestion, if
13 we change provide and major funding thrust to improve and
14 just take that whole thing out and just say improve.

15 THE MODERATOR: The State of Alaska.

16 MS. CROFT: Improve the State of Alaska vocational
17 and technical education.

18 MR. GIBSON: I would like to have statewide inserted
19 after that.

20 THE MODERATOR: That the State of Alaska improve the
21 status of vocational education within Alaska.

22 MR. GIBSON: No, statewide, statewide as opposed to
23 within Alaska.

24 MS. CROFT: Improve the status of vocational
25 technical status statewide.

1 THE MODERATOR: The State of Alaska improve the status
2 of vocational technical education statewide, period. Such
3 effort shall be geared not only towards program development.
4 Any objections, we have a statement.

5 MR. COOPER: I have a little bit of a problem with it,
6 and I am not sure what it means, but I would hope that the,
7 the intent is not to have this include only public
8 educational systems, because there are very fine private
9 vocational training systems within the State that certainly
10 are geared towards, and their very success depends upon
11 good results.

12 THE MODERATOR: Do you have a suggestion.

13 MR. COOPER: No, just as long as we are aware that we
14 are not talking about public education only.

15 MS. CROFT: Madam Chairman. We might have covered
16 that in the third one under policy where we said the four
17 methods of encouraging competition within the educational
18 system so that if there is another good one. Then we will
19 encourage them.

20 MR. COOPER: But I was thinking in terms of some of
21 the union principals programs. Certainly they are turning
22 out first class skills in their particular field.

23 THE MODERATOR: Okay, a point well taken. Okay, do
24 you think that third sentence, then, Toni, would cover our
25 intent?

1 MS. CROFT: I think so, do you?

2 MR. COOPER: I will withdraw any objection there
3 might have been as long as it is then it would be part of
4 the record in case anyone started squabbling about it.

5 THE MODERATOR: So we have an educational policy.

6 MR. COOPER: One question.

7 THE MODERATOR: Mr. Cooper.

8 MR. COOPER: The last sentence in the printed policy,
9 provide the funding for innovative pilot programs. I have
10 no problem with that. But I do believe that there should
11 be a realization that we have a tendency to create pilot
12 programs that never stop, whether they are good or bad,
13 they seem to go forever.

14 THE MODERATOR: Just one thought, and what Earle is
15 talking about is the problem that we have had on the
16 Peninsula and I am sure you have had elsewhere as well.
17 The State comes in with a car and says this is going to be
18 a very, very good pilot program for you; you try it and we
19 will pay for it for the first three years. It may or may
20 not work. But after that third year, you have staff on
21 hand. You have hired teachers, and you have hired extra,
22 and you have extra everything. And at that time, your
23 community says, "hey, we have to cut the budget". So the
24 problem is funding. And that's what you are talking about.

25 MR. COOPER: That's right, and you are locked into

1 this program that for three years was a pilot program. Now
2 you are obligated because you have accepted the funds for
3 the first three years. You are obligated to continue the
4 thing, and maybe it isn't a successful program.

5 THE MODERATOR: Is there an alternative?

6 MS. DICKSON: I am not suggesting an alternative, but
7 I am saying, what do you do when you have a pilot program
8 that is a really good idea and then it's not funded.

9 MS. CARPENTER: That's the most common problem.

10 MR. COOPER: Well, it's a pilot program and it's of
11 good value.

12 MS. DICKSON: So how about if we eliminate the word "pilot"
13 and just say provide funding for innovative programs.
14 Pilot programs seem to make it.

15 MS. CARPENTER: Beautiful.

16 MR. GIBSON: Good, good. Then the funding source can
17 determine the effectiveness of it. I think the pilot, that
18 word pilot was what hung you up there.

19 MR. COOPER: Yeah, because if it's a good one, it
20 should be able to on its own merits be continued.

21 THE MODERATOR: Mr. Delisio, did you have another
22 comment?

23 MR. DELISIO: I object to the policy number 2 about
24 autonomy to the community college system. First of all, I
25 think that it's an ill-conceived notion. I can understand

1 where living out in a community, you'd like to see your
2 system completely independent and under your total local
3 control. But as a practical matter, I am not sure that
4 that's really -- that's a statewide good interest.

