

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 86 / 2
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1 people here that wrote these papers that can offer just a
2 very brief analysis, rather than a lot of philosophy at
3 this point. I think that really what I see is the
4 alternative futures coming down to at the end of tomorrow
5 probably and where we start zeroing in on them. I think
6 we're spending a lot of wasted time right now, Madam
7 Chairman.

8 THE MODERATOR: Well, I thought that it was agreed we
9 were going to discuss this item on the agenda and then go
10 on to -- it wasn't decided whether we were going to discuss
11 finances or resources or direct services today. I'm
12 willing to do whatever this group wants to. I'm just here
13 to chair.

14 MR. LADNER: Madam Chairman, maybe if I could just
15 reiterate, and please correct me if I'm wrong, but the
16 process we're in right now, and I think it's the best
17 process, my opinion is, to start with, that right now we're
18 setting goals. And then the next step will be to establish --
19 or we're making a needs analysis now. And the next process
20 will be to establish how we're going to get to that goal.
21 Now, I think that's where we are at this point. We have
22 today and tomorrow and part of Saturday to do that, and
23 maybe I'm wrong. This is only the first of several
24 conferences. Is that correct? This is not a final
25 conference?

1 THE MODERATOR: This group meets every day together,
2 as I understand.

3 MR. LADNER: Yes, but I mean we'll meet again in
4 another period of time.

5 THE MODERATOR: Oh, another conference is planned?

6 MR. LADNER: As I understand it.

7 MR. TOMA: Not planned, but thought about.

8 THE MODERATOR: Oh.

9 MR. LADNER: So, you know, it's good that we're
10 philosophizing and all that sort of thing, but to kind of
11 structure it and put it into simple terms, I think what we
12 ought to do is lay down a half a dozen goals, maybe that's
13 too many, and agree on that and then proceed to the means.

14 THE MODERATOR: Down there?

15 MS. LONGPRE: I see what we're doing right now as
16 talking about the ends, and I see us talking about, I've
17 written down a few ends that we seem to be talking about.
18 Well, when I talk about ends, I'm thinking of us talking
19 about an ideal Alaska, more idealistic goals, but at the
20 same time recognizing some ways of life that we would like
21 to preserve. Right now I think one thing we talked about
22 is that we at present, as Alaskans, have a choice of the
23 life-style we would like to live. One point was that this
24 choice should be preserved, something that we have right
25 now and that we would like to see as part of an idealistic

1 goal also.

2 It seems we've also talked about responsive
3 legislation. Mr. Murran talked about responsive
4 legislation as being an ideal futuristic goal, and that we
5 haven't talked about the ends before. Just is one end and
6 environmental is one end and fiscal responsibility is
7 another end. Maybe we do need to kind of write down the --
8 in organizing this in our heads, we need to write down
9 these ends, separate them, separate what we're talking
10 about, as a means to achieve the ends.

11 I do feel like we are bringing up some ends, but
12 at the same time we're talking about means which maybe
13 makes it a little confusing in my mind.

14 THE MODERATOR: Did anyone want to question Chuck
15 Konigsberg, since he is here, on his paper, in which he has
16 spoken to alternative futures?

17 MS. LINCOLN: (Georgianna) Yes, I would like to give
18 him a few brief minutes to make his presentation.

19 THE MODERATOR: Okay. Perhaps everyone hasn't read
20 your paper and you can summarize it. Some of you never
21 received them. So this is Chuck Konigsberg, who has a
22 paper in. If you did get this book, you can read it later.
23 It's "Conceptualizing Alaska" is its title. Maybe you can
24 give it to us in a nutshell.

25 MR. KONIGSBERG: As I told Chip yesterday, if I had

1 known the people who volunteered papers were not to be
2 participants, I would have preferred not to volunteer the
3 paper and be a participant. I didn't really come here with
4 the idea that I'd be giving a presentation, but just as an
5 interested citizen.

6 But in listening to what's going on here, I would
7 like to make the following comments.

8 For some reason, which each one of you ought to
9 examine, I think, most of us have an extraordinary
10 difficulty in sticking to within ourselves a consideration
11 of values or ends as opposed to the instrumentalities for
12 bringing about a means. There's an almost desperate
13 yearning that I see reflected not only here, but every
14 conference I've been involved in here over the last 12
15 years, to slide immediately away from the consideration of
16 ends to means. And the reason is very simple, I think, but
17 I'm not suggesting people do this deliberately, and that is,
18 means become very destructive ends, and we don't want to
19 face the fact.

20 It would be very much worth your while, if
21 everybody here, for example, I'm not saying you should, but
22 it's a thought, took the time, half hour, to sit down and
23 write, what is it you believe in, what's important to you?
24 Ends, values. And then say to yourself, "How will I bring
25 it about?"

1 Then you have this common means and ends. It's
2 critical that you stick to ends I think. It's absolutely
3 critical, because, if not, you can absolutely be certain
4 that they won't come about. It's the same thing that
5 happens with a very common affliction in our society, smog.
6 Every ingredient that was added to the gasoline component
7 in its pure state was examined thoroughly in itself as a
8 specific, but nobody took the time to determine what
9 happens when it comes out of the pipe in the presence of
10 sunlight, which is photo chemical smog. So the end result,
11 which is synergistic, which Mr. Fuller is justly famous for,
12 but which I would hope you remember when he proposes
13 certain things, is the prime fact that it seems to me any
14 concerned Alaskan ought to think about.

15 The means will become your ends, not in the sense
16 that they remain pure, whether it be fiscal responsibility
17 or something else, but in conjunction with the other means
18 that are being used to bring about the kind of Alaska you
19 think you want to see, something else is going to happen:
20 The value in sticking to ends and values or ideals. And by
21 the way, that's a glorious term. It's not an unrealistic
22 terms to say something is ideal, so that once you put them
23 down and you say, "Hey, this is what I believe," then you
24 can examine your means and see if they're compatible with
25 them. That's the way you ought to be, I think.

1 The problem with western civilization, with
2 Americans and Europeans, and we're doing it to the natives,
3 you know, God help us, is, we reverse the process, and we
4 allow the means to dictate the ends. That's why we're
5 progressively destroying our world. I don't think anybody
6 can deny we're progressively destroying it. That's the
7 reason why people like me are motivated to write papers
8 like we do and the other people who wrote papers in that
9 section of alternative futures.

10 Why is it so difficult to stick to what you
11 believe in as a serious matter of discussion and concern?
12 why? Do it. Spend the time on it. Then the rest of your
13 conference is worthwhile, because everything you talk about
14 after that has got to be consistent with those ends.
15 Everything. And if it isn't, you're on the wrong track,
16 because you said you believed in this, right? Okay. If it
17 is consistent, then put it down. You got something. So I
18 would simply urge that whatever it takes, do it. And then
19 go talk about all the rest of it. Otherwise, you're
20 spinning your wheels. You've nothing to wheel.

21 Thank you.

22 THE MODERATOR: Thank you, Chuck.

23 Anyone want to take a five-minute stretch?

24 MS. LONGPRE: After a five-minute break, if we decide
25 this is the approach we can take, maybe we can all have a

1 voice vote or some outward concurrence on everyone's part
2 that this is the way we'll look at it or an alternative way.

3 THE MODERATOR: Chris?

4 MS. JOHNSON: I'd like to see us take more than maybe
5 a five-minute stretch, maybe until four o'clock, and come
6 back with the kind of things that Mr. Konigsberg suggested.
7 If each of us would take a little time for reflection and
8 outline some ends and not the means and maybe we could have
9 something to go from when we came back, because I feel now
10 like we're spinning our wheels.

11 THE MODERATOR: It's 3:30. Do you need that much time?
12 Do you want to take a half an hour? I'm afraid we'll lose
13 everybody.

14 MS. JOHNSON: I just want to provide everybody with
15 enough time.

16 THE MODERATOR: How about ten to fifteen minutes, and
17 I think that's what we really need to do, is set down some
18 goals, set down some of our -- come to a consensus. Maybe
19 a lot of us have the same ideas. And it's been bothering
20 me in thinking maybe we need to have a motion so we could
21 take a vote and maybe that would make us zero in. I've
22 been trying to figure out how we could move this along and
23 maybe during the break I can come up with something that
24 would help us get to something. Either we can discard
25 things or --

1 MR. HOPE: Let's take a break then, 15 minutes.

2 THE MODERATOR: 15 minutes.

3 MS. LONGPRE: I think we should decide the direction
4 we take before taking a break, so that we use the break
5 time. If we are going to be talking about the ends, we
6 should use the break time period to jell those ideas in our
7 mind.

8 THE MODERATOR: That agreeable then? We will come
9 back with -- if you have a suggestion, you will have it
10 ready to put on the board and then we will get some
11 consensus as to the different viewpoints? Is that
12 agreeable?

13 MR. HOPE: Break time.

14 MEMBER OF THE PUBLIC: I'm an observer and not a
15 delegate, so there may be some objection to my contribution,
16 but the sense I'm getting is a frustration with how to
17 structure looking at the ends. If each person were to deal
18 with five ends that they found most valuable, there could
19 be a tally and it will automatically indicate where the
20 weight of the group is in which items -- which ends are
21 most important and have most intrinsic value.

22 THE MODERATOR: That is what I was getting at. Maybe
23 I wasn't saying it too clearly, but I thought if we would
24 come back and we would write them on the board and we could
25 agree on which ones we wanted to, that we have the most

1 consensus on, --

2 MEMBER OF THE PUBLIC: It would imply responsibility
3 within each delegate to take that seriously and to indicate
4 each of their five most important areas, otherwise your
5 concerns and your feelings are not represented.

6 THE MODERATOR: Okay. Yes.

7 MR. LADNER: This has been brought up before and it
8 may not be practical, but I think that the entire group is
9 impeded or constrained by the layout of the table. If
10 maybe we could get together during this 15-minute period
11 and --

12 THE MODERATOR: I agree.

13 MR. LADNER: -- and change the furniture, --

14 MR. TOMA: We're going to have to move to another room
15 at 4:30. We'll try to make that -- I'll go down and make
16 sure that room is arranged so it's more equitable.

17 THE MODERATOR: We have to move? Let's recess so we
18 can get back and get on.

19 (Recess at 3:35 p.m.)

20 THE MODERATOR: Is everyone back in the room? There's
21 some out in front of the door, would you call them?

22 He's putting up some pieces of paper so we can
23 set down your goals.

24 We just had some distressing news that there is
25 not going to be another room for us at 4:30, so any

1 suggestions from the group whether we want to break up into
2 small groups and go -- there maybe some hotel rooms or
3 something we could go to and talk until six. It just seems
4 a terrible -- we're losing an hour and a half if we have to
5 quit at 4:30.

6 MR. HOPE: Couldn't we sit in the corner of the
7 ballroom?

8 THE MODERATOR: See, they're getting places set up.
9 Could we go into that room at all?

10 MR. TOMA: Into the ballroom?

11 THE MODERATOR: Yes.

12 MR. TOMA: I doubt it.

13 MR. KADEN: What about the staff room upstairs?

14 MR. TOMA: We do have a lot of rooms upstairs. We'll
15 make some rooms available. Like five rooms upstairs are
16 available.

17 THE MODERATOR: We could break up into small groups or
18 something. Any suggestions? Celia?

19 MS. HUNTER: Well, Katy, one of the things that I
20 think could be helpful would be if we could get maybe half
21 a dozen small groups of us where we could just sit down and
22 each one of us put down the things that we think, looking
23 at the future of Alaska, the future as we would like to see
24 it, and kind of bat out a list for each group which
25 reflects the priorities as that group sees it, and then

1 bring those back together and hammer it out among those
2 lists and --

3 THE MODERATOR: First thing in the morning.

4 MS. HUNTER: -- because, you see, a lot of them will
5 have the same things on them, and you can almost weight
6 them in terms of which received the -- most people felt
7 were priorities and you could go down, so we could come out
8 with, say, a list of eight or ten aspects of the future
9 Alaska that we all agree on. I think if we did that, we
10 could certainly beneficially use this time, because I think
11 you almost need to sit and bat ideas back and forth in a
12 smaller context. This group is too big to be manageable in
13 that sense.

