

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT TITLE 0072

852 SCONM30 : CONFERENCE ON ALASKA'S FUTURE FRONTIERS 1979

1 THE MODERATOR: Are you ready to vote on the motion?

2 MR. JACK: Question.

3 MR. KEENEK: I'd like to say one thing. I've been
4 sitting here day and a half, or whatever, I feel the reason
5 why we're doing this is so that when we get those goals, we
6 can take those, these different suggestions talked about,
7 and plug them into our goals, and it will expediate the
8 whole process. These other groups are having a hard time
9 getting to their ends because they're going through the
10 means. We are putting down the ends so we can run through
11 these and just plug them right in, and the means should not
12 take the length of time as the ends.

13 THE MODERATOR: Very good point. Are you ready now to --

14 MS. HAYES: My remarks was that I think these
15 categories do help us get to the means and, therefore, the
16 means will come out this afternoon. I like the idea of the
17 categories. I also feel like I'm interested in several of
18 those categories. And breaking into -- I couldn't break
19 myself into that many groups.

20 THE MODERATOR: Okay. The motion is to break up into
21 seven committees. All those in favor say aye.

22 MR. HOPE: Aye.

23 THE MODERATOR: Those opposed? Motion failed.

24 Okay, it seems to me that the wording of some of
25 these goals was much stronger than what we have in the

1 short statements on the board. I think before you can
2 adopt these goals and know whether you accept them, we must
3 have the actual wording.

4 MS. HEDLAND: But I would like to suggest that we use
5 these as these -- these categories as a guideline and just
6 zip through them and go, you know, No. 1, 2, 3, 4, 5, 6,
7 where it does go? Where does it belong?

8 THE MODERATOR: Is that on a sheet?

9 MS. HEDLAND: See how many we have under each category,
10 then we'll be able to combine, condense and rework the
11 wording.

12 THE MODERATOR: Okay, but the point is that these were
13 all suggested and we have to actually adopt them as a group,
14 and you wait till they're categorized and then adopt them.

15 MS. HEDLAND: Right. I don't feel --

16 MR. LADNER: Madam Chairman, I would like to move that
17 we adopt the categories as established on the green board
18 over there, moving right along, with the exception that we
19 strike government structures and add tourism.

20 MS. HEDLAND: Second.

21 MR. LADNER: Maybe I should finish that, I'm sorry,
22 before the second is made, and that we adopt these as our
23 goals and/or ends and proceed.

24 MS. HEDLAND: Then I won't second that, because you
25 can't adopt two words as a goal.

1 THE MODERATOR: No, you've got two --

2 MS. HUNTER: Tourism would be too long.

3 THE MODERATOR: You want to amend this list and put
4 tourism?

5 MR. LADNER: Okay, I wanted to make sure it was
6 covered. Then I'll amend the motion to say that.

7 MS. JONES: There's no second.

8 THE MODERATOR: She withdrew her second.

9 MR. LADNER: You withdrew your second.

10 THE MODERATOR: So start over again.

11 MR. LADNER: I move we adopt the seven goal as listed
12 on the green board as our ends, and proceed to the means,
13 discussion of the means.

14 THE MODERATOR: You don't mean goal. You mean you
15 just want to adopt these seven categories --

16 MR. LADNER: All right.

17 THE MODERATOR: -- and proceed to put the goal under
18 the categories? Is that what you're saying?

19 MS. HUNTER: That's the only way we can work it. Is
20 that okay?

21 THE MODERATOR: Did somebody second it?

22 MR. LADNER: I feel like these superimposed over these.
23 I think we should adopt these as our --

24 MR. TOMA: Structure?

25 MR. LADNER: -- structure, categories, goal, ends,

1 whatever, and proceed to the discussion of the means.

2 THE MODERATOR: Is there a second?

3 MS. HEDLAND: Get Gary.

4 MS. JONES: No.

5 MR. HOLTHUS: There isn't a second.

6 THE MODERATOR: Okay, the motion dies for lack of a
7 second.

8 MR. HOPE: I'll second it.

9 THE MODERATOR: It already died. Go ahead.

10 MR. HOLTHUS: I'm not ready to make a motion, but
11 before we adopt that list I'd like us to look a little
12 harder at that list, because it seems to me one of the
13 categories, for instance, under resources ought to be
14 resource development. If we're talking about goal for
15 resources, we don't want to limit ourselves to marine
16 resources, for instance. I mean there's timber and oil and
17 a lot of other resources that we need to talk about.

18 MS. HEDLAND: Fish.

19 MR. TOMA: Oil here, right?

20 MR. HOLTHUS: Well, energy policy ought not to include
21 just oil, but all kinds of alternative energy.

22 MR. TOMA: Well, I admit that.

23 MR. HOLTHUS: So I think, you know, we need to talk
24 about that list a little bit before we adopt it, but we
25 ought to adopt some sort of categorization like that.

1 THE MODERATOR: Mr. Jack?

2 MR. JACK: Madam Chairman, I think I would agree with
3 Gary on this. I think everybody has a copy of this, in
4 which all of these are listed. I think the appropriate way
5 to handle this would be to, No. 1, take care of the direct
6 services, financing, resources, that every one of these on
7 the board either falls into resources or direct services.