5 MS. CARPENTER: That's not what we meant.

6 MR. FISON: It's not clear the way it's stated.

7 MS. CARPENTER: Right.

8 MR. DELISIO: To take the community college system out
9 from under the Board of Regents, number 1, you have a
10 Constitutional problems, because the Board of Regents under
11 the constitution is designated as an entity that is to run
12 the higher education in the State. But the second problem
13 I see is that you are talking about developing -- and I
14 think it's wise to develop in location statewide programs
15 in a certain community to have a fisheries program, not to
16 have in Anchorage but to have in Kuskokwim perhaps. But if
17 you are going to have a statewide system and statewide
18 inter-exchange of students and some sort of meaningful
19 organization where people can get their credits transferred
20 back and forth and you don't have an unseemly squabbling
21 for who gets what and how it gets done and duplication of
22 efforts. You look at other states where they have two
23 State university systems. You have State university, for
24 example, Michigan and Michigan State University. So often
25 sometimes in other states that duplication system or method

1 has really been disasterous. So I just -- I feel very
2 strongly about it. I just am not at all confident that
3 while it may sound attractive on the surface that it really
4 is going to generate the things that you think.

5 THE MODERATOR: The problem again I would have to
6 relate to back home. The problem that we have is
7 successful petrochemical setup in our community college.
8 And for some reason or another, our funding didn't come
9 through as we had hoped in our area. The Kenai community
10 college suffered, suffered greatly, and the residents and
11 the citizens of that community felt unjustly that a lot of
12 that money was going towards other areas. And we have no
13 one on the Board of Regents from our area as close as we
14 have as the Anchorage area. We have tried to get people on
15 the Board of Regents and have not been successful. And we
16 have not been successful with the excuse that we have to
17 have so many from Anchorage. Okay, that's another story.

18 What we are saying, we did not get our funding.
19 Something has to be done in that area. We have the
20 capabilities. We have the facility, and we don't have the
21 funding to provide a good education for our area.
22 Something has to be done. I don't know whether autonomy is
23 the thing.

24 MR. DELISIO: let's assume that community colleges
25 were run by an entity different from the University of

1 Alaska, but I gather what you are saying is that all
2 community colleges would be under one entity and the
3 university under another.

4 Okay, you've still got the problem that Anchorage
5 is where the big student population is. Anchorage is where
6 a lot of legislators with a lot of clout are. Fairbanks
7 has got a big population, Juneau has got a big population,
8 Kenai has a small population, and Kuskokwin, et cetera.
9 You are going to have the same problems. The solution to
10 those problems, I think, are in the solution to ours
11 regionalism and ours urban versus rural. The solution is
12 not in fracturing a statewide system. It would be like
13 saying, "Well, let's have two legislatures are two court
14 systems." We won't solve the problems by fracturing ours
15 institutions, I don't think. I think what we have to do is
16 to fracture the attitudes that make those institutions work
17 in a nonproductive way.

18 THE MODERATOR: Mr. Peter Gibson.

19 MR. GIBSON: I would like to address first the
20 regional problems. One of the community colleges is
21 suffering most from the dual competitive system is the
22 Anchorage Community College. I speak in this area
23 exclusive on statewide best interests. First I would like
24 to give you some facts. You are always yelling about
25 effectiveness of cost. All right, the actual credit of

1 our production in this State is 60 percent more efficient
2 in the community colleges than it is in the university,
3 because the community colleges are interested in teaching
4 not building up large research grants. Research properly
5 is something done at the University level. But teaching is
6 far more efficient financially to this State in terms of
7 actual credit ours production at the community colleges.
8 Right here in Anchorage is an excellent example, the
9 community colleges not being than through the university
10 system.

11 Secondly, there are only three states in the Union
12 besides Alaska that have kept this dual system under a
13 single governing board. You will always have competition
14 that usually turns out to the disadvantage of either the
15 university or the community college system.

16 Now, we have, in fact, an almost complete dual
17 administration at this time with the chancellor of the
18 community college system reporting only to the president
19 and the Board of Regents. However, what has happened is
20 that the more economically efficient and more responsive
21 community college systems have been swallowed up in a most
22 interesting manner or destroyed where there is competition.
23 Let me give you an example.

24 The University of Alaska, Juneau with five permanent
25 academic staff members and an enrollment of less than 500

1 credit hours per semester swallowed up the Juneau-Douglas
2 Community College with four times the enrollment, four
3 times the staff, and four times the credit hour production.
4 And in the process destroyed the opportunity for people who
5 wanted to go to night school. They had to now enroll in
6 full time programs. Nobody can go down and help himself at
7 night now because those classes are given during the
8 daytime.