14 THE MODERATOR: I was going to suggest that I think
15 one of the things that's frustrating us is that we do want
16 to talk and we're not set up in a way where we can sort of
17 brainstorm an idea, and if we could maybe -- How many of us
18 are there in here? Is it about --

19 MR. TOMA: 30.

20 THE MODERATOR: 30?

21 MR. TOMA: Yes.

22 THE MODERATOR: How about, is ten in a group too many?
23 Or seven?

24 MR. HURLBERT: Seven.

25 THE MODERATOR: Seven may be better. I have a hotel

1 room here.

2 MR. TOMA: I'm making three rooms available right now
3 on the 10th floor for this to break up.

4 MS. HUNTER: You can just number off or in some way --

5 THE MODERATOR: No, we have to get out of here.

6 That's the problem. We have to get out of here at 4:30.

7 Some of us could stay here for the first part.

8 Yes?

9 MR. HURLBERT: What reason is there for having to
10 leave here?

11 MR. TOMA: There was something scheduled by the Red
12 Cross --

13 THE MODERATOR: They're having a dinner or something.

14 MR. TOMA: -- two months ago. And we thought we had
15 another room available on the 3rd floor here, but it fell
16 through.

17 THE MODERATOR: I hate for us to lose the time, we
18 can't stay together after 4:30, but we could make use of
19 the time now to set up some goals, or would you rather just
20 have the break? Carolyn?

21 MS. JONES: I think I am frustrated, but why I'm
22 frustrated is, I want to know if we sat and talked till six
23 o'clock, how much more would we have that would differ from
24 the goals of the Alpha group in '69? I am going to be very
25 frustrated if at six o'clock our list parallels the Alpha

1 list when we could look at the Alpha list for a beginning
2 and say, "Yeah, we agree that all these are still important
3 and all of these have still not been realized, and two are
4 missing."

5 THE MODERATOR: We could start coming to how to
6 achieve those goals which you do not see have been achieved
7 in the last ten years. Maybe some progress is made, but
8 not--

9 MS. HYLEN: Madam Chairman, I quite agree with her.
10 I've been going through these and there's some that perhaps
11 I would strike out. Maybe the rest of you wouldn't. Shall
12 I go through?

13 THE MODERATOR: I think maybe the best thing would be
14 to have a motion on the floor.

15 MS. ISENSEN: I move we adopt the Alpha group goals.

16 THE MODERATOR: We have a motion.

17 MS. HAYES: Why the Alpha group? Why would we be
18 adopting those?

19 THE MODERATOR: Just to start as a part of --

20 MR. KELSEY: Madam Chairman, I'll second the motion
21 just for discussion purposes only.

22 MS. HAYES: Would the Gamma group then be studying the
23 Alpha group or whatever?

24 THE MODERATOR: The Alpha group of this thing, '69.

25 MS. HAYES: That's what I mean. That's what I mean,

1 too. Would that Alpha group now be selecting the Gamma
2 recommendations or others?

3 MR. TOMA: No, it's all --

4 THE MODERATOR: No, no.

5 MR. TOMA: Every agenda is different

6 MR. HOPE: Madam Chairman, I say they're timeless, so --

7 THE MODERATOR: Okay. Any other comments on the
8 motion? Do you all know what the motion is, what the goals
9 are? The '69 report of the -- John Kelsey.

10 MR. KELSEY: Madam Chairman, I'm for the motion. The
11 only thing, I don't want to be held to the Alpha group.
12 When I say we're reinventing the wheel again, that's
13 exactly what this lady is saying. I think we could discuss
14 this. As a matter of fact, in 1969 it took us about six
15 months to come up with these. So I can understand their
16 frustrations of, you know, coming around to these same
17 conclusions. I think it's a great suggestion that we go
18 through these, but I don't think we should be held just to
19 the Alpha group. I think we should take the Beta and that
20 and the Delta and the other groups and maybe dovetail them,
21 because I'm sure there are people who have a lot of ideas.

22 THE MODERATOR: Kevin?

23 MR. HARUN: One suggestion which Chuck Konigsberg just
24 mentioned which I thought was a good one was, he said if we
25 do discuss things, maybe what we should consider first is

1 what's wrong right now in Alaska, because if we can
2 consider what is wrong, and somehow correct that, we're on
3 the right track towards a better future, if we can just
4 somehow eliminate some of the problems.

5 You were getting into one of them with fiscal
6 matters, and I think that I agree with all these here.
7 There might be some things which we might want to add which
8 we've seen over the past ten years in addition to these,
9 and so a small group to add to this list would be good as
10 well as to consider what needs correcting in Alaska right
11 now.

12 THE MODERATOR: Yes?

13 MR. HUSS: I think if we do that, I think the first
14 thing we should do, and I think this is her point before we
15 broke, is, we have to decide if we're going to discuss the
16 ends now and then the means later. I think if we take your
17 point, we're going to go right back to the means. I feel
18 we have to decide which way we're going to go right now. I
19 think that's --

20 THE MODERATOR: Okay. Well, over the break I was
21 going to go around the room and have each one of you
22 present a goal and we would write those down, but then this
23 business about the time threw me. So we do have a motion
24 on the floor, but if you do not want to adopt that motion,
25 that's the alternative that I was going to suggest, that we

1 just go around until we have something.

2 MS. HYLEN: Madam Chairman, we have to have something
3 to start with, and with this motion it puts these, whatever
4 you want to call them, on the board and then from there
5 they can be changed or added to. I don't think that you
6 envisioned this as the whole thing with nothing else added,
7 or deleted.

8 MS. JONES: No.

9 MS. HYLEN: And so I would move that -- I mean I would
10 suggest that we approve this motion so that we can start
11 with something and then we can change it.

12 MR. KELSEY: I call for the question.

13 THE MODERATOR: All those in favor of adopting the
14 goals set by the Alpha group in 1969 --

15 MR. JACK: Correction, Madam Chairman, that's to read
16 the -- it is my understanding that the motion was to read
17 the goals established by the Alpha group.

18 MR. TOMA: Do you have a book, Carl?

19 THE MODERATOR: No, it's to adopt.

20 MR. JACK: To adopt?

21 THE MODERATOR: I gave mine to someone.

22 MS. KINGRA: To adopt them for purposes of discussion.

23 MS. HAYES: To adopt, I don't think was -- was the
24 word "adopt" used?

25 THE MODERATOR: Wasn't it?

1 MR. KELSEY: She just restated it, I thought quite
2 clearly.

3 THE MODERATOR: What did you say?

4 MS. JONKS: Bev made the motion after my statement,
5 and my statement was that we adopt the Alpha goals for the
6 purposes of discussion.

7 THE MODERATOR: That's what I thought, okay, for
8 purposes of discussion.

9 MS. LONGPRE: Before I vote on the motion, would this
10 be adopting the suggestions of the Alpha group, discussing
11 adopting those goals and then discussing the means, or are
12 we going to be adopting them and stating whether we agree
13 with them as ends?

14 THE MODERATOR: I really stated the motion incorrectly.
15 Her motion was to adopt the Alpha group's goals for
16 discussion purposes. So it's a stepping-off point.

17 MS. LONGPRE: For discussion of what?

18 THE MODERATOR: Goals --

19 MS. LONGPRE: Goals --

20 THE MODERATOR: -- which are ends.

21 MS. LONGPRE: As ends?

22 MS. KINGRA: Yes.

23 THE MODERATOR: Ends. Is that understood? Do you all
24 understand? Are you all in agreement?

25 MR. KELSEY: Question.

1 THE MODERATOR: Yes, someone else has a question.

2 MR. LADNER: Just one more comment, maybe it would be
3 easier to say that goals and ends are synonymous, and we're
4 picking the Alpha group of 1969's goals and/or ends because,
5 as the gentleman from Southeastern mentioned, the goals are
6 timeless, so this sort of gives us a benchmark from which
7 to start.

8 THE MODERATOR: All those in favor of the motion say
9 aye?

10 (Delegates responding)

11 Those opposed?

12 (Delegates responding)

13 THE MODERATOR: Motion carried.

14 Do you all have a copy of those goals? I don't
15 have my copy. I gave it away.

16 MS. KINGRA: Madam Chairman?

17 THE MODERATOR: Yes.

18 MS. KINGRA: Since we do have to break in half an hour,
19 can you please tell us where we're breaking to? And if you
20 need hotel rooms for groups of seven, --

21 THE MODERATOR: I don't know if that's the feeling of
22 the group. Do you still want to break?

23 MR. TOMA: We're checking now to see if we can indeed
24 go into the ballroom and use the chairs in there. We'd
25 still break down into different groups of seven as it were

1 and work this out among us in the ballroom, otherwise we
2 are getting rooms available on the 10th floor.

3 THE MODERATOR: Andy?

4 MR. MATHIESEN: Madam Chairman, if we in fact have
5 adopted these -- or, you know, agreed to adopt these goals
6 and, you know, because of their merit and, you know,
7 timeliness and all this, need we go in and discuss them
8 further? Couldn't we spend that time on trying to get, you
9 know, some meat and potatoes on the means of actually
10 accomplishing those goals?

11 THE MODERATOR: What is the feeling of the group?

12 MR. KEENER: I think first of all we should -- I mean
13 I jotted down a few things. I think first of all we should
14 add or subtract to those what we each individually think as
15 ends and then find a means, because we all have maybe an
16 addition or don't feel something's necessary in those. It
17 shouldn't take long at all.

18 THE MODERATOR: Would someone give me a copy? I gave
19 my copy to someone and I gave it to --

20 MR. HUSS: One of the staff just went in to get a
21 Xerox copy of that for everyone. He should be right back.

22 THE MODERATOR: So I could go down them and see
23 whether you agree or whether you want to add.

24 MR. LADNER: Madam Chairman, maybe it would be easier
25 if we could have Chip list the goals in half a dozen words

1 or less so we all sort of have the same score sheet.

2 THE MODERATOR: Because they're long.

3 MR. LADNER: They're fairly lengthy. I hate to over-
4 simplify.

5 THE MODERATOR: They're longer statements than just a
6 few words.

7 MR. KADEN: I think they could be restated simply.

8 THE MODERATOR: Okay. Well, I don't like to delay it
9 for the -- Could someone read the first statement?

10 MS. HYLEN: Here, if you want to use mine.

11 THE MODERATOR: Okay.

12 MS. HYLEN: I kind of crossed some out. Disregard it.
13 She can read through it.

14 THE MODERATOR: "One which maintains, as we agreed on,
15 a harmony between man and the natural environment, with
16 strict controls on pollution and environmental degradation."

17 Do you all agree with that or do you want to --
18 is there a change?

19 MS. HYLEN: Madam Chairman, in view of what --
20 whenever you let the State take care of anything, it always
21 interprets it to suit themselves, you'll get in a whale of
22 a mess, like environmental control. Technically you can't
23 even dig a little hole in the ground without violating
24 their rules. So with strict environmental controls, we
25 ourselves should use environmental controls, each person.

1 And I think that is taken care of when you live in harmony.

2 MS. LINCOLN: (Georgianna) Madam Chairman, I voted no
3 on this because I wanted to make some amendments, but
4 rather than do that I voted no, and that was for the first
5 one, "with strict controls on pollution." I object to the
6 wording of that "with strict controls on pollution,"
7 because in a village where they're burning wood, every
8 house is burning wood, you carry a slop bucket and you dump
9 it down a hole in the ground and you have an outhouse
10 behind your house and, you know, it -- I'm very fearful of
11 that for the very rural areas on strict control on
12 pollution. I think it's going to have to be by community.
13 So I would have deleted that.