8 MS. HEDLAND: Madam Chairman, I'd like to reverse that
9 and have the direct services or financing fall into every
10 one of our categories, but I believe it does need to be
11 amended. And bear in mind that you have a resource of fish,
12 which is in there somewhere, I suppose, but, if you would
13 change that, if you only had marine resources, then it's
14 only fish, right? What about timber and so forth? So
15 perhaps the word "marine" ought to be deleted.

16 MS. HYLEN: Madam Chairman?

17 THE MODERATOR: Marion?

18 MR. TOMA: If I might elaborate, the reason why we
19 don't have timber, for instance, in this book this time
20 around is because 90 percent of the timber, 95 percent of
21 the timber in this state, that is marketable is federal.
22 All right? And we have very little State timber that is
23 either going to be put on the block or has been put on the
24 block, just because of the way it is. I can expand on that,
25 if you want to, but that's the reason why it wasn't

1 included under State policy.

2 MS. LINCOLN: (Georgianna) But it was included in the
3 questionnaire, you know, as to what our --

4 MR. TOMA: I know it was.

5 MS. LINCOLN: (Georgianna) Yes, so I think it should
6 be considered.

7 THE MODERATOR: Marion?

8 MS. HYLEN: I think we should get back to the goal and
9 finish them and then get onto this other work or we're
10 never going to get through.

11 MS. LINCOLN: (Georgianna) A suggestion that was made
12 earlier, Madam Chairman, was that you direct the
13 Facilitator to group these things while we move on, so
14 we're not spending our time doing that. I think that's a
15 good suggestion.

16 MR. TOMA: Okay.

17 THE MODERATOR: But what would we move on to?

18 MR. MATHIESEN: I would suggest where we move on to.

19 We can't lose track of why we're here. This is a
20 conference on the future of Alaska. And we've decided,
21 essentially, what kind of a future we want. We know the
22 administration in the legislature is going to be the ones
23 implementing this, and generally, while they implement
24 these types of actions or whatever they're doing, they seek
25 the best minds that they can find on various and sundry

1 contractual activities to come in with proposals on how to
2 achieve it, and I would imagine that they will do it again
3 if we see fit to do that. And if we suggest merely that
4 this is the direction we want to go, now you find the
5 experts to see that we get there, that we will be through
6 with this conference.

7 MS. LINCOLN: (Georgianna) Madam Chairman, since the
8 question was asked --

9 THE MODERATOR: Just a minute, she--

10 MS. LINCOLN: (Georgianna) -- about how to do that, I'm
11 saying that I agree on that recommendation. I think we can
12 go ahead, since those are very broad things and these will
13 probably fall into a majority of those, then what are our
14 objectives to reach those things? And I think we can be
15 addressing those while he's doing this. He is now saying
16 what the objectives are in reaching these various--

17 MS. HEDLAND: Madam Chairman, I'd like to pursue that
18 one matter further.

19 THE MODERATOR: Carolyn.

20 MS. JONES: My point of personal privilege is, in the
21 future how may I get recognized?

22 THE MODERATOR: I'm sorry, Carolyn.

23 MS. JONES: I know it's not your fault. But I raised
24 my hand. That's my style. And other people -- I can't get
25 your attention by calling you, and my arm's getting sore.

1 I wanted to be recognized to say that I have been
2 looking at the goal over there and I've tried to put in
3 some categories. I would like to suggest these categories
4 as the outline under which the goal can be grouped, and
5 then we could move on to deal with the goals under these
6 categories.

7 Category No. 1, just --

8 MR. TOMA: Just one second, Carolyn.

9 MS. JONES: Okay.

10 MR. TOMA: Excuse me. Okay.

11 MS. JONES: Okay. Category 1: Justice, political.

12 Category 2: --

13 MR. TOMA: Political?

14 MS. JONES: Yes. I see political representation as
15 justice.

16 MR. TOMA: Okay.

17 MS. JONES: Life-style.

18 3: Communication-transportation.

19 MR. TOMA: Okay.

20 MS. JONES: 4: Development. 5: Social. 6: Education.

21 MR. TOMA: Okay.

22 MS. JONES: Government style.

23 THE MODERATOR: What?

24 MS. JONES: Government style, form, government form.

25 MS. HYLEN: Is that education?

1 MS. JONES: No, that's next.

2 And the last one is economy and finances.

3 THE MODERATOR: Structure?

4 MS. JONES: Structure is fine. I'll take any of those.

5 The last one is economy-finance.

6 THE MODERATOR: Ellen?

7 MS. HAYES: Does the Category 4 include resources?

8 MS. JONES: Yes.

9 MR. KELSEY: What? Would you say that again, please?

10 MR. TOMA: Category 4 include resources, the answer is
11 yes.

12 THE MODERATOR: That's development of --

13 MS. JONES: Yes.

14 MR. KELSEY: Madam Chairman --

15 THE MODERATOR: Do you want to add that in there-as
16 resources? If you want to add it as slash development,
17 that was my intent, too.

18 MS. HIGHLAND: Does it also include energy question of
19 alternative sources?

20 MS. JONES: Yes.

21 THE MODERATOR: Resources of energy come in that, too.
22 John Kelsey.

23 MR. KELSEY: Yes, I'm concerned about the resources
24 that you've been talking about. And nobody said anything
25 about human resources. I think that's one of our more

1 important resources in the state. I think it should be
2 included.