9 What I am saying is give your people in your
10 major urban centers as well as you will us people in the
11 bush an opportunity for democratic, responsible, cost
12 effective teaching without the frills, community college
13 plan investment is small. University plant investment is
14 large.

15 Now, the Legislature, and those of us who are
16 proposing this autonomy would welcome legislative
17 involvement in ours cost efficiency. We have already
18 proved it. Now we would like a chance to prove it and be
19 responsive the cut down 15 percent of the administrative
20 overhead that the University of Alaska is hitting you for
21 tax fares just to run the system poorly that they can't
22 even account for their money on. So this is where we are
23 proposing it, not to make regionalism, but because we have
24 a common interest with everybody in the State whether it's
25 in the urban centers or rural centers, for cost effective

1 responsive education.

2 THE MODERATOR: Sonny.

3 MR. DELISIO: All I have heard you say so far, however,
4 is the university, is controlled by the Board of Regents
5 and it's various administrative levels needs to clean up
6 its act.

7 MS. CARPENTER: Negative.

8 THE MODERATOR: Sonny.

9 MS. CARPENTER: Diane.

10 THE MODERATOR: Diane.

11 MS. CARPENTER: I think what we are looking at here
12 is just two totally different philosophies. A university
13 system has a perfectly valid philosophy. A community
14 college has a different philosophy. And the people in
15 Kuskokwim want a community college that they can go to and
16 say that, "hey, we want to do this." And at a community
17 college they can say, have flexibility and can respond to
18 that need.

19 Universities don't have that same -- universities are
20 more traditional. They are more slow to make changes in
21 programs. They have different kinds of standards,
22 different kinds of purposes, and they just don't mix.

23 And I think that any time you have a Board of Regents
24 over both of those two very different kinds of institutions
25 that they are -- you are going to have a Board that is

1 either split and doesn't do either one of them very well or
2 favors one or the other. And I just don't feel that you --
3 I think you have to have a Board that is committed at the
4 community college concept, where there are community
5 colleges and a board that is committed to first rate
6 university where they are quite different. And I think
7 each group has to get fully behind the institution that
8 they are supporting. I don't see them -- I just feel like
9 they ought to be able to develop their own program in a
10 their own way and not have to feel the instrumentation,
11 which every other institution, it's values to represent, is
12 not able to meet the needs that it seeks because because
13 the people are having to use up all their emotional energy
14 dealing with the board of regents instead of serving the
15 people. And I just don't feel it's ever going to work
16 under one system.

17 THE MODERATOR: Someone over here had a question?

18 MS. GUESS: Yeah, I was trying to find a compromise.
19 She doesn't think it would. I took Bob's words of cost
20 effective responsive education and said, could we all agree
21 on cost effective responsive, to what Diane said, education
22 that should be available through the community colleges.

23 MS. CROFT: Madam Chairman?

24 THE MODERATOR: Could you repeat that?

25 MS. GUESS: Cost effective responsive education

1 should be available through the community colleges. I am
2 only trying to find a compromise area. Toni does not feel
3 that that meets--

4 MR. FISON: Doesn't that just say it should be run
5 well.

6 MR. COOPER: That's correct.

7 MR. DELISIO: That's agreed upon.

8 MR. FISON: And it doesn't -- that's a nice statement,
9 but it's not specific enough to give any guidance. Of
10 course, we want all of ours institutions run well.

11 MS. GLESS: Maybe you want to say that it's not
12 available and it should be.

13 MR. CORBUCH: The argument was that it's doing an
14 exceptionally good job under the existing system.

15 MS. CROFT: It's doing a better job, but every time
16 they just about get a program going -- this has happened
17 all over -- the Board of Regents doesn't seem to be
18 responsive to the whole community college idea. The
19 community college system sort of arose out of the grass
20 roots. Anyway, it rose in response to the Legislature,
21 except as to the Anchorage College. The push community
22 college came as a response to a real need from an area.
23 The Board of Regents sort of got into it grudgingly and at
24 every opportunity tends to push people into a baccalaureate
25 degree type system.

1 The Juneau situation is a really good example. I
2 really feel they did it because they can't make it as a
3 senior college without absorbing the community college.
4 There is really a strong need for a senior college there,
5 but not at this one point one or the other.