14 THE MODERATOR: Would you like those words stricken?
15 Is that what you're --

16 MS. LINCOLN: (Georgianna) I would have deleted that
17 whole portion there after the comma, because I think just
18 agreeing on harmony between man and natural environment is
19 enough for a broad goal.

20 THE MODERATOR: Karen?

21 MS. HEDLAND: Madam Chairman, rather than striking it,
22 could you add a word "local," and "strict local controls"?
23 It does give you some flexibility. I don't want to look at
24 the bottom of the rungs and not provide the sewage.

25 THE MODERATOR: Carolyn.

1 MS. JONES: Would the people be satisfied if we had "self
2 controls on pollution and environmental"?

3 MR. KADEN: No.

4 THE MODERATOR: "With self controls"? Yes?

5 MS. HYLEN: Madam Chairman, I would suggest that "as
6 we have agreed on" is superfluous, and that we strike "with
7 strict controls on pollution and environmental degradation,"
8 because we are duplicating what we are saying above, a
9 harmony between man and the natural environment.

10 THE MODERATOR: I think to make this move along, we
11 will need to have some motions.

12 MS. JONES: I so move.

13 MS. LINCOLN: (Georgianna) I so second.

14 MR. JACK: Madam Chairman, point of order.

15 THE MODERATOR: All right.

16 MR. JACK: I'll state my point. By virtue of the
17 motion that passed, the motion said to adopt the Alpha
18 group's --

19 MR. TOMA: Future goals.

20 MR. JACK: Goals ten years ago. In essence you have
21 doomed adopted --

22 THE MODERATOR: But for discussion.

23 MR. JACK: -- every one of --

24 THE MODERATOR: For discussion purposes only was part
25 of the motion.

1 MS. HEDLAND: Are we tied into restating every one of
2 their goals?

3 THE MODERATOR: It was just for discussion purposes so
4 we would have a place to go.

5 Mr. JACK: Okay, I'll take back my point of order.

6 THE MODERATOR: I know what you're saying, but the
7 motion did carry that it was for discussion purposes.

8 So now we have a motion to delete. I don't know
9 whether it was seconded or not.

10 MS. LINCOLN: (Georgianna) I did second it.

11 Mr. KEENER: Yes.

12 THE MODERATOR: To delete "as we have agreed on" and
13 to delete from "environment" on. So the sentence would
14 read "One which maintains a harmony between man and the
15 natural environment."

16 Any discussion?

17 MR. MATHIESEN: Madam Chairman, when she's talking
18 about that problem, that is a severe problem, surely enough,
19 but, for instance, if you take a village or a camp or
20 whatever else, an entity where people live, that's been
21 getting along for untold many hundreds of years, thousands
22 of years, whatever the case may be, and they're able to
23 live with it, it's obviously not necessarily a pollution
24 control. The pollution control comes when the oil company
25 or whatever else changes that entity that was there into

1 some other entity, that that entity is what needs the
2 control. So really your ultimate control is perhaps just
3 not changing your original entity.

4 MS. LINCOLN: (Georgianna) However, what we're talking
5 about, ends and means, we're really talking about goals and
6 objectives, and the goal is this and the objective could
7 then be the type of controlling that you want. So that
8 would be the objective rather than the goal.

9 THE MODERATOR: But if you take out all of that, you
10 don't have that.

11 MS. LINCOLN: (Georgianna) A harmony between man and
12 natural environment is your broad goal.

13 THE MODERATOR: I don't know who was first, but I
14 think it was Sandpoint down there. ?

15 MR. MACK: Madam Chairman, isn't it a federal law --

16 MR. KELSEY: Right.

17 MR. MACK: -- that these restrictions be incorporated?

18 MR. KELSEY: Right.

19 MR. MACK: So I think what we're doing is looking at
20 the broad sense of the state and just following that
21 regulation.

22 MS. HYLEN: Madam Chairman, I don't think in our goals
23 that we care about what the Federal Government in this
24 state says.

25 THE MODERATOR: Somebody down there with a -- Celia?

1 MS. HUNTLE: I think one of the aspects of this that I
2 think is really crucial is that we're trying to achieve
3 some sense of permanence in the Alaskan social order. I
4 think this is one of the points that Bob Weeden makes in
5 his alternative futures article. And I think that if we
6 look upon this place as our home and we have to cope with
7 the consequences of our actions, over the long term, then
8 those actions have to be such that they don't degrade the
9 environment so that in the future we won't be able to
10 achieve from it the necessities of life. I think that
11 there are naturally going to be controls, but I think they
12 have to be in relation to that goal, that overriding goal,
13 of some kind of a permanent harmony that we can live with,
14 because if we -- for instance, it was perfectly all right
15 in the old Eskimo way to go out and throw everything in the
16 middle. If you do that today, you have Point Barrow where
17 you -- I was in Point Barrow one time and there was a pile
18 30 feet high in the center of town and it didn't degrade.
19 It was biodegradable. You know, we don't have biodegradable
20 solid waste anymore. You can't handle it the same way that
21 it was handled earlier, so you have to change your means,
22 but the goal is the same. You want to keep that place a
23 livable environment.

24 THE MODERATOR: The question we have is to amend this
25 first statement. Is there any more discussion?

1 MS. HAYES: What amendment?

2 THE MODERATOR: We delete "as we have agreed on" and
3 delete from the word "environment" the rest of that
4 sentence.

5 MS. HEDLAND: Is that a motion on the floor?

6 THE MODERATOR: Yes, it is. Is there any discussion?
7 Karen Hedland?

8 MS. HEDLAND: I'm going to vote against the motion,
9 because I still maintain that the local communities need
10 their own local controls and whatever best suits their
11 purposes, and that would be my suggestion later, would be
12 to add a word in terms of local control, and that way every
13 community has it.

14 MS. JONES: I would like to move to amend the motion
15 so that it would read "One which maintains a harmony
16 between man and the natural environment, with controls on
17 pollution and environmental degradation with respect to
18 local needs."

19 MS. HEDLAND: Second.

20 THE MODERATOR: We have an amendment to the amendment.

21 MR. MURRAN: We must act upon that amendment -- do we
22 act upon another amendment?

23 THE MODERATOR: No, it was a motion to amend before.
24 Now we have a motion to amend the amendment.

25 MS. HAYES: Question.

1 THE MODERATOR: I didn't get into that, but we can
2 read it again, but "One which maintains a harmony between
3 man and the natural environment with controls --

4 MS. JONES: -- "with controls" --

5 THE MODERATOR: "With controls." Is "strict" out of
6 there?

7 MS. JONES: "Strict" is not there. "Strict" is
8 deleted

9 THE MODERATOR: "With controls on environment and --"

10 MS. JONES: "That respect local needs".

11 THE MODERATOR: I would rule that if you adopt this
12 amendment to the other amendment, the other amendment does
13 not need to be voted on, because this changes. Is that
14 okay? Do you all agree? Do you understand what you're
15 going to be voting on?

16 Then we don't have to have that hassle. Are you
17 ready to vote on this amendment?

18 MS. KINGRA: You don't have a second.

19 THE MODERATOR: Mr. Kelsey?

20 MR. KELSEY: I submit that that's superfluous, that
21 last part of it, because as the gentleman down on the end
22 of the table here indicated, we have federal laws and
23 regulations that control the sewer and the water, which is
24 what this young lady is concerned about, and the local
25 communities must abide by it. And the City of Skagway has

1 got that problem in pending litigation right now. I'm not
2 against it. I think that's fine, except that I think it's
3 superfluous.

4 THE MODERATOR: Haden Kaden.

5 MK. KADEN: I don't think it's superfluous because the
6 Federal Government only comes into play when the community
7 is already providing a system. That's why Skagway is in
8 trouble. If the community has outhouses, then the Federal
9 Government can't come in, doesn't come in and tell the
10 community that they have to provide a sewer system.

11 MK. KELSEY: Oh, yes, they all have a time frame. Oh,
12 yes.

13 MK. KADEN: I don't believe so.

14 MS. LONGPRE: I see the second clause "With strict
15 controls on pollution and environmental degradation" as a
16 means to the end that we want a harmonious -- we want a
17 harmony between man and the natural environment. I see the
18 goal as being that we want this harmony and we can later
19 talk about means. One means was brought up that there are
20 federal regulations already. If as a means we don't feel
21 that's effective, we can talk about local regulations or
22 local control. So I feel that that whole clause should be
23 stricken.

24 MS. LINCOLN: (Georgianna) I call for the question on
25 the motion.

1 THE MODERATOR: The question. All for the question?

2 All those in favor of calling for the question say aye?

3 (Oral votes cast)

4 THE MODERATOR: Carried. The question is: To amend
5 so that it will read "One which maintains a harmony between
6 man and the natural environment, with controls on pollution
7 and environmental degradation that respects local needs."

8 All those in favor say aye

9 (Oral votes cast - unanimously carried.)

10 THE MODERATOR: Motion carried. We don't have a court
11 reporter, so we don't have --

12 MR. TOMA: Madam Chairman, you have those forms that
13 might be a vehicle for that.

14 THE MODERATOR: Andy?

15 MR. HOPE: I wondered if -- all these motions are
16 self-directed, aren't they? I mean it's not as if we're
17 making any big -- adopting any charter or anything.

18 THE MODERATOR: No.

19 MR. HOPE: So why all the motions? We're directing
20 them just to ourselves anyway. We're not directing them
21 outward to anybody or to any legislative body or anything.
22 We're directing this to ourselves and why do we need all
23 kinds of motions to just direct discussion to ourselves?

24 THE MODERATOR: Well, I don't know how to run the
25 meeting unless we have motions. I mean to get the

1 consensus, Andy.

2 If somebody, you know, amends something, how can
3 you accept it unless you vote on it?

4 MR. HOPE: well, I mean the original motion was just
5 to direct discussion to ourselves, so why do we have to
6 amend that? It's just for discussion purposes anyway.

7 THE MODERATOR: But discussion purposes to come up
8 with a list of goals, as I understand it. Am I wrong?

9 So we'll go on to the next one, "One where the
10 emphasis is on living not just making a living." Do you
11 all agree with that? Chris, I'm sorry.

12 MS. JOHNSON: I had a point of information before I
13 would like to vote on this, what it said, but as I look
14 down at this, that's really the only place we're talking
15 about goals where we can address ourselves to the
16 environment in general, and I don't think -- at least in my
17 opinion that one statement doesn't cover all my
18 considerations in terms of goals for the environment, so I
19 would like to go back to No. 1 and maybe make some
20 additions to the original statement.

21 THE MODERATOR: I think we're still on number -- okay,
22 we're still on this -- you can add in another statement
23 anytime. It doesn't necessarily -- .

24 MS. JOHNSON: Okay, I just wanted to be sure I --

25 THE MODERATOR: So go ahead.

1 MS. JOHNSON: I haven't got it formulated, go ahead.

2 THE MODERATOR: We're not adopting this type of thing --

3 MS. JOHNSON: Okay, then there is some room for
4 flexibility. That's all I wanted to know.

5 THE MODERATOR: Okay. It's my feeling this is just
6 the beginning, that you write your own concerns to add to
7 it as we go along. This is just so that --

8 MS. JOHNSON: Okay.

9 MS. HEDLAND: So we do not necessarily need to vote on
10 each one of these?

11 THE MODERATOR: No.

12 MR. MURRAN: Is it agreeable to take a collective
13 vote, since this is not -- I would say these are all
14 abstract concepts, right?