3 THE MODERATOR: Did you intend to include it under
4 social concerns?

5 MS. JONES: Yes. Yes.

6 THE MODERATOR: Should you add the word concerns and
7 social concerns? Would that include human --

8 MS. JONES: I would accept that, or I even would have
9 accepted changing human to social resources.

10 THE MODERATOR: Would that be a better title for it,
11 human resources?

12 MS. JONES: Fine.

13 THE MODERATOR: Would that cover it then? And the
14 social concerns would come under that?

15 MS. JONES: M-hm (affirmative response).

16 THE MODERATOR: Okay, I guess, were you next, Marion?

17 MS. HYLEN: What happens to the ones that we accepted
18 yesterday?

19 THE MODERATOR: Well, we accepted --

20 MS. HYLEN: A lot of them cover a good part of this.

21 THE MODERATOR: We accepted them yesterday for
22 discussion purposes.

23 MS. HYLEN: I know, but are we going to use them or
24 discard them and start all over?

25 MS. HEDLAND: They fit into this.

1 THE MODERATOR: They fit into all of these, I believe.
2 They were just stated differently.

3 MS. HYLEN: They cover a lot of these we have already
4 taken care of.

5 MS. HUNTER: This is merely a categorization.

6 MS. HEDLAND: Is Carolyn's in the form of a motion?

7 THE MODERATOR: Did you make a motion?

8 MS. JONES: I move that we adopt this list as an
9 outline of the goals to be addressed, and address those
10 goals.

11 MR. LADNER: Second.

12 THE MODERATOR: It's been moved and seconded that we
13 adopt these eight goals as categories so we can -- no,
14 that's not what we said. We adopt these titles for the
15 categories.

16 MS. JONES: As an outline of our goals.

17 THE MODERATOR: As an outline. Is there any
18 discussion?

19 MS. HEDLAND: Question.

20 THE MODERATOR: All those in favor--

21 MS. LINCOLN: (Georgianna) Under discussion, then
22 alternative futures is going to be within all these
23 categories?

24 MS. JONES: I think all those categories together
25 would be put together to make our alternative future.

1 MR. HUSS: Right. Before I vote on this, I'd like to
2 know if our next step is going to object to try and write a
3 goal for each area like this. Are we going try to
4 consolidate all of these into a single goal for each area?
5 Then we have a page of eight goals. Then when we try and
6 do our means, we can look and see if that means is going to
7 conflict with any goal? Is that our next step? I have to
8 know where this is going to go before I can know whether I
9 want to vote yes or no on it.

10 THE MODERATOR: The question was that we categorize
11 all of these statements that have been presented under
12 these eight areas, and then we will adopt each goal, I
13 gather, as a group, if that's your wish.

14 Andy?

15 MR. HOPE: Some of those categories are too wide open,
16 you know, for me to tie anything. How can you tie anything
17 to political or life-style? How can you tie anything onto
18 that? I just can't see it.

19 THE MODERATOR: Celia?

20 MS. HUNTER: I think, well, what Andy was trying to do
21 and what Carolyn was trying to do, is simply to give us a
22 handle in which to place each of these goals, and it isn't
23 a matter of reducing the goals to one goal for each of the
24 areas. It's simply that these categories will then have a
25 number of different goals listed, and those goals, which we

1 already have pretty much put down on paper, -- this is
2 simply a device for making them easier to handle

3 MK. TOMA: Gives you a direction.

4 MS. KINGRA: We're getting bogged down in semantics
5 again. We're all saying the same thing. We want to move
6 ahead. We want to find a way to categorize these things
7 under some form, either that one or the one suggested by
8 Andy and I suggest we either vote on this motion or move
9 ahead to something else, because all we're doing is filling
10 the air with words.

11 THE MODERATOR: How about --

12 MK. LOPE: That's what we're here for.

13 MS. HEDLAND: Question.

14 THE MODERATOR: There is nothing that would lock you
15 into not changing a title if you feel that the goal doesn't
16 fit that particular name, as we move along, as Celia said,
17 it's just a matter of let's -- a way to operate.

18 All those in favor of the motion, Carolyn's
19 motion say aye.

20 (Responding)

21 THE MODERATOR: Those opposed? Motion carried.

22 MS. LUDWIG: Could I ask a question, please?

23 THE MODERATOR: Yes. Will you describe which category
24 would sewer and water be under?

25 MS. KINGRA: Resources.

1 THE MODERATOR: Development. Human resources,
2 government.

3 MS. HEDLAND: Life-style.

4 (Laughter)

5 MS. HAYES: Madam Chairman, I also have a question,
6 and that is I notice hands go up, and which form do you
7 want us to use? holler at you like I just did, or else,
8 you know, like Stan has been doing for a long time, holding
9 his hand up, and he doesn't get recognized. I do
10 immediately.

11 THE MODERATOR: I'm sorry. I didn't see you.

12 MS. HAYES: Which form do you want us to use? is all I
13 want to know.

14 THE MODERATOR: I think --

15 MS. HUNTER: Just ask people to help you point out
16 people that need attention.

17 THE MODERATOR: Really I can't have my eyes all over.

18 MS. HUNTER: I try to help you.

19 THE MODERATOR: And I'm sorry, Stan.

20 MR. MACK: I was going to suggest maybe to satisfy
21 this problem we might after we're recognized, stand and
22 present our topic and then be seated, and then you could go
23 on and recognize that person and that person will be
24 through speaking, 's and then you can recognize another
25 person.