6 THE MODERATOR: Mr. Fison.

7 MR. FISON: I work here on the campuses and am aware
8 of what goes on here at least at Anchorage. And I think
9 part of the problem, if you have two separate systems, that
10 is getting the credit kind of transfer worked out. It's a
11 problem even now but at least they are working on it
12 because it's one union. You don't have to have a group
13 over here and a group over here. It's just a case of
14 setting down and establishing a policy for all.

15 But if you have two different groups, there can be
16 some kind of competitive thing where University of Alaska
17 says well, now, if we offer those courses over here at the
18 University of Alaska and you have taken that course at
19 community college, we can't give you full credit. That's
20 already happened. But they are trying to work that out.

21 I fear if you separate the two, the community
22 colleges from the University of Alaska, it may stifle that
23 to where students have the difficulty of receiving full
24 credit for courses they have taken in the community college
25 when they want to transfer over.

1 MS. CARPENTER: Several years ago, the post-secondary
2 education commission funded a very large project to
3 evaluate the post-secondary education system here. And
4 there is a consultant by the name of Armand Serafian
5 (phonetic), who was the college president from California,
6 very well qualified. Recommended the separation of the two
7 system at that time. The community colleges were just
8 getting set up. Hearings were held throughout the State
9 and we took exactly that same position. We were thinking
10 primarily of students who we felt would be handicapped by
11 having less transferability of credit.

12 We have since found that you can hardly -- I
13 can't imagine how it can be any worse for students. It's
14 sort of -- it's like if you can't make a marriage work get
15 a divorce.

16 MR. FISON: Well, they have gotten divorced.

17 MR. GIBSON: No, it's not that bad.

18 MS. CARPENTER: Students can have better
19 transferability outside than they have between those two
20 campuses right in Anchorage because of the bad feeling that
21 exists.

22 MR. GIBSON: It's not near as bad this year.

23 THE MODERATOR: Okay, we have a statement that this
24 interest to, to best serve the interests on the State,
25 autonomy should be granted to the college system. Now, we

1 have a very definite difference of opinion.

2 MR. GIBSON: Madam Chairman, may I suggest that
3 because of this difference of opinion that we submit this
4 resolution to a vote of our total body for ratification or
5 nonratification?

6 THE MODERATOR: We will not meet again.

7 MR. GIBSON: We will not meet again.

8 MR. DELISIO: I would suggest that what you do is
9 present it -- I think maybe what we can do is put these in
10 two categories, those which represented a basic consensus of
11 the group and those which don't.

12 Now, if there is one where you've only got one or two
13 people in favor of it, we ought to eliminate them. But
14 here you've got the --

15 MR. GORSUCH: The resolution or the people speaking
16 in opposition.

17 MR. DELISIO: The people speaking in opposition. Here
18 you've got a fairly substantial difference of opinion.
19 It's not just a minor difference of opinion. And put it in
20 as one in which the group did not reach consensus on, but
21 there were a substantial number of people in the group who
22 supported it

23 THE MODERATOR: I am told that we can have -- we may
24 have a minority point. So we will go ahead and present
25 this, and as such time that it's open on the floor, you are

1 more than welcome to have at it.

2 MR. FISON: Could I ask one question? Does anyone
3 know what administrations of these two institutions prefer?

4 MR. GIBSON: I can address that in part.

5 The Board of Regents has expressed no desire to
6 foster the separation of the two institutions. The
7 administrator -- that is the chancellor of the community
8 colleges has expressed his views very thoroughly in here.
9 And I refer you to those. And I am not at liberty to say
10 what's in Pat's mind because I don't know. But I think if
11 you will read with the utmost care the view of an inside
12 administrator, you will see that the things that Pat is
13 recommending to make the community college system work
14 would be very difficult to implement within the present
15 structure and attitudes of the president and the Board of
16 Regents.

17 THE MODERATOR: Okay.

18 MR. DELISIO: Madam Chairman, is it clear who would
19 present the minority report?

20 THE MODERATOR: Yes, you would.

21 MR. DELISIO: How do you know that's minority feeling
22 or majority feeling?

23 THE MODERATOR: Do you want to take a vote on this,
24 then?

25 MR. DELISIO: Might not be a bad idea.

1 THE MODERATOR: All those voting, we are voting on the
2 second sentence for the policy of education. All those in
3 favor would you say aye? (Complying)

4 THE MODERATOR: All those opposed? (Complying)

5 THE MODERATOR: We have a majority.

6 MR. GIBSON: One thing I would like to say to you
7 that during this time all of the community colleges within
8 the State are under going their own accreditation exercises.
9 Ours community college has just been accredited, so that is
10 a problem that did exist, but it's not existing now,
11 because these community colleges are now accredited
12 directly to Northwest a crediting association, which is the
13 same organization that a credits the University of Alaska.
14 And that accreditation is not given now by the blessing of
15 the university but by the merits of the institutions by
16 themselves.