15 THE MODERATOR: M-hm (affirmative response).

16 MR. MURRAN: Since we already make recommendations on
17 the motion, since legislators will not be entirely be
18 involved in what kind of amendments we're making, so I make
19 a motion that we collectively pass all these numbers with
20 the amendment that we have made.

21 THE MODERATOR: We did that that already before you
22 came in. We already did that. We adopted all of these for
23 the purposes of discussion. What we're going to do is have
24 a set of goals and then we're going to come up with means
25 to achieve these goals and that would be part of our

1 recommendation at the end of the session in each area.

2 MS. JONES: I don't think that second one says
3 anything.

4 THE MODERATOR: No.

5 MR. MURKAN: Which comment is the second one?

6 THE MODERATOR: Go on to one which places --

7 MR. KELSEY: Before you do that --

8 THE MODERATOR: Wait a minute, let's see about, does
9 everyone agree that actually there isn't really much meat
10 in that second one as far as what means you would have to
11 achieve that?

12 MS. HYLEN: Madam Chairman, it sounds good though. It
13 kind of dresses it up a little bit.

14 THE MODERATOR: Well, I guess you could go into -- one
15 of those questions that we had this morning certainly was
16 directed in this regard, where it said education, "Should
17 education be to get a job or should education be for
18 education itself?" And I think maybe that's what that
19 sentence says to me.

20 MS. HEDLAND: Madam Chairman, I would rather see us --
21 some areas, from an earlier reading of the statement, "One
22 in which" would imply any emphasis is on a just community
23 20 years from now, 25 or whatever, in all aspects of life,
24 rather than emphasis on living. What does that say?

25 MR. KADEN: I think what that's talking about is

1 something that, you know, that was the first question on
2 that questionnaire, was about life-style, and it's
3 something about preserving the diversity of life-styles in
4 Alaska.

5 THE MODERATOR: Why don't we say that instead of this?
6 I like that better.

7 MS. HEDLAND: Go on down to the fourth one and it
8 talks about -- the word "diversity" is even used there.

9 MS. LINCOLN: (Georgianna) Madam Chairman, I agree with
10 the gentleman there, that what this is saying, the emphasis
11 is on subsistence, not just jobs. That's what it's
12 primarily saying. I heard everyone pretty much unanimously
13 say that "preserving the life-style that's desired by its
14 Alaskan people," and I think that's what that's saying.
15 It's just different words.

16 THE MODERATOR: Well, maybe somebody could come up,
17 rather than hashing it out right here, why doesn't somebody
18 come up with a wording for that and we'll come back to that,
19 rather than doing it right piecemeal? Is that okay? Come
20 up with a different language on that.

21 MR. MURKAN: Yes, I think there's something missing.
22 You're trying to make some kind of emphasis on little
23 living. You know, I'm an Alaskan Eskimo living -- I've got
24 different life-style from the different group here.
25 They're trying to say something over here, except they

1 didn't really pinpoint it. They kind of (pause) --

2 THE MODERATOR: Haden?

3 MR. KADEN: What about something like "One which
4 recognizes and preserves the diversity of life-styles in
5 Alaska or which allows for the diversity of life-styles in
6 Alaska"?

7 MR. JACK: That's covered in No. 4.

8 MR. KADEN: I think that speaks for the justice, or to
9 the just society.

10 THE MODERATOR: "One which recognizes and allows the
11 diversity of life-styles."

12 MR. KADEN: "Of Alaskans."

13 THE MODERATOR: "Of life-styles"? Will that do it?
14 No.

15 MR. HUSS: I don't think that's what this is
16 addressing. What this means to me is, this isn't just
17 subsistence living to me. It means like in our education
18 system there's such an emphasis on minimum levels or
19 something rather than, and this was brought up last night
20 and it made so much sense, rather than emphasis on our
21 major roles in life, like marriage or raising children or
22 just living, you know. I mean there's so much emphasis on
23 a minimum level of reading, writing and arithmetic, or a
24 skill, and so little attention paid to families and to that
25 whole aspect, and I think that's what this says to me more

1 than a subsistence life-style.

2 THE MODERATOR: Carolyn?

3 MS. JONES: I think it's clear from all the
4 definitions around this table that this statement is unclear,
5 and -

6 (Laughter)

7 - and that someone should write something that we
8 can all agree on what it says if we're going to adopt it as
9 a goal.

10 MR. MATHIESEN: Madam Chairman, may I ask? I think
11 she's right. It says things that it doesn't mean, and part
12 of it might be just living includes making a living, but
13 what we may be talking about is that we don't necessarily
14 want to create a whole mess of new living, which in turn
15 mess up the old one that we were trying to preserve and
16 save. I don't know if that's what that lady is talking
17 about, as far as clarifying this or not. It would clarify
18 it to me, but it might not to other people.

19 THE MODERATOR: It's obvious it means different things
20 to each one of us, and so we do need to have another
21 statement, but Haden had a suggestion, but if you don't
22 want to take it up now, and go on and come back to this one --

23 MR. KADEN: I'll make a motion that whatever I said --

24 MR. MARSHALL: I second the motion.

25 MR. LADNER: Could we have it restated, please?

1 THE MODERATOR: I think I got it. "One which
2 recognizes and allows the diversity of life-styles --"
3 first you said "preserves," then you changed it to "allows."
4 So I don't know what you want. "Preserves" I think is
5 better.

6 MR. KADEN: "Preserves."

7 THE MODERATOR: "One which recognizes and preserves
8 diversity of life-styles."

9 MR. KADEN: "The diversity of life-styles found in
10 Alaska."

11 THE MODERATOR: "The diversity of life-styles."

12 MR. HUSS: Maybe rather than --

13 THE MODERATOR: You have to always go back to the very
14 beginning, which says "Envisions a future for Alaska as one
15 where, one which recognizes and preserves the diversity of
16 life-styles."

17 MS. HYLEN: "In Alaska."

18 THE MODERATOR: Well, we're talking about Alaska. The
19 future of Alaska is it.

20 THE MODERATOR: Yes?

21 I think "preserves" is too limiting. I mean that
22 says to me that it's something that's already there and
23 that doesn't allow for something to develop in the future,
24 which needs to be respected, too. I think maybe "respects"
25 or "allows" would be a better word than "preserves."

1 THE MODERATOR: Would you accept that, Haden?

2 MR. KADEN: Yes.

3 THE MODERATOR: All right, "allows," change it back to

4 "allows."

5 MR. KADEN: "Respects."

6 THE MODERATOR: "Respects"? Okay, "respects." We got

7 "recognizing." "One which recognizes and respects the

8 diversity of life-styles."

9 MS. LONGPRE: What about something that says that

10 State citizens can choose the life-style that they would

11 like to live? For instance a person may not be born into a

12 subsistence life-style, being able to choose that as their

13 life-style?

14 THE MODERATOR: That's what this states. That's what

15 this statement says to me.

16 MS. HEDLAND: Question.

17 MS. LONGPRE: Except that it preserves an existing --

18 MS. KINGRA: They took out "preserves."

19 THE MODERATOR: We took "preserves" out, "respects."

20 MS. LONGPRE: "Respects"?

21 THE MODERATOR: "Recognizes and respects the diversity

22 of life-styles." Do you all have that?

23 MS. HYLEN: Question.

24 THE MODERATOR: "One which recognizes and respects the

25 diversity of life-styles." All agreed? Any objection?

1 Adopted.

2 Okay, "One which places technology and material
3 development in the service of man not vice versa." Any
4 objection to that statement?

5 MS. HYLEN: Madam Chairman, it seems to me like that "not
6 vice versa" is superfluous. I like the first part of it,
7 "One which places technology and material development in
8 the service of man," period.

9 THE MODERATOR: Well, may I just comment? I think the
10 reason for that is that there are many times that
11 technicrats take over and forget the element and I think
12 that's why it's there.

13 MS. HYLEN: It's redundant.

14 MS. HEDLAND: No, it's not at all.

15 THE MODERATOR: No, because it means that the
16 technology should be considering man first and not the
17 technology as a means without the human element. That's
18 what it means to me.

19 MS. HYLEN: It says "in the service of man."

20 THE MODERATOR: "One which places technology and
21 material development in the service of man," but if you
22 don't say that, --

23 MS. HEDLAND: Without "vice versa," it implies man in
24 the service of technology and material development.

25 THE MODERATOR: Yes, right, right. Any objection?

1 Okay, that one is okay. Now we're down to the
2 longer one. "One where ethnic, racial and cultural
3 diversity is a proud and cherished accomplishment; where
4 discrimination has been eliminated or minimized and where
5 all men are truly brothers; where the individual is freed
6 from the terrible psychic burden of feeling superior to his
7 fellow man for reasons of race, creed, wealth or position."

8 MR. KELSEY: Another one is motherhood.

9 MR. KADEN: Sex.

10 THE MODERATOR: There's a lot of extra words in there
11 that are sort of editorialized, but --

12 MR. KEENER: This "or minimized and," it's -- I feel --
13 I like the part where it says "where discrimination has
14 been eliminated and where all men are truly brothers," I
15 like that, but where you say "eliminated or minimized," you
16 know, that's kind of --

17 THE MODERATOR: That waters it down, doesn't it?

18 MR. KEENER: Yes, I'd like something strong and powerful
19 to say. I don't like that.

20 THE MODERATOR: All agree to eliminate those words "or
21 minimized?"

22 MS. HEDLAND: Yes. Yes.

23 THE MODERATOR: Any objection?

24 MS. HUNTER: No.

25 THE MODERATOR: Okay.

1 MS. HUNTER: I think the last part of that is very
2 poetic, but I'm not sure that's necessarily the best way to
3 say what you're trying to say there, if it needs to be said
4 at all.

5 THE MODERATOR: "A terrible psychic burden" bothers me.

6 MS. HUNTER: As I say, somebody got poetic.

7 THE MODERATOR: I agree.

8 MR. LADNER: I recommend we strike that last sentence.

9 THE MODERATOR: "Where the individual is freed" and
10 all that?

11 MS. HUNTER: Yes.

12 THE MODERATOR: Because I don't think it's necessary
13 really.

14 MS. HUNTER: I think the first two clauses are what
15 you're saying.

16 THE MODERATOR: Carolyn?

17 MS. JONES: I go with eliminating. So that that item
18 would end with "brothers" and the rest of that would be
19 eliminated, or is there some other suggestion?

20 MS. HEDLAND: Eliminated, you eliminate the two words
21 "Or minimize."

22 THE MODERATOR: Yes. So that section reads "One where
23 ethnic, racial or cultural diversity is a proud and
24 cherished accomplishment; where discrimination has been
25 eliminated and where all men are truly brothers."

1 MS. HYLEN: That's good.

2 MS. JONES: I have a little correction.

3 MS. HEDLAND: I'm waiting for you, Carolyn. I thought,
4 "She's got it."

5 MS. JONES: I'm trying to think of the right thing to
6 slide this across the table. I would like it to read "One
7 where ethnic, racial and diversity is a proud and cherished
8 accomplishment; where discrimination has been eliminated
9 and where all Alaskans are truly brothers and sisters."

10 MS. HEDLAND: Second.

11 MR. LADNER: Outstanding.

12 THE MODERATOR: Any objection to that change? I am
13 sure we will accept that.

14 MR. KELSEY: No chauvinists around here.

15 (Laughter)

16 THE MODERATOR: "Brothers and sisters and all Alaskans."

17 Okay, the next one, "One where good health is
18 assumed as a right and men are not expected to compete to
19 achieve it."

20 MS. HUNTER: Why would you add that second clause? I
21 can't see it.

22 THE MODERATOR: Beg your pardon?

23 MS. HUNTER: I don't see in what way you're supposed
24 to be competing to achieve good health. That doesn't
25 really convey much of anything.