1 THE MODERATOR: I think that would be better, because
2 it would help the recorder, too.

3 THE MODERATOR: Go ahead, Stan.

4 MR. MACK: I'll be the first to stand. I was just
5 looking over all this, and it might help us if we just put
6 this all under one group as health, education and welfare.
7 And then divide it up into what's concerned with health,
8 what's concerned with education, and what's concerned with
9 welfare. Suggestions came up on the resources. We can
10 categorize those in two, renewable and nonrenewable. And
11 then we can take the renewables and list all those and then
12 the nonrenewables, and then go from there, if that might
13 help us speed things up here a bit.

14 THE MODERATOR: Well, we have a suggestion of these
15 categories, and maybe when we're going through them, ou
16 can -- that would be another set of categories, you can
17 start working with this one right now. We voted to do that
18 right now.

19 MR. JACK: For the benefit of the chairperson, I've
20 noticed, with all due respect to the chairman, that I
21 notice some editorializing in some cases. I'd like to try
22 to avoid that as much as possible. So I think it would be
23 better if the chairman does have some specific comments to
24 say on these subject matters, that we establish a Vice
25 Chairman, so when the chairman wants to, again, say

1 something, that she can turn the chair over to the Vice
2 Chairman and state his opinion -- her opinion. For that I
3 would move to nominate Kevin harun as the Vice Chairman.

4 THE MODERATOR: Kevin, come on up here.

5 MS. LINCOLN: (Georgianna) I'll second it.

6 THE MODERATOR: It's been moved and seconded --

7 MS. JONES: Point of order.

8 MS. HEDLAND: Yes, point of order.

9 MS. JONES: We haven't discussed --

10 THE MODERATOR: You're supposed to stand, Karen.

11 MS. JONES: -- whether or not we want a Vice Chairman.

12 I would like to discuss that first, nothing personal, but
13 that is the first point.

14 MS. HEDLAND: Madam Chairman, I want to second what
15 Carolyn said. You know, we're not in here for
16 parliamentary procedure. We have now wasted about 25
17 minutes on procedure. We did take a motion. We voted on
18 categories. I would like to suggest that we don't really
19 need a Vice Chairman. I would hate to think that Katy
20 couldn't talk because we put her in the position of having
21 to sit at the front of the room.

22 I would like to suggest that we have adopted the
23 categories. Let's take them one by one. Let's just start
24 going through. Let's make an indication of what category
25 they lie in. Let's not get all bogged down in this picky

1 still.

2 THE MODERATOR: In answer to Carl Jack's suggestion,
3 in the future when I feel that I want to discuss something,
4 I will just turn it over to anyone around. Anyone of you
5 could be as good a chairman as I am, so let's not get
6 bogged down into that detail.

7 MS. HEDLAND: Let's move.

8 THE MODERATOR: I'll try to be careful about my
9 comments.

10 Was somebody else wishing to speak?

11 MS. HUNTER: I would. Madam Chairman, did we have a
12 motion on the floor and can we get rid of it?

13 THE MODERATOR: It wasn't seconded.

14 MS. HUNTER: Okay, fine.

15 THE MODERATOR: Was it?

16 MS. LINCOLN: (Georgianna) Yes.

17 THE MODERATOR: Oh, you seconded it.

18 MS. LINCOLN: (Georgianna) Okay.

19 THE MODERATOR: There's been a motion to nominate
20 Kevin as Vice Chairman.

21 MR. HARUN: I'll just decline, okay? We'll just get
22 on with it. I think we could just go through and put in
23 the categories.

24 THE MODERATOR: Do you wish to remove the motion?

25 MR. JACK: Madam Chairman, I'll check the motion, with

1 the understanding that if you have something to say, you'll
2 turn the chair over.

3 THE MODERATOR: I will. The motion has been withdrawn.

4 We now have the categories. Shall we start with
5 the goals that we started yesterday and put them under
6 these categories? I think they are up there, aren't they,
7 the beginning statements?

8 MR. TOMA: Yes, they are. I'll use the numbers, if I
9 may for right now, and we'll go with that.

10 THE MODERATOR: Okay.

11 MR. TOMA: We have "preserve choice of life-style," we
12 have an agreement on 2, life-style? Preserve choice of
13 life-style, life-style.

14 THE MODERATOR: Yes.

15 MR. TOMA: Means are the ends --

16 MR. MATHIESEN: Hold off a minute. The choice of
17 life-style, that's got to include every last one of those,
18 because every one of them is apt to upset the life-style.

19 MR. TOMA: How do you want to do it?

20 MR. MATHIESEN: Life-style is included in every one of
21 those.

22 THE MODERATOR: What you're saying, Andy, life-style
23 is not necessarily separate categories?

24 MR. MATHIESEN: That includes all these categories,
25 and I've been trying to get that across ever since I got

1 here.

2 THE MODERATOR: Let's remember that. Does everybody
3 agree with Andy's statement that life-style -- all of these
4 other categories infringe on life-style?