17 THE MODERATOR: Are we ready to go on to another
18 subject?

19 THE MODERATOR: Mrs. Guess.

20 MS. GUESS: I would like to propose an additional
21 category under funding, and that is to increase the loan
22 moneys, and if possible, the seaming amount of the
23 scholarship loan program.

24 THE MODERATOR: To increase the loan funding.

25 MS. GUESS: Moneys.

1 THE MODERATOR: Moneys.
2 MS. GUESS: And if possible, the ceiling amount.
3 MS. CARPENTER: Are you talking about individual
4 MR. FISCH: Increase the ceiling amount.
5 MS. GUESS: The ceiling amount. You have a problem
6 now that you can't fund the ceiling amount for the number
7 of youngsters and are applying to increase the ceiling
8 amount.
9 MS. CARPENTER: What is the difference between the
10 loan moneys and the ceiling amount.
11 MS. GUESS: Well, you have a basic pot upon which you
12 can draw, depending on how many youngsters are applying for
13 that, the ceiling amount is 3,000. It's my understanding
14 the youngsters are getting anywhere from 1,300 to 2400.
15 They are not able to borrow up to the ceiling amount.
16 MS. CARPENTER: The ceiling amount for individuals
17 rather than as differentiated from the --
18 MS. GUESS: And the individual ceiling, we can
19 rephrase it if that's not clear.
20 THE MODERATOR: Okay, to increase the loan funding
21 moneys.
22 MR. COOPER: You are saying make.
23 MR. GIBSON: You are saying make the pot bigger and
24 give a bigger amount of money
25 THE MODERATOR: To increase the loan funding moneys and

1 it possible the ceiling amount for an individual.

2 MR. CARPENTER: For the individual.

3 THE MODERATOR: For an individual.

4 MR. CARPENTER: Individual applicants.

5 MR. FISON: Harold, I have something that would do
6 very well with that rather than making it a separate one.
7 We talked about this but it didn't get in. McGinnis spoke
8 to it but I do feel that it's unfair, that is to add to
9 that, and that this money be available to students to
10 attend both public and private higher education in Alaska
11 as well as outside of Alaska. The statement that he made
12 was that students can go to private education institutions
13 outside of Alaska, but cannot use that money to go to
14 private institutions in Alaska. And it seems to me to be
15 discriminating against our own people.

16 THE MODERATOR: Would you rephrase that one more time
17 slowly?

18 MR. FISON: Would you be willing to add that bit to
19 yours, because it's talking about the loan fund money, that
20 the money be available to students to attend both public
21 and private higher education in Alaska, as well as outside
22 of Alaska? See, right now the money is available in Alaska
23 only for public education. But outside it's available for
24 public and private. And that's discriminating against our
25 private higher education institutions in Alaska and I don't

1 think it's fair.

2 MS. GUESS: I would agree.

3 MR. FISON: Very good point.

4 MR. FISON: It isn't specific.

5 MS. GUESS: It goes to this concern about encouraging
6 competition.

7 MR. FISON: This is a specific thing that the other
8 could be looked over.

9 THE MODERATOR: That paragraph reads then to increase
10 the loan funding monies and if possible the individual
11 ceiling amount of the scholarship loan funds and moneys
12 would be available for public and private institutions
13 inside as well as outside Alaska; is that what you have?

14 MS. GUESS: I agree that that should be the policy.
15 We have a lady in the audience. I am not knowledgeable
16 what Mr. McCinnis said. A lady who worked for Sheldon
17 Jackson who said the youngsters going to her school
18 received the moneys. Maybe we ought to check the facts.

19 DELEGATE: I think it's just accredited is the key
20 word there. It has to be an accredited institution and
21 Sheldon Jackson has --

22 MR. FISON: I have no objection to that.

23 DELEGATE: The students at Sheldon Jackson, I have
24 worked there for seven years and ours students have applied.

25 MR. FISON: Maybe that's on the basis of

1 misinformation then.

2 THE MODERATOR: Money's will be available for public
3 and private accredited institutions inside as well as
4 outside of Alaska.