1 THE MODERATOR: Yes.

2 MS. HUNTER: I think the first clause, to --

3 THE MODERATOR: "One where good health is assumed as a
4 right," period, hm?

5 MS. HUNTER: Yes.

6 MS. HAYES: There probably was before that conference
7 in '69, Madam Chairman, reason to include that.

8 THE MODERATOR: Yes, probably, that's -- I think
9 that's a good suggestion. Any objections to shortening
10 that?

11 MR. HUSS: I don't understand. What was the last
12 comment?

13 MS. HUNTER: Well, just simply on this one --

14 THE MODERATOR: She said probably in 1969 there was
15 some compelling reason for putting that in.

16 MR. HUSS: I see.

17 THE MODERATOR: But no one sees the need for that now.
18 Okay?

19 MR. KELSEY: Right.

20 THE MODERATOR: That shortens that.

21 MS. LINCOLN: (Georgianna) Madam Chairman?

22 THE MODERATOR: Yes?

23 MS. LINCOLN: (Georgianna) Would there be an
24 objection, I'm not going to make it a motion, but would
25 there be an objection to adding in there "One where good

1 health and education is assumed as a right"?

2 MS. HEDLAND: I think education is supposed to be
3 separate.

4 MS. LINCOLN: (Georgianna) Special?

5 THE MODERATOR: Down here at the bottom I think it's
6 Priority 1.

7 MS. KINGRA: Priority 1.

8 MS. HYLEN: But they didn't say anything.

9 THE MODERATOR: Let's make education separate.

10 MR. LADNER: I think we should determine whether
11 education is a means or a goal.

12 THE MODERATOR: Yes. Okay, you're agreed it reads
13 "One where good health is assumed as a right," right?

14 Next one, "Where the arts, the contemplative life
15 and other cultural pursuits receive equal attention with
16 material activity."

17 MS. HEDLAND: That's poetic.

18 THE MODERATOR: Yes, I think that could be stated more --

19 MS. JONES: Contemplated by --

20 THE MODERATOR: No, I mean I would welcome some
21 stronger words in there.

22 MS. HUSS: Somehow it assumes that all arts are nonmaterial
23 activities.

24 THE MODERATOR: I beg your pardon?

25 MS. HUSS: It assumes arts are nonmaterial activities.

1 The wording somehow is all fouled up.

2 THE MODERATOR: How about someone giving some
3 attention to that so we could make it a little stronger?

4 MS. HEDLAND: Someone that's good with words think
5 about it as being used. Its use of leisure time is really
6 what they're talking about.

7 MS. HAYES: Yes, leisure is an asset to be used for
8 the cultural pursuits and how we word that. We need help
9 on that.

10 THE MODERATOR: I made a note that it needs to be
11 improved.

12 MR. KEENER: You should keep in mind also the cultural
13 pursuits, some people take it a little bit more seriously
14 than in just leisure life, --

15 THE MODERATOR: Yes.

16 MR. KEENER: -- and that I think it is a suitable
17 subject to, say, "One where the arts and cultural pursuits
18 are enhanced in some manner," you know. Give it something
19 where we -- I feel like I want to support the arts and
20 cultural pursuits.

21 THE MODERATOR: David, I'm passing that over right now
22 so we can come back and somebody come up with some stronger
23 language.

24 I don't know what pressure is going to be on us.
25 I suggest we sit here until they move us out.

1 MR. LADNEK: Sure, carry on. Moving right along.

2 MR. MURKAN: Madam Chairman?

3 THE MODERATOR: Yes?

4 MR. MURRAN: I move we delete "contemplative" and
5 delete "other" as far as cultural pursuits are concerned,
6 to read that "life and cultural pursuits receive equal" --

7 THE MODERATOR: Would you mind if -- I think the
8 feeling is that the whole thing needs some improvement;
9 rather than just by amending one word or two right in this
10 sentence right now, that we'll come up with something that
11 will be stronger. Would you object to that --

12 MR. MURKAN: I don't object to that, --

13 THE MODERATOR: -- from Hooper Bay?

14 MR. MURRAN: -- but I'm objecting to the wording of --
15 asking the deletion, delete the "contemplative life,"
16 delete "other" before "cultural."

17 THE MODERATOR: Okay.

18 MR. MURRAN: And leave the sentence as it is.

19 THE MODERATOR: Okay.

20 MR. HARUN: There's another dimension to this, too,
21 which I think we should consider. That is the amenities
22 and the aesthetics and how you develop these communities,
23 because too often we think of the performing arts or shows,
24 but actually in the actual development of the city you mean
25 to provide some amenities, something that we haven't really

1 looked at.

2 THE MODERATOR: I think that that's a good suggestion.
3 This whole sentence needs to be a lot stronger and cover
4 more.

5 "One where the political process achieves a
6 deserved respect through participation of an alert, active
7 citizenry." Boy, the way they use adjectives in this.

8 (Laughter)

9 How do you feel about that? I think it could be
10 stronger. Yes?

11 MS. HYLEN: I think it could be taken out, because it
12 doesn't really make sense.

13 The political process is not going to get respect
14 or participation from alert citizenry.

15 THE MODERATOR: Maybe it is not a goal, but --

16 MS. HULEN: I don't think it is.

17 THE MODERATOR: Our active participation by the
18 citizens certainly makes Alaska a better place to live, but
19 I'm not sure the way this is stated. Okay, Karen?

20 MS. HEDLAND: Perhaps where I'm coming from on that,
21 from the League of Women Voters, "One where access to the
22 political process," whatever it is, that it's the citizens'
23 access to the governmental structure that's difficult.
24 They don't know how to do things, and so so I think in
25 terms of one where the political process, you know, the

1 words "achieves a deserved respect" is not really what --

2 THE MODERATOR: What the concern is.

3 MS. HEDLAND: -- my concern is. It would be one where
4 the political process is accessible for participation by
5 the citizenry, and they shouldn't have to really be alert
6 and watch for this legal notice.

7 THE MODERATOR: Can you come up with a better sentence?

8 MS. HEDLAND: I would move that it says "One where the
9 political process achieves a deserved respect --" no, I
10 can't. We removed that.

11 THE MODERATOR: No. Yes?

12 MS. LINCOLN: (Georgianna) Before you start to write
13 anything up, because I don't know how to rework it either,
14 but I think that when I'm reading it and when I was listing
15 my goals out, that I think that there needs to be emphasis
16 and I thought it would be in this line here, this sentence
17 "on equal representation," that the rural people have
18 representation, too. And the political process, you know,
19 through participation of, it doesn't say -- I put "Equal
20 participation" but I think it needs "balanced participation,"
21 "balanced representation" or something to that effect, so
22 whoever rewrites this, I hope they take that into
23 consideration.

24 THE MODERATOR: Well, that is a little broader than
25 what this is, but I agree that's one of my goals, that a

1 rural part of the state not lose representation in the next
2 go-around.

3 MR. TOMA: Madam Chairman?

4 THE MODERATOR: Yes? We have to get out?

5 MR. TOMA: We do have a conflict. They're pressuring
6 us to get out.

7 THE MODERATOR: Okay.

8 MR. TOMA: We don't have any set rooms lined up. The
9 other groups also have to get out of these two rooms. So
10 this group has the choice of whether to adjourn for today
11 or whether to decide among yourselves whether you want to
12 get in hotel rooms, groups of five or so, and work together
13 on this.

14 If I could make a short statement, the reason why
15 this conference was called, obviously, was because of the
16 surplus monies being generated by the change in the oil
17 prices, and at the same time there were a number of goals
18 that were lined out in your letter as a delegate that asked
19 you to come to some conclusions on fisheries policy, oil
20 and gas policy, transportation, education and the overall
21 question of financing. I'm not going to at all discourage
22 or try to move, you know, this discussion from where it's
23 going. I think it's very healthy.

24 Some of the people who have been visiting other
25 groups have told me that the other groups are all

1 concentrating on specific proposals at this point, as it is,
2 the hard data, so this group is in a very good place, if
3 they want to continue this philosophical discussion on
4 Alaska and our roles as humans and people here. So
5 consider that. You're doing a good job as you are, because
6 one group at least has to stay with this subject or should.

7 So decide. I think we should decide whether to
8 break up now for the next hour and a half or so into hotel
9 rooms, preferably yours, and bring three or four or five
10 people with you to continue these group discussions. Maybe
11 within the smaller groups you can --

12 THE MODERATOR: I think something could be achieved by
13 breaking into small groups and brainstorming and talking,
14 and then we could come back tomorrow morning with these
15 ideas.

16 MR. TOMA: Right.

17 THE MODERATOR: And I would suggest we take -- I have
18 a room. Does anyone else have a room?

19 MS. HYLEN: I have a room.

20 THE MODERATOR: You know, we could sit on the floor or
21 so forth, and anybody who -- how many want to continue?
22 You all want to continue? How many is that?

23 MR. KEENER: I would like to, if we go ahead and go
24 through those ends, --

25 THE MODERATOR: Yes.

1 MR. KEENER: -- if we went on and kind of discussed
2 the means as this financing, fisheries, I think that would
3 also help speed things along.

4 THE MODERATOR: I think a small group talking will
5 make it easier tomorrow when we come back tomorrow and see
6 how we're going to proceed in the different areas.

7 MR. TOMA: Those of you who do want to continue stay
8 around for a few minutes, then those who do stay, the 12 or
9 15 who want to stay on, we'll get the 15 of you directed to
10 the hotel rooms and then we can proceed.

11 MS. HEDLAND: When you talk about transportation,
12 remember mass transit. Certainly will save me two hours
13 this afternoon.

14 (Adjourned 4:45 p.m.)
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SCOMM

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FILE COPY

LEGISLATIVE COUNCIL, STATE OF ALASKA

Conference on Alaska's future frontiers

Friday, December 7, 1979

Sheraton Anchorage Hotel

Anchorage, Alaska

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Reported by: Charlene Beovich, RPR

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GAMMA GROUP MEETING PROCEEDINGS

(December 7, 1979, 9:40 a.m.)

THE MODERATOR: Could we get seated? We're already 45 minutes behind the schedule on the agenda. It says "Continuation of Work Groups," and, as you see, we're supposed to be organizing comments by this afternoon and this evening. We've got quite a bit ahead of us.

When we recessed yesterday, we were talking about goals, and some of us met, I think there were a couple of groups who met and worked on a few statements, but right now I think, let's go around and each one of you make, if you wish, and have a goal, would you state it, just one, in this first time going around. And if you want to pass, that's fine. I think we may get something then that we can come to agreement on. Would you accept that?

Okay, let's start with Ellen. I'm sorry, start with -- Are you ready?

MS. HUNTER: No, I'm not ready.

THE MODERATOR: How about Ellen?

MS. HAYES: No, I need to check with Georgianna first.

THE MODERATOR: All right, Gary.

MR. HOLTHUS: Maybe this doesn't need to be said, but I stick with the theme of justice I guess. I like to see

1 the law fall with equal weight and force on all segments of
2 society. It's an old constitutional guarantee, but it
3 doesn't happen in Alaska. We don't have enough policemen
4 to provide police protection in most of the state, and when
5 people do have difficulty with the law, there is
6 discrimination between whites, natives, blacks and others.
7 And the sentencing statistics that have come out in recent
8 years make the point. So I want some kind of equal justice.

9 THE MODERATOR: Carl.

10 MR. JACK: Pass for now. I'll come back later.

11 THE MODERATOR: Okay.

12 MS. HEDLAND: Madam Chairman, are we going to write
13 these down in any kind of wording?

14 THE MODERATOR: This --

15 MS. HEDLAND: That isn't really what he said, is where
16 the law falls in equal weight --

17 MR. TOMA: Anytime you want to correct me, please do
18 so.

19 THE MODERATOR: I don't think that covers it enough
20 either. Gary, why don't you be sure that it says what you
21 mean?