5 MS. HEDLAND: Madam Chairman, I agree with them, but I
6 think that can be a prefacing remark for all the rest of
7 those. Once again, let's not get bogged down. Can we
8 eliminate some of the formality? Quickly when he goes
9 through, say, is this No. 1, 2, 3. Everybody just say 3, 6,
10 8, whatever.

11 THE MODERATOR: Yes.

12 MS. HEDLAND: I think that deserves a separate
13 statement in itself. We can preface them and separate the
14 issues. In fact, it was strong enough that it deserved a
15 separate statement, is the way I look at it.

16 MR. TOMA: These are more statements than goals. How
17 do you feel about that? Do you want --

18 MS. HEDLAND: Just put them into categories and let's
19 go.

20 MR. TOMA: Put these in a categories, means are ends,
21 means are the ends, okay? An ideal is an Alaskan word. So
22 these are life-style then? You want to put them in your
23 category life-style?

24 MS. HUNTER: Would you read those off, Chip? Some of
25 us can't read this far away.

1 MR. TOMA: Yes, means are ends, the means are the ends,
2 an ideal Alaskan word.

3 MS. HEDLAND: That's a very poetic introduction.

4 MS. HUNTER: I don't think that's relevant.

5 MR. TOMA: That's what I saying. Any statement, we
6 have to nail down this plan.

7 THE MODERATOR: Chip, I don't think those are -- those
8 are the beginning of the goals.

9 MR. TOMA: Okay, those --

10 MS. HUNTER: Those were discussion points I think
11 yesterday.

12 MR. LADNER: Just pick up on Friday's goal.

13 THE MODERATOR: I don't think those got written down
14 yesterday. We were working from this sheet of paper.

15 MS. HUNTER: Right up here, Chip, is where you should
16 start.

17 MR. TOMA: This is Friday then. Equal justice. I
18 think everyone can read these here, right?

19 MS. HUNTER: Category one. Why don't you make a big 1?

20 MR. TOMA: Okay, fine.

21 MS. JONES: Two.

22 MR. TOMA: (writing)

23 MS. JONES: Three

24 MR. TOMA: (writing)

25 MR. LADNER: Three.

1 MR. TOMA: (writing)

2 MS. JONES: Four.

3 THE MODERATOR: That's five.

4 MS. HUNTER: No.

5 THE MODERATOR: Human resources, isn't it?

6 MS. HUNTER: No, no, it said --

7 MR. TOMA: I guess they're government form in a lot of
8 ways.

9 MS. HUNTER: Impact prior to development, impact prior
10 to development. It would be development, it would be four.

11 THE MODERATOR: The author of that goal, where do you
12 think it should go? The lady in pink.

13 MR. TOMA: Is this one yours here?

14 MS. KINGHA: Yes.

15 MR. TOMA: Consider the impact prior?

16 MS. KINGHA: That is considered under human --

17 MR. TOMA: Considered to be a human value?

18 MS. KINGHA: Yes. Social concerns.

19 MR. TOMA: Five. Under impact, okay.

20 MS. HAYES: No. 5.

21 MS. HUNTER: But I also think a form of it is four,
22 but go ahead.

23 THE MODERATOR: Well, it could go under two. You
24 could have it --

25 MS. HUNTER: No, not two.

1 THE MODERATOR: -- in two places maybe if it was --

2 MS. HUNTER: Well, you'll come to it again. That's
3 fine.

4 MR. TOMA: I'm sorry. I think these might -- are
5 supposed to be broken here?

6 MR. MACK: Right.

7 MR. TOMA: I think these are three different
8 statements right here.

9 MS. HUNTER: Definitely.

10 MS. HEDLAND: But it is both four and five.

11 MS. KINGRA: Consider impact prior to development in
12 relation to human profits, and in relation to human --

13 MR. TOMA: Okay, we'll introduce it five then?

14 MS. KINGRA: Right.

15 MS. HEDLAND: Five.

16 MR. TOMA: Excuse me?

17 MS. KINGRA: Five.

18 THE MODERATOR: Chris?

19 MS. JOHNSON: I just wanted to object to tourism going
20 in, communications and transportation. I'd like to see it
21 go in four in development.

22 MS. HEDLAND: How about both?

23 MR. JACK: It's resources. It's resources.

24 MS. HUNTER: I think it should be in both.

25 MR. TOMA: It really is a main function of

1 transportation, Chris, if you think about it.

2 MS. JOHNSON: I know, but how she introduced, the
3 thing was, she wanted to have the tourism in Alaska as a
4 dignified industry and I think she talked about it apart
5 from transportation and communication.

6 MR. TOMA: Okay.

7 MS. HEDLAND: Just put it in both of them, three and
8 four.

9 THE MODERATOR: Why don't you put it in both of them?

10 MR. TOMA: (complying)

11 MS. HUNTER: Let's come back and argue about it later.

12 MS. JONES: Okay, alcoholism is five.

13 THE MODERATOR: Five.

14 MR. TOMA: (writing)

15 MS. JONES: Three

16 MR. TOMA: (writing)

17 MS. JONES: Eight. Is that eight?

18 MR. TOMA: (writing)

19 MR. KADEN: Four.

20 MR. TOMA: (writing)

21 MS. JONES: Six.

22 MR. TOMA: (writing)

23 THE MODERATOR: That was yours. Is that right for you?

24 MR. KADEN: Well, it could be, you know, it's one of
25 those.

1 THE MODERATOR: Because your statement was --

2 MR. KADEN: Well, it has to do whether you're going to
3 develop resources or not, but it also has to do with life-style,
4 which is --