5 MR. FISON: If she is correct on that last statement.
6 I don't know.

7 THE MODERATOR: Well, let's find out.

8 MR. FISON: It may be that the institutions outside
9 of Alaska who are unaccredited, but reliable, let's say,
10 students can go there where they can't in the State. I
11 don't know. But he really ought to know what he's talking
12 about.

13 THE MODERATOR: Okay, are there any others.

14 THE MODERATOR: There are any other changes, any other
15 changes or proposals. Any other changes or proposals on
16 education. Okay. Guy just went down to talk to McGinnis
17 who supposedly is down in the coffee shop and we should
18 know more on this a little later. Okay. Lee.

19 MR. GORSUCH: I would like to just cover something
20 that isn't intended as a recommendation but I would be
21 interested in other people's reactions.

22 I get the distinct feeling that the State of
23 Alaska is determined to spend the surplus. Statement, a
24 very substantial amount of our current expenditures do go
25 to education.

1 11, in fact, we blow the bundle, education will suffer.
2 That is, I don't know what's going to pick it up and meet
3 those expenses. I am wondering whether or not, we would
4 want to advance something which eventually would create a
5 separate educational endowment or trust fund which had been
6 entertained at one point many years ago. And at that point
7 I think was argued against, that the State would be
8 ill-advised for the State to create a bunch of different
9 trust accounts for various different governmental functions.
10 but I think the criticism was because ideally we can do a
11 better job of managing our funds as a pool. We have a
12 renewable resources fund for renewable resources. We have
13 a special agricultural fisheries fund to finance fisheries.
14 We have nothing for education, except on the appropriations
15 based on a year-to-year fund, based on a year-to-year basis.
16 I think we are okay the rest of this decade. But I am not
17 sure what we are looking like in 1990.

18 THE MODERATOR: How about the 10 percent of the
19 permanent fund?

20 MR. CORSUCCI: I am just wondering should we create an
21 accumulative trust to accumulate overtime to insure the
22 continuation of the funds available support, public
23 education in Alaska. It's something that's been nawing at
24 me, because ideally I wouldn't recommend it. But the way I
25 see the money, proposals coming for all kinds of projects.

1 And I don't object to things like a limited renewable
2 resources fund and so forth. But it does concern me that
3 education is potentially left totally dependent on the
4 availability of nonrecurring revenues, whereas everything
5 else is getting into a permanent endowment or revolving
6 fund.

7 THE MODERATOR: Are you talking only about
8 scholarships, then, the scholarship fund.

9 MR. GORSUCH: No, I am talking about the hard core
10 base of the public school foundation program, as well as
11 the university budget".

12 MS. GUESS: Are you talking about a Constitutional
13 amendment, i.e. like the permanent fund, or are you talking
14 about a year-to-year appropriation like renewable resources.

15 MR. DELISIO: You are just speaking conceptually.

16 MR. GORSUCH: Just speaking conceptually, because
17 obviously it is considered to support higher education.
18 Does anybody offhand know what program it is?

19 MS. GUESS: 33 percent of the total budget".

20 MR. COOPER: Right.

21 MR. GORSUCH: If you needed ten percent, let's say if
22 you were able to come up with some kind of performance
23 program, you would need a very substantial endowment and so
24 an additional amount as the education will demands increase.
25 At the same time, as we look at 19 -- late 1980s, we are

1 also anticipating surpluses 20 to 70 billion dollars. What
2 happened to the price of oil and how these other ventures
3 risk.

4 THE MODERATOR: From what you said, you proposed, we
5 proposed, creating an educational trust fund to insure
6 support of the public school foundation program and
7 scholarship fund, period.

8 MR. GORSUCH: Something like that, yeah. I am
9 totally open to.

10 MR. DELISIO: Couldn't we tap in on the natural
11 resources fund.

12 MS. CROFT: The only problem, there was a lot of talk
13 of this sort. As I understand it now, the renewable
14 resources fund is not a permanent type fund. It's a
15 year-to-year fund thing.

16 MR. COOPER: Subject to annual appropriation.

17 MS. CROFT: The only one we have is the permanent
18 fund and ideally the interest or things like that go into
19 affirmative education. It's set up so that things like
20 education don't just fall off the other end.

21 MR. GORSUCH: The renewable resources is not year-to-year,
22 the statute can be amended. It's not a constitutional
23 provision. The statute says 5 percent every year.

24 MS. GUESL: But it has to be appropriated. It has to
25 be appropriated.