22 MR. HOLTHUS: You know, what the constitution says is
23 the law should fall with equal weight on all segments of
24 the society. And in our case it doesn't, in your terms of
25 protection or in terms of enforcement.

1 Just keep to -- excuse me a moment

2 THE MODERATOR: Yes.

3 MR. HOLTHUS: Just to keep that from seeming abstract,
4 that I guess means that I want to spend some money on the
5 State Troopers and the police department, the court system
6 and so on. Sooner or later, we get to talking in more
7 practical terms.

8 MS. LINCOLN: (Georgianna) My very rock, rock goal is
9 to preserve the life-style desired by its Alaskan people.

10 MS. LUDWIG: I'd just like to add to what Gary said
11 and say that in our area, we have no legal aid. We have a
12 Trooper that covers the whole Aleutian chain that is very
13 seldom in our town. And in our particular area we need a
14 lot of things. The legal aid would really be a great help.
15 You have to go clear to Anchorage or call on the telephone
16 and our phone service is very poor, so we have very poor
17 legal representation out there.

18 THE MODERATOR: Then is one of your goals also
19 communication?

20 MS. LUDWIG: Yes.

21 THE MODERATOR: Better communication?

22 MS. LUDWIG: Yes. Transportation is one of the major
23 things. Our air fare is \$350 to Anchorage roundtrip.

24 THE MODERATOR: Could you make a goal statement out of
25 that, Chip?

1 MR. TOMA: I'm sorry? Excuse me.

2 THE MODERATOR: Could you make a goal statement out of
3 what she said regarding better communication for --

4 MR. TOMA: Communications, transportation and --

5 THE MODERATOR: Communication and transportation for --

6 MR. TOMA: And protection services? Equitability --

7 THE MODERATOR: For all areas.

8 MR. TOMA: Equitability of service.

9 THE MODERATOR: Okay. Gene.

10 MS. KINCRA: I have two things. One is short and
11 sweet and may seem facetious, but to me it's not. Tourism
12 dollars, the tax dollars. I'd like to see them spent to
13 give a dignified impression of our state.

14 And also I would like a system of perhaps tax
15 incentives or investment incentives to private industry to
16 figure the terms of human profit and perhaps head off the
17 horrendous effects of the aftermath of some businesses
18 coming into our area. I'd rather see it headed off in the
19 beginning than to do an impact study afterwards and see
20 what's left behind in regard to women, education. I've
21 seen five or six studies done on the impact of the oil
22 pipeline in Fairbanks. If it had been done ahead of time,
23 some of those terrible effects might have been headed off,
24 and if we can figure some of the profits in human profit
25 instead of dollar profit, it might be done in advance. I

1 don't know how else to say it.

2 THE MODERATOR: Well, we need to do some editing of
3 that kind of statement. We're just getting, talking out
4 ideas right now. Maybe someone who is get --

5 MS. KINGRA: Tax incentives and incentives to
6 encourage businesses to provide services and offset adverse
7 impacts developing after the fact.

8 THE MODERATOR: Why don't you give that to him and he
9 can write that down after we're going around here?

10 MS. KINGRA: Can you read my writing?

11 MR. TOMA: Sure.

12 THE MODERATOR: I don't want to get too far ahead of
13 you.

14 MR. TOMA: That's all right.

15 THE MODERATOR: Next.

16 MS. LONGPRE: I'd like to echo the preservation of
17 Alaskan life-styles --

18 THE MODERATOR: Speak up. She can't hear you.

19 MS. LONGPRE: That the preservation of Alaskan
20 life-styles should be a priority.

21 THE MODERATOR: We have that on there.

22 MS. LONGPRE: I'd just like to echo that. Also we
23 talked about a clause where good health is assumed as a
24 right yesterday and I would like to see the consideration --

25 THE MODERATOR: I didn't hear you.

1 MS. LONGPRE: We talked about a clause yesterday where
2 good health is assumed as a right. I would like that to be
3 included, and I'm particularly concerned about alcoholism
4 as fitting in under there.

5 THE MODERATOR: I think the statement was --

6 MS. LONGPRE: One where good health is assumed as a
7 statement.

8 THE MODERATOR: Yes, good health is assumed as a right,
9 instead of rights of good health.

10 MR. TOMA: All right.

11 THE MODERATOR: It's from this goal statement of ten
12 years ago.

13 MR. TOMA: All right.

14 THE MODERATOR: Next?

15 MR. LADNER: I'd like to see a continued development
16 of the transportation infrastructure within the state.

17 THE MODERATOR: Wouldn't that be the one that she's
18 got down there? Isn't that within the state that she was
19 speaking to?

20 MR. LADNER: Well, equitability I'm speaking about.
21 She's speaking about equitability of services and I'm
22 talking about expansion of services, development of
23 services.

24 THE MODERATOR: You mean you wish to have expansion of
25 better -- of transportation system.

1 MR. LADNER: Improvement of.

2 THE MODERATOR: Improvement?

3 MS. HEDLAND: To include mass transit.

4 THE MODERATOR: Would that include mass transit?

5 MR. LADNER: I don't have an opinion on that.

6 THE MODERATOR: Okay.

7 MS. HEDLAND: But would it?

8 MR. LADNER: Yes.

9 MS. KINGRA: I didn't say encourage tourism. I said
10 that our tax dollars be spent on tourism to encourage a
11 dignified impression of the state, not a woman in a bikini
12 on the glacier.

13 THE MODERATOR: Could we edit these later? I want to
14 go around. We'll take a break and you can straighten them
15 out.

16 THE MODERATOR: Andy.

17 MR. MATHIESEN: Well, it sounds to me like everybody
18 is saying essentially the same thing, that we have a
19 quality of life in Alaska that's rather unique and we're
20 desperately trying to preserve it and that essentially is
21 my goal.

22 THE MODERATOR: John?

23 MR. KELSEY: I have no problem with what I'm hearing.
24 I think -- I would like to say though, to underscore, I
25 called it fiscal responsibility yesterday, I call it

1 responsible action. I think we have responsibility to our
2 children and our grandchildren to act in a responsible way
3 so that they have some of the things that we are enjoying
4 today. Whether you include it in the matter of preserving
5 our culture or whatever, but I'm thinking in terms of
6 wasteful action.

7 And I have a problem when I see programs that were
8 suggested to us this morning. I think it's great, and I
9 think that we need to address the matter of our delinquent
10 children, but I think that we shouldn't always look to our
11 government to solve those problems. I think we should look
12 to our family units. I think they have the responsibility
13 of keeping our kids within line.

14 And I don't think we should just increase our
15 bureaucracies with the idea of they're going to solve our
16 problems. I think we have that responsibility, and if I
17 were to say any one thing, I think responsible action
18 should be a goal. I called it fiscal responsibility and I
19 don't think it was too well received yesterday, but that's
20 about --

21 THE MODERATOR: You mean to save some of the money
22 then?

23 MR. KELSEY: Absolutely. I don't think we'd have the
24 right to dissipate all our assets in our generation. I
25 think we have a responsibility to our children.

1 THE MODERATOR: Kaden?

2 MR. KADEN: I have three things. Is that all right?
3 Or do you want just one?

4 THE MODERATOR: Well, we're going to say one. How
5 about, if none of these have been covered, say one now and
6 we'll come back to extra ones.

7 MR. KADEN: Okay, I'll take the most important. One
8 where, this is a future where, one where large areas of
9 Alaska still exist in their natural state for their own
10 sake and for the sake of still future generations, because
11 of our continuing recognition of our stewardship for the
12 land.

13 THE MODERATOR: Marion?

14 MS. HYLEN: One where continuing education is provided
15 for all age groups.

16 THE MODERATOR: That's good.

17 Andy?

18 MS. HYLEN: I think we're ahead of him.

19 MR. TOMA: Excuse me Marion, that was education --

20 MS. HYLEN: One where continuing education is provided
21 for all age groups.

22 MR. TOMA: Okay, thank you.

23 THE MODERATOR: Andy?

24 MR. HOPE: Well, the first thing I'd like to see is a
25 government that stays out of the way. Now, after that I'd

1 like to see increased educational opportunities from
2 childhood through adult, through the whole span of adult
3 life. That's including vocational and higher education.
4 And then a short note on that impact: How do we place a
5 price tag on the cultural traditions of the native people?
6 Suppose they're severely impacted or destroyed. How do you
7 compensate for the loss of those cultural traditions? If
8 you want to try --

9 THE MODERATOR: I've given you one goal this first
10 time around, then can we come back, Andy?

11 MR.HOPE: All right, I want to stress again the theme
12 of localization. I think that's important that we provide
13 the means to develop local governments, recognizing the
14 cultural diversity of the people of Alaska, too.

15 THE MODERATOR: First you said keep government out of
16 the way, --

17 MR.HOPE: I mean a centralized bureaucratic government.
18 Do you think that's a contribution?

19 THE MODERATOR: No, I just wondered, I was giving you
20 one goal and you've given me about three.

21 MR.HOPE: Well, I think they're all --

22 THE MODERATOR: I want to keep --

23 MR.HOPE: They're all the same.

24 THE MODERATOR: -- them in mind but right now we'll go
25 around and come back to those, okay?

1 Carolyn.

2 MS. JONES: I have several so would you come back to
3 me when you do the second run?

4 THE MODERATOR: Okay.

5 MS. JONES: One where political representation
6 reflects not only the population but geographic diversity.

7 MR. KELSEY: Is that legally possible, Madam Chairman?
8 Can I ask the lady? She's an attorney.

9 Is that legally possible in a one man, one vote --

10 MS. JONES: I think there are ways to get around it.
11 For example, in the U. S. Government the senate provides
12 for two senators from every state regardless of population.
13 If we turned our senate into something similar -- I think
14 there are probably lots of ways to get around that
15 particular situation.

16 MR. HUSS: That would have to be in charge of the
17 Supreme Court though.

18 THE MODERATOR: Could we hold the discussion until we
19 get all these down?

20 Mr. Marshall?

21 MR. MARSHALL: Well, I'd like to speak on education.
22 I think we should be putting more emphasis on the basic
23 education, because without the basics, the higher education
24 would be null.

25 THE MODERATOR: Then you would like an expansion of

1 education goal?

2 MR. MARSHALL: Education, yes, because you have
3 children who are coming out of high school today that can't
4 read.

5 THE MODERATOR: Should broaden the education goal then.
6 Kevin.

7 MR. HARUN: I've just hastily scribbled it down. Some
8 of it may have come up with another person brought it up.
9 I would just like to read it. Won't take that long.

10 Whereas, the vast majority of Alaskans are urban
11 dwellers;

12 And whereas the way in which urbanization is
13 taking place has great effects on Alaska as a whole,
14 specifically settlement and resource demands on rural
15 Alaska;

16 Whereas, Alaska's major cities should begin major
17 efforts to enhance the aesthetic qualities in urban areas,
18 to encourage the ability to walk, to reduce strip
19 commercial sprawl, strip commercial development, and to
20 reduce the homogenization of Alaska;

21 And whereas, the leading detriment of Alaska's
22 urban development and land-use patterns are transportation
23 patterns, specifically the total dependence on the
24 automobile;

25 Now, therefore, be it resolved that the State of

1 Alaska make a massive commitment to reshift transportation
2 funding from automobile dependence to mass transit.

3 THE MODERATOR: That's good.

4 MR. HUSS: I just have one more. I'd like to provide
5 employment that's necessary to support all Alaskans, and an
6 economic base. I don't know if that -- it could even
7 enlarge it to say some sort of acceptable employment on
8 employment.