5 THE MODERATOR: That's what Andy says also.

6 MS. JONES: Two also?

7 MR. KADEN: And two.

8 THE MODERATOR: Go ahead, education is six.

9 MR. TOMA: Six here?

10 THE MODERATOR: Six.

11 MR. TOMA: Okay.

12 THE MODERATOR: Government form, which one is that?

13 MS. JONES: Seven.

14 MS. HEDLAND: Seven.

15 THE MODERATOR: I mean this one, culture values have
16 priority.

17 MR. KADEN: Five.

18 THE MODERATOR: Human, five.

19 MR. TOMA: (writing)

20 MS. HAYES: I think life-style is also --

21 MS. JONES: Make it two also.

22 MS. HUNTER: Make it two also.

23 MR. TOMA: (complying)

24 MS. JONES: One.

25 THE MODERATOR: One.

1 MS. HEDLAND: It's also seven, isn't it?

2 MS. HAYES: Government form.

3 THE MODERATOR: Representation?

4 MS. HAYES: Seven.

5 MR. TOMA: Which one?

6 MS. HAYES: One also has another aspect, that's the
7 government form.

8 MS. JONES: Six.

9 MS. HAYES: Six.

10 THE MODERATOR: Transportation, three.

11 MS. HAYES: Three.

12 MR. HARUN: That wasn't my intent though. It was more
13 encompassing. I think there needs to be more addressing of
14 urbanization in the state, how urbanization is taking place.
15 I think that's one specific -- I think that's a major
16 component, transportation in urban development.

17 THE MODERATOR: Is that human resources, too?

18 MR. HARUN: Aesthetics is something we haven't put up
19 there.

20 MS. HUNTER: I think, when I started looking through
21 them, that we might need a 9th category which would be
22 community development, which could encompass things like
23 reduction of your ban sprawl and amenities for rural
24 communities and that sort of thing.

25 MS. HAYES: Development, would development for now

1 cover it?

2 MS. HUNTER: Actually development was resources pretty
3 much.

4 THE MODERATOR: It's his goal.

5 Where do you think it should go?

6 MR. HARUN: That's one of the problems I had with
7 categories. I think it's a good idea we're going through
8 categories, because once we get them I think we can be more
9 specific, but I think one major thing that we really have
10 to look at as far as the future Alaska is concerned is what
11 is happening in the urbanized areas and how that affects
12 the rest of the state, because I think it has vast
13 implications how Anchorage, Juneau, Fairbanks develop on
14 the rest of the state. I don't know which it would fit in
15 under.

16 THE MODERATOR: Government form? Would it come under
17 that category?

18 MR. HARUN: That has more the connotation of
19 government.

20 MS. JONES: Maybe life-style.

21 MR. HUSS: Could we ask that be an extra category?

22 THE MODERATOR: Is that agreeable with you, community
23 development as a separate category?

24 MS. HAYES: Madam Chairman, I'd like to think that
25 development category can cover community development or a

1 conglomerate development or whatever development, and add
2 our aesthetic component to that development category. I
3 think, to me, it fits in there.

4 MS. HEDLAND: Madam Chairman, philosophically I think
5 we all agree with you, except we have this directive letter
6 that kind of emphasizes that we have to have a separate
7 emphasis, and I think if we're going to have any impact, we
8 have to think of it strong enough as an addition to what
9 was proposed.

10 MR. HARUN: Yes, that's true. I think I agree with
11 that, too, because these categories are important, because
12 if someone in the legislature looks at them, they'll say,
13 as Ed Merdes, priority No. 1, education. The categories
14 largely determine how they view the goals, because we're
15 putting the goals in the categories. And I personally feel
16 that urbanization itself is strong enough, you know, it's
17 an important enough thing.

18 THE MODERATOR: Would you like that category rather
19 than the community development?

20 MR. HARUN: What does everybody else think?

21 MR. KADEN: Community development is more encompassing,
22 because you can fit other things in.

23 THE MODERATOR: Would you all accept we have another
24 category of community development, No. 8 --

25 MR. TOMA: Nine.

1 THE MODERATOR: Nine, okay. Without objection, we'll
2 have that as the 9th category.

3 MS. HAYES: Is this nine then?

4 MR. HARUN: Yes.

5 MR. TOMA: Okay. How about this one here (indicating)?

6 MS. JONES: Eight.

7 MR. TOMA: That's an eighter?

8 MR. JACK: Eight.

9 MR. TOMA: (writing) Okay, energy, renewable and
10 localized.

11 THE MODERATOR: That's four.

12 MS. JONES: Four.

13 MR. TOMA: It is four?

14 THE MODERATOR: Well, Carolyn had suggested or I put
15 down that energy would come under like development,
16 resources and energy.

17 MS. JONES: No, it wasn't my topic, so I --

18 MR. TOMA: It's kind of life-style, too, but --

19 MS. JOHNSON: That was my topic.

20 MS. HEDLAND: The emphasis was renewable resources.

21 MS. HUNTER: It's a community development.

22 MR. TOMA: One educational system, six. Health
23 education, --

24 MS. HUNTER: That would be social concerns, five.

25 THE MODERATOR: -- five (writing). Protection of --

1 MS. HUNTER: That would be four, is where I visualized
2 it.

3 MR. TOMA: Okay. I'll try to read these for the
4 people down here at the end.

5 Address needs of senior citizens?

6 THE MODERATOR: Five.

7 MR. TOMA: Maximize local control, that might make
8 government.

9 MS. HUNTER: Style. Seven.

10 THE MODERATOR: Is that seven, government form?

11 MR. TOMA: (writing) Diversity of government systems,
12 seven. Self-sufficient, sustaining local resource supply,
13 that's your community, isn't it?

14 THE MODERATOR: Is that where you MR. TOMA: Adequate
15 housing?

16 MS. HEDLAND: Five.

17 THE MODERATOR: Five.

18 MR. TOMA: Okay (marking). Education?

19 MS. JONES: Six.

20 MR. TOMA: That's six.

21 THE MODERATOR: That's more than education, isn't it?

22 MR. TOMA: Excuse me, without the --

23 MS. HUNTER: Without justice, that would be one.

24 MR. TOMA: Justice, yes. Cultural life-styles
25 emphasis.

1 MS. JONES: Two.

2 MS. HAYES: I think that's education as well.

3 MS. JOHNSON: That's the same one, isn't it?

4 MR. TOMA: In education.

5 THE MODERATOR: Ellen said she thought it was
6 education also.

7 MR. TOMA: Okay, Carolyn, this is yours.

8 MS. JONES: Life-styles. My intent was that we
9 respect people who do things in the arts as a part of their
10 culture as well as respect people who do it to earn a
11 living and people who are engaged in it for leisure.

12 MR. TOMA: So --

13 THE MODERATOR: Life-style?

14 MS. JONES: I think it would really be life-style.

15 MR. TOMA: Excuse me, I forget the numbers here. No.
16 2, all right.

17 health and safety of families, strong support
18 systems.

19 MS. JOHNSON: Five.

20 MS. JONES: Five.

21 MS. HUNTER: Five.

22 MR. KEENER: One.

23 MR. TOMA: Five and one?

24 MR. KEENER: Yes, justice and safety.

25 MR. TOMA: Okay, certifying teachers.

1 THE MODERATOR: That's education.

2 MR. TOMA: Six. And national energy goals, that's our
3 development?

4 MS. JONES: Development.

5 MR. KADEN: Development.

6 MS. HUNTER: That would be four, because florist going
7 to have to contain energy.

8 MR. TOMA: Yes.

9 THE MODERATOR: Then we have these other ones. Are
10 they included in --

11 MR. KEENER: If they can be.

12 THE MODERATOR: I believe this is a good time to have
13 a coffee break and come back in about 15 minutes. Ten
14 minutes?

15 Yes, David?

16 MR. KEENER: Madam Chairman, I would like to see --
17 now, I haven't personally -- I don't have anything written
18 up there. I don't have a direct form of goal that I plug
19 in. There are people here that have written down direct
20 goals or could help other people write their direct goals
21 so that you have one central feeling.

22 I'd like to see those people gather together
23 possibly over a half-an-hour break and come back with them
24 rewritten under each of the categories, all put in their
25 proper respective places, and those people that had a

1 directive that they wanted to enter could get together with
2 the other people and have them written out, and if they
3 would meet together, --

4 THE MODERATOR: That was where I was about an hour ago.
5 That's where I wanted us to be, but now we've gotten it to
6 a very good point.

7 MR. KEENER: Those particular people, I don't know if
8 you want to gather together under your specific number or
9 what, --

10 MS. HEDLAND: You got to make sure all numbers are
11 covered though.

12 THE MODERATOR: Yes. We'll take a break now and come
13 back at 11:30. Those of you who wrote goals that are up
14 there, and I know those are not the words that you -- those
15 are shortened versions of the goals and the language really
16 flowed on a lot of those and made them much more exciting
17 than the way they are, and I think we can analyze and
18 appreciate them more when we see them written out. So I
19 would suggest that you write them --

20 MR. TCMA: We have a blank right here, Katy.

21 THE MODERATOR: Yes, a blank on those pages so that
22 everyone can see them.

23 MS. HUNTER: I think we ought to have them on a sheet,
24 because it's going to be much too long to go up. Couldn't
25 we then --

1 MR. KEENE: Mimeograph them.

2 MS. HUNTER: -- turn them in to you and we'll have a
3 small break and quickly put them under their headings.

4 THE MODERATOR: I think we all want to view them as
5 we're voting on them and we do not have time to have them
6 duplicated or anything, so each of you who had those goals
7 write them on one of those sheets and they'll be right
8 around the room. There are not that many.

9 MS. JONES: Do we have enough paper to put nine sheets
10 up?

11 MR. TOMA: Sure.

12 MS. JONES: And put a number on each one, go write our
13 goal under the heading number.

14 THE MODERATOR: Put the heading number and under the
15 numbered things and then we'll have it before us, and if it
16 takes longer than a half hour, okay.

17 MR. KADEN: Is somebody going to deal with the first
18 three things that we picked out of the Alpha statement,
19 four things, whatever it was? Did you write those down
20 yesterday?