9 MR. TOMA: I'm sorry, Bernie, can I have that again?

10 MR. HUSS: An economy which could support every
11 Alaskan, or something like --

12 MR. TOMA: An economy to support all Alaska?

13 THE MODERATOR: Christy?

14 MS. JOHNSON: Okay. I'd like to see us develop energy
15 sources which utilize renewable resources and which are
16 localized whenever it's feasible.

17 THE MODERATOR: David?

18 MR. KEENER: Only thing I would do is renewable
19 resource, but that's just discussion.

20 THE MODERATOR: Karen?

21 MS. HEDLAND: The same. They're all up there,
22 although I'm not satisfied with them.

23 THE MODERATOR: Well, I think the wording --

24 MS. HEDLAND: Wording, right

25 THE MODERATOR: Needs work. They're not exactly

1 saying what everybody has said.

2 Getting back over here --

3 MS. HEDLAND: Kay.

4 THE MODERATOR: I'm sorry, ahead. Yes, it is.

5 MS. LINCOLN: One of the goals that I'd like to see us
6 work on is the educational system, the education under one
7 system instead of two, the state and federal.

8 MR. TOMA: Want a state educational system, strong
9 State?

10 MS. LINCOLN: Just one. Whichever way is the best.

11 THE MODERATOR: You mean --

12 MS. HUNTER: Equal educational opportunities for all?

13 THE MODERATOR: You mean state --

14 MR. TOMA: You're talking about the administration,
15 aren't you?

16 MS. LINCOLN: Yes.

17 THE MODERATOR: You mean with the university and the --

18 MS. LINCOLN: No, I'm talking about the State and
19 Federal Government in education. What I'd like to see, one
20 of the goals worked on, is all the education being under
21 one system instead of two separate ones.

22 THE MODERATOR: Oh, you mean like BIA and --

23 MS. LINCOLN: Yes.

24 THE MODERATOR: Oh, okay. One educational system.
25 That's clear now.

1 MS. HUNTER: I would like to see, "Protection of the
2 environment and maintenance of viable ecological systems
3 shall be major factors in assessing impacts and making
4 decisions on both public and private projects."

5 THE MODERATOR: I think that sort of goes along with
6 with your statement, doesn't it, in the pink sweater?

7 MS. KINGRA: Me? Yes, but I think she stated it very
8 well.

9 THE MODERATOR: But they're similar.

10 MS. HUNTER: I'll keep this wording and you can put it
11 on either way you want.

12 THE MODERATOR: Alan?

13 MR. MACK: Stan.

14 THE MODERATOR: Are you ready to proceed?

15 MR. MACK: Not really. As I got into it quite late,
16 my major concern would be in the education department,
17 providing a little more stronger educational department.
18 That's just one of them.

19 THE MODERATOR: Okay. Ellen.

20 MS. HAYES: I'd like to reinforce this. There's
21 language that can be developed. In the broad category,
22 educational needs or emphasis to work toward preventive
23 health rather than to try to set facilities after, you know,
24 everyone is needing care. And then, you know, address
25 ourselves to care. I would like to address ourselves to an

1 educational program where prevention is an emphasis as well
2 as including alcoholism, understanding and good nutrition,
3 so I'd say education, with the idea of preventive
4 prevention, good nutrition and alcoholism.

5 MS. HEDLAND: Under the preventive sections, not only
6 for health and education, but I would like to see somewhere
7 in there the day care availabilities for single parents.
8 It's nice to say everything should be the family structure,
9 but, unfortunately, that is not the fact. We have a
10 horrendous need for after-school care, particularly for
11 kids up to the ages of ten, and I understand that is not
12 just an Anchorage problem, that is a state-wide problem, so
13 I don't know where it fits. But I think it's part of
14 preventive and you're preventing these juvenile delinquency
15 things.

16 I do not think the programs were shown -- I think the
17 programs that were shown today were wonderful, but I think
18 there's a lot more to it, and that a two-week session is
19 not really the answer. I like the word "preventive" and
20 under preventive I'm talking in terms of not only health,
21 not only alcohol, not only drugs, I'm talking about child
22 abuse. That hasn't been brought up at all. Education in
23 these areas, also. I don't know how to say it.

24 THE MODERATOR: I want to be sure that everyone has
25 had a chance to have one goal before. I think Jack did not

1 have. He passed. Do you have one now?

2 MS. HAYES: Carl.

3 THE MODERATOR: Do you have one now?

4 MR. JACK: I have five.

5 MR. TOMA: Can you work on a little bit of wording now?

6 MS. HEDLAND: I can't decide if it works in with
7 something else.

8 MR. TOMA: Go ahead, Carl.

9 MR. JACK: Let me preface the points that I'm going to
10 say, reiterating what I've said yesterday, that we are
11 going to be discussing the direct services, the finances
12 and the resources, and all of these type of services will
13 revolve around the type of government that will be there to
14 provide these services. So I would request the chairman of
15 the group here to extend to me the privilege of presenting
16 these with no objections.

17 No. 1 would be to reaffirm that which were
18 established ten years ago as by the Gamma group in '79.

19 Second would be to reaffirm such as Gary stated,
20 and that is just state that is fair and can provide
21 equitable treatment for all the citizens of the State of
22 Alaska. The second one is to maximize local control, with
23 the type of government to meet these local needs through
24 the foundation formula similar to the REA system.

25 And the last one would be that the rural areas be

1 guaranteed legislative representation on geographical basis.

2 THE MODERATOR: That is what Carolyn was stating in
3 her goal.

4 MR. JACK: Yes.

5 THE MODERATOR: I think now that we've gone around the
6 table, Haden Kaden had some more and so did Andy and so did
7 Carolyn.

8 MS. KINGRA: I had one.

9 THE MODERATOR: Excuse me.

10 MS. KINGRA: Yes, I do, too.

11 MR. HOLTHUS: So do I.

12 THE MODERATOR: And Gary, okay.

13 So, Haden, do you want to give your other two?

14 MR. KADEN: Okay, one in which there is a maximum of
15 flexibility in the types of government available on the
16 local level, and where experimentation and the means by
17 which we govern ourselves is encouraged. This is at a
18 local level, because right now we're locked into just
19 certain forms of government which came to us from outside
20 the state, essentially, and they work well for urban areas,
21 but not necessarily for rural.

22 Okay, and the other one is one which provides for
23 maximum possible self-sufficiency by and for the people
24 through the encouragement of small-scale, self-sustaining
25 businesses, agriculture, manufacturing, resource and energy

1 utilization.

2 THE MODERATOR: That's the one that we were discussing
3 yesterday. That's good wording.

4 MS. HAYES: Very good.

5 THE MODERATOR: Very good.

6 Okay, Andy, those of you have written out your
7 statements, could you just give them to Chip? And it would
8 be -- then we'd be sure to have them to have the exact
9 wording. We're sort of behind here.

10 MR. HOPE: Do we have an agenda that we're following?

11 THE MODERATOR: Pardon?

12 MR. HOPE: Do we have an agenda that we're following?

13 If we don't, I wanted to make a motion that we break into
14 five different groups.

15 THE MODERATOR: Could we finish these goals and then --

16 MR. HOPE: Well, how long is this going to carry on to?
17 because I --

18 THE MODERATOR: The goals is just going to take until
19 the two of you finish, then we're going to have --

20 MR. HOPE: Okay. Then you're going to have a what?

21 THE MODERATOR: -- you give your goals. We'll take
22 about ten more minutes and then we're going to break. Then
23 we'll come back to the agenda that was suggested yesterday
24 and see how you feel about the agenda.

25 MR. HOPE: Okay. Okay.

1 THE MODERATOR: Andy, didn't you have a couple more?

2 MR. HOPE: No. I was going to make a motion.

3 THE MODERATOR: Carolyn.

4 MS. JONES: I have two more. I see in Alaska as one
5 where we have high expectations for all our students and
6 where the opportunity for an enriched education is
7 available to all Alaskans without discrimination. I have
8 that.

9 THE MODERATOR: Do you have that language to give him?

10 MS. JONES: I have that, yes. I have it written down.
11 I'll give it to you.

12 MR. TOMA: Okay.

13 THE MODERATOR: Just make a note it's an educational
14 goal.

15 MS. JONES: Is the gentleman from Hooper Bay here?

16 THE MODERATOR: No.

17 MS. JONES: Okay, I wanted to hear if this reflected
18 what he was saying yesterday.

19 One where the arts and cultural pursuits are seen
20 as valuable life-styles in themselves essentially, too, and
21 enhancing the quality of life.

22 THE MODERATOR: She's got that written out.

23 MR. TOMA: Okay.

24 MR. HOLTHUS: I think this maybe ties in with what
25 John was talking about, maybe what Karen was talking about,

1 one of my concerns though, it's a just state that provides
2 for the health and safety of families. The reason that's a
3 concern is that Alaska has a terribly high suicide rate.
4 It has the highest rate in the nation. It has very high
5 incest rate. The alcoholism and the drugs we've talked
6 about earlier. Anchorage has a homicide rate that's second
7 only to Detroit. We get 60 to 70 child abuse reports every
8 month in Anchorage, with about a 60 percent verification
9 rate.

10 Cordova has a high child abuse rate. Ketchikan has a
11 high child abuse rate. Fairbanks has a high child abuse
12 rate, so evidently it's wide spread throughout the state.
13 Spouse battering, VD, which is a kind of violence we
14 perpetrate on each other, although it's not normally
15 classified as violence. And for awhile, at least in '75
16 and '76, Anchorage was cranking out divorces faster than it
17 was marriages.

18 So if we are able to raise kids to the time
19 they're 20, and they are not involved in drugs or alcohol,
20 if they haven't been the victims of violence or the
21 perpetrators of violence, or if they don't have some really
22 warped idea of what families are all about, I think we've
23 been just lucky. So, when we think about Alaska being a
24 good place to raise kids, the reality is maybe a lot
25 different.

1 So, somehow or other, you know, those are all
2 symptoms of a society that's got some real problems. And
3 somehow or other, we've got to make a state that's safe and
4 healthy for families.

5 THE MODERATOR: You had some more goals.

6 MS. HEDLAND: I just wanted to add to the --

7 THE MODERATOR: Okay.

8 MS. HEDLAND: It's not a set thing, but I would just
9 like to add, the words I wrote down is a strong support
10 system for troubled families, if you would, also. Then we
11 get to the means that would include the child abuse centers
12 and the counseling and so forth. But the strong support
13 system is what's important to me under the health and
14 safety of family.

15 MS. KINGRA: We've all been talking about education
16 around the table, and if it's presumed that we all start
17 out equal by these new Headstart programs and everything
18 else, and there have been studies that show minority
19 children start out the same as white kids, but by the time
20 they graduate from high school, they're behind, and I would
21 like to see a two-step certification for our teachers, one
22 certifying in education abilities and second, a
23 certification in cultural understanding, that it might help
24 as a starting place.

25 THE MODERATOR: That's a very good goal.

1 MS. LINCOLN: Madam Chairperson, I'd like to emphasize
2 that. We in the rural areas have been concerned with that
3 for a number of years now.

4 MR. HOLTHUS: Could I speak to that, too?

5 THE MODERATOR: Yes. She wanted to speak.

6 MS. LINCOLN: (Georgianna) Well, it's a different
7 subject.

8 THE MODERATOR: Go ahead, Gary.

9 MR. HOLTHUS: I agree wholeheartedly, especially with
10 that latter. We need some kind of training program for
11 teachers that are new to the State so they're not going out
12 as strangers to lay more strange stuff on village kids, but
13 one of the problems with the certification process is that
14 sometimes, for instance, where a bilingual instructor --
15 what that means is that a woman who is 55 and been in the
16 village all her life and is working in a bilingual program
17 is now required to go to the university and pursue an
18 academic career and maybe leave her kids and her husband
19 for weeks at a time because she has to do something in
20 Fairbanks and get the kind of education that leads to
21 certification.

22 MS. KINGRA: Not necessarily.

23 MR. HOLTHUS: So I think the kind we want is some informal
24 sort of methods to provide that certification, so that
25 she's not required to go --

1 MS. KINGRA: Within the state there are --

2 MR. HOLTHUS: -- to the university to get it.

3 MS. KINGRA: -- experience levels that correspond to
4 educational levels and certainly they could be applied unto
5 this.

6 MS. HUNTER: I would like to say, Gary, that one of
7 the things I think might be used as a model is the training
8 they give the medical aides in the villages, where they
9 come into Anchorage for maybe a week --

10 MR. HOLTHUS: Yes.

11 MS. HUNTER: -- a year and get the technical things
12 they need, but their practicing and any other training is
13 right on the job.

14 MR. HOLTHUS: That would be great.

15 THE MODERATOR: Well, there's a lot of possibilities.
16 If we had a communication system, a network of
17 telecommunications, and television, you could do a lot of
18 that through in-service right in the community, too.

19 MS. LINCOLN: (Georgianna) I'm stealing the thunder of
20 the Council of Energy Resources, part of it, and Alaska was
21 included in it, and it was an article that was in the paper
22 yesterday, but I would like to see as one of our goals here
23 for the future Alaska, that the goal of national energy
24 independence not be reached at the expense of the Alaskan
25 citizens.

1 MS. HUNTER: And environment.

2 THE MODERATOR: And the environment, would you add
3 that?

4 MS. LINCOLN: (Georgianna) Sure.

5 THE MODERATOR: Kevin?

6 MR. HARUN: I just wanted to touch back on the last
7 one, the previous one, before Georgianna's.

8 I was down in the Yukon-Kuskokwim Delta last week
9 and I'd been there last spring, too, in different villages,
10 and one thing I noticed is that almost all the teachers
11 were from Texas and Oklahoma. And I asked about that and I
12 said, "well, what about our local teachers that we put out
13 in, say, Fairbanks and Anchorage from the university?"

14 And I understand they have a hard time placing
15 Alaskans in the bush. I don't know whether that's because
16 Alaskans don't want to go there or whether it's just an
17 inbred system where the principal comes from Texas and
18 brings his friends up. That's what appeared to be
19 happening down there.

20 I was wondering, is that a problem, that Alaskans
21 aren't in teaching positions?

22 MS. LINCOLN: I have been finding that the native or
23 the people born and raised in Alaska, whether they be white
24 or native or whatever, I've been finding out that they go
25 to school and they go and get their teaching certificate,

1 then they move out of the village or out of rural into
2 urban.

3 MR. HAKUN: So they don't want to go down there?

4 MS. LINCOLN: Some of them do. There's a very high
5 percentage though that do stay in rural Alaska.

6 THE MODERATOR: Now that I've heard all these goals,
7 it seems to me that there are certain -- there's a grouping
8 that comes through, that what we could do now is break up
9 into groups and refine these statements rather than doing
10 it in a large group--

11 MS. HEDLAND: Madam Chairman, before you --

12 THE MODERATOR: -- under certain areas.

13 MS. HEDLAND: Before you do, I made a commitment to my
14 friend out there, that the needs of senior citizens would
15 be addressed. That has not come up at all. And I guess
16 I'm a little disturbed when I look back at all these things
17 and I see we've got 90 percent dealing with the land and
18 ten percent dealing with the people on the land. And I
19 think we're a little bit amiss, remiss, off base in that
20 fact, and I would just like you to put up there with a word
21 later that we address the needs of senior citizens and that
22 somewhere the right of adequate housing is assured, also.
23 To all people.

24 MR. HOPE: Madam Chairman?

25 THE MODERATOR: Yes, Andy.

1 MR. HOPE: I'd like to present a motion that we create
2 seven committees.

3 THE MODERATOR: I can't hear you. Could you speak up?

4 MR. HOPE: I move we create seven committees. I'll
5 name them off here, the ones that I have in mind. No. 1 is
6 financing Alaskan government. No. 2 is marine resources.
7 No. 3 is energy policy. No. 4 is transportation systems.
8 No. 5 is education. No. 6 is governmental structures. And
9 No. 7 is social concerns.

10 MS. LUDWIG: How about health?

11 MR. HOPE: Well, that would come under social concerns.

12 THE MODERATOR: What was the first one? Finance and
13 what?

14 MR. HOPE: Financing government, Alaskan government.

15 THE MODERATOR: Finance and government?

16 MR. HOPE: Financing Alaskan government.

17 THE MODERATOR: There's a motion that we break up into
18 seven committees.

19 MS. HEDLAND: Has it been seconded?

20 THE MODERATOR: No, it wasn't seconded. Was there a
21 second?

22 MS. JONES: I second it.

23 THE MODERATOR: You second it.

24 MS. LINCOLN: (Georgianna) Madam Chairman, discussion.

25 THE MODERATOR: Yes.

1 MS. LINCOLN: (Georgianna) I don't know if that's such
2 a wise idea. Seven. I don't know. Yesterday we were
3 saying there's 30. I don't know if there's still 30 here.
4 But that's --

5 MR. TOMA: 23, I think.

6 MS. LINCOLN: (Georgianna) Okay, three people per
7 committee, and I feel a little uncomfortable that I'd have
8 my input into the committee system, in that I think we need
9 to just get ourselves a little bit better organized. I
10 don't think we necessarily have to go into committees to
11 complete our function here. We only have two things we're
12 going over today, finances and, this morning resources.
13 And I feel like certainly we could do it as a group.

14 THE MODERATOR: I'd like to say that I think it will
15 destroy the -- what the -- the way this was set up, because
16 there's no way that we can have a record of what's going on,
17 because she's here to take it all together, and I just
18 throw that out.

19 MR. LADNER: Madam Chairman?

20 THE MODERATOR: Yes.

21 MR. LADNER: If I might, I think Andy has come up with
22 seven good categories and I didn't write them down, but
23 maybe Chip could put them on the board for us.

24 MR. TOMA: Okay.

25 MR. LADNER: Perhaps those seven categories might

1 simplify and amplify seven goals that we want to talk about.

2 MR. HOPE: Well, as far as having her record
3 everything, everyone of us can write. Everyone of us knows
4 how to write. And each group could write their
5 recommendations out and hand them to her.

6 MS. HEDLAND: Madam Chairman?

7 THE MODERATOR: Yes.

8 MS. HEDLAND: I'd like to take her suggestion, his,
9 one step further in terms of the categories. That's an
10 excellent idea. And what we were to do, as I understood it,
11 was to get our goal to the end and then we go to the means
12 to the end, and that's all of the things that are on the
13 agenda. I think it would lose a lot with only three of us
14 in a group, because I really enjoy the input of all 20-plus
15 individuals. And if we would go with the categories and
16 then consider them a so-called end and then get to the
17 means, we are discussing financing of all of them. We are
18 discussing resources of all of them, and we're discussing
19 direct services. So we would, in fact, be doing what we're
20 supposed to be doing.

21 THE MODERATOR: Well, that was what I was -- I don't
22 have that letter that was sent to all the delegates, where
23 the mission was that you were to come up with --

24 MS. HUNTER: You should get a copy of that for us. I
25 don't have it either.

1 THE MODERATOR: -- the suggestions for the meeting
2 which is to be presented, I believe, tomorrow morning.
3 Saturday. Yes, Saturday morning. And there's five --

4 MS. HUNTER: Ask Chip if he can get it Xeroxed.

5 THE MODERATOR: There are five categories, and the one
6 category that this group has addressed the most is not
7 anything that was asked for, and I think you have the
8 prerogative to add that, and that is the social needs,
9 because there's just educational needs, financing Alaska's
10 future, development of marine resources, Alaska's oil and
11 gas policy, transportation system and educational needs are
12 the five categories. Those do not touch very many of the
13 kinds of concerns that this group has. And it seems to me
14 i. this group wants to present those kind of concerns,
15 that's exactly -- we're free to do that.

16 MS. LINCOLN: (Georgianna) There's another part to
17 that though. It says "Additionally the conferees will be
18 asked to generate long-range goals for the investment of " --
19 "intelligent" investment, I can't forget that word -- "of
20 revenues derived from the slope." So I think that falls
21 into that category.

22 THE MODERATOR: Investment, intelligent investment?
23 Okay. Well, those seven categories that Andy had, you only
24 added -- I think you added two more to what this list that
25 was in the delegates -- isn't that correct?

1 MR. HOPE: Feel free to add.

2 THE MODERATOR: Those five, the social concerns and

3 the government structures are the two additional.

4 MS. HEDLAND: Madam Chairman, is No. 1 not a part of

5 all of the other six?

6 THE MODERATOR: financing Alaska's future?

7 MS. HEDLAND: The government, I mean the category of

8 financing government, is it not a part of --

9 MR. HOPE: Everything's a part of everything.

10 THE MODERATOR: Yes.

11 MS. HEDLAND: So that one I would suggest might be --

12 MR. TOMA: There are structures. I mean there are

13 choices to be made on the structure you want to devise for

14 doing that, too. You can invest it, you can spend it, you

15 can leverage it.

16 MR. JACK: Madam Chairman?

17 THE MODERATOR: Yes.

18 MR. JACK: I'm going to speak against this motion, if

19 it comes to a vote, and that is, I think this motion is

20 premature, because we are going to discuss these, and I

21 would rather discuss these as a group. I think the

22 appropriate procedure would be, No. 1, for the Chair to

23 direct Mr. Toma to take a look at these and get them into

24 some semblance of order and entertain a motion for the

25 adoption of these by the Gamma group, and then move on to

1 the next one.

2 THE MODERATOR: Any more discussion on the motion?

3 Kevin?

4 MR. HAKUN: Well, I guess I'm not in favor breaking up
5 into groups, and I think maybe the best thing we could do
6 would be to take these and try to think of specific
7 solutions that would fit these goals, specific strategies
8 as to how we could, say, encourage tourism or how we could
9 preserve Alaskan life-styles, specific ideas that people
10 can latch onto, and then of the time on them.

11 THE MODERATOR: Any other comments?

12 MR. HUSS: I just think, well, yesterday we went -- we
13 started going through the Alpha list, right? We decided on
14 several of those. I think we should take those. And then
15 it seems to me you could group almost all these groups into
16 several categories, like education or health or whatever
17 the four or five main categories are and we could derive
18 four or five more goals. Then we'd have these and for
19 those four or five additional goals, then we'd have a set
20 list of our goals.

21 THE MODERATOR: Well, the mechanics right now, we're
22 discussing whether we want this motion.

23 MR. HUSS: That's what I'm --

24 THE MODERATOR: You're opposed to the motion.

25 MS. HEDLAND: Let's vote.

1 MS. JONES: I second the motion for the purpose of
2 the discussion. What I want to discuss is the basic
3 implementation of the goals that we've been passing around
4 the table, because I have a feeling of hopelessness right
5 now. I know we're going to disagree lots when we start
6 talking about actual implementation and I want it to happen
7 now.

8 THE MODERATOR: Okay.

9 MR. HOPE: Madam Chairman?

10 THE MODERATOR: Any more discussion on the motion?

11 MS. HULEN: Motion.

12 MR. HOPE: Little defense in here.

13 THE MODERATOR: Okay.

14 MR. HOPE: We're not locked into anything the
15 committee recommends. It would just hasten the process up
16 a little, I think, and provide a little bit more meat to
17 the discussion. The committees can meet for a short amount
18 of time. The way I was thinking, and then come back and
19 present the recommendations. Those could be added in at
20 any time.

21 MS. LONGPRE: I'm not in favor breaking up into these
22 groups, as I feel that it would be limiting. I'm going to
23 have a hard time choosing just one group, you know. I'd
24 like to be in several of those groups, which would be
25 impossible.