21 MS. HEDLAND: Those should be included.

22 THE MODERATOR: Some of these are included up there,
23 and the language is a little bit different, but some of
24 them are not, so we can add those in where needed.

25 MR. TOMA: Madam Chairman, just one suggestion on

1 yesterday's notes and trying to formulate ourselves, those
2 people that want comments off of this, let's say, would you
3 take those down into your note form before we break here,
4 then I can take down these five sheets and we can start
5 condensing things this way, as it were, okay?

6 THE MODERATOR: Okay.

7 MR. TOMA: Let's get the stuff off.

8 THE MODERATOR: Anybody who wants anything off those
9 notes, will you take them off? because he's going to take
10 off the board

11 MR. TOMA: I'll take off Thursday. Thursday starts
12 down here and goes this way. So let's try and remove these
13 and we can formulate everything this way.

14 THE MODERATOR: So we'll recess for half an hour.

15 MS. HEDLAND: Until what time?

16 THE MODERATOR: Well, I have ten after 11, so if it
17 takes us -- it will probably take us a half hour to do this,
18 so 20 to 12 could we come back?

19 MS. HEDLAND: My only concern is that some of the
20 people that were the most eloquent will only be writing
21 something in one area, and so some of the --

22 MS. HUNTER: I don't think it's necessary to limit it.

23 THE MODERATOR: If they can help with the writing of
24 it to improve them, --

25 MR. HUSS: I think it can be added once it's on the

1 board as we go through maybe, like we did yesterday. It
2 seemed to work all right on those -- on the Alpha
3 suggestions.

4 THE MODERATOR: We're recessed now.

5 (RECESS: 11:10)

6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

1 1:30

2 THE MODERATOR: We'll come to order.

3 for the benefit of those of you who weren't here
4 who are here visiting, and also for the benefit of the
5 other delegates. We have another delegate here, Yule
6 Kilcher from Homer.

7 Before we recessed, we had suggested goals and
8 they were all put under the nine categories. What I would
9 like to do now is have -- oh, where is our facilitator? -

10 Mr. HUSS: He was just here. He must have stepped out.

11 THE MODERATOR: -- to have Chip read each one and then
12 we'll vote the time on accepting or rejecting, and rather
13 than spending time amending, changing commas, words and so
14 forth, I would like to have volunteers for a committee
15 which I would like to call Style and Drafting from my
16 experience at the Constitutional Convention. And if we
17 could have that committee, then any comments that would be
18 picked up, they will meet then after we get through and
19 come up with a nice, clean group of goals. And then we
20 will come back tonight, or maybe we can get to that this
21 afternoon, see how we carry out the goals, what kind of
22 services are needed or what kind of projects would be
23 needed to carry out those goals.

24 So do I first of all have volunteers for the
25 Style and Drafting Committee?

1 John Hurlbert. Marion? And Haden Kaden, I see
2 your hand. I don't think we need a big committee. I think
3 it's easier if we have a small committee. But anyone could --

4 MR. KILCHER: Yes.

5 THE MODERATOR: You want to be on the committee, too.
6 That's four.

7 MS. HEDLAND: That's enough.

8 THE MODERATOR: That's enough. So I don't like to go
9 ahead without the facilitator but I certainly don't really
10 want to -- John Kelsey.

11 MR. KELSEY: Would you give us a clarification? Do
12 you want comments now about, you know, the feelings at this
13 point or later?

14 THE MODERATOR: Oh, no, this is the way I think we
15 should proceed. We'll read the resolution or the goal.
16 Then I would like a show of hands. If there is an
17 overwhelming support, the minority I guess would be
18 entitled to make a minority report, rather than spending
19 time arguing about whether it's a good goal or not.

20 Does that seem fair to everyone?

21 MS. LUDWIG: Couldn't we just try to see if we could
22 go through it all together to see what happens?

23 THE MODERATOR: You mean go all the way? We have to
24 accept one of them each as we go along. You mean without
25 any discussion --

1 MS. LUDWIG: No.

2 THE MODERATOR: -- since we have discussed it?

3 MS. LUDWIG: Rather than go in committees, just see --

4 THE MODERATOR: We're not going to go into committees.

5 We're going to do it here.

6 MS. LUDWIG: Oh, okay.

7 THE MODERATOR: No, we're not going to break into
8 committees.

9 Let's see and what happens.

10 MS. HEDLAND: Chip is going to read each one?

11 MR. HARUN: Just one question.

12 THE MODERATOR: Yes, Kevin.

13 MR. HARUN: Some of the goals are also the means, as
14 we referred to.

15 THE MODERATOR: Is that what happened, we got means in
16 there?

17 MR. HARUN: I think that's what happened. Some of
18 them are interspersed. I think maybe the thing to do is,
19 some of them we may want to keep or amend and some of them
20 we may want to elaborate on them.

21 MS. HEDLAND: Except that we have got an Editing
22 Committee, and I hope the person that edits is intelligent
23 enough to separate the means from the goals. I think I'm
24 leery of us getting bogged down in the first three things
25 in the next couple of hours without being able to get an

1 overview, if this is even the way the group feels. So I
2 would support her concept of going through, finding out if
3 there's a lot of support for that, and if some of them come
4 out real iffy, you know, obviously we'll go back to them
5 and spend more time.

6 MR. HAKUN: What I'm saying is that some of them might
7 stand as means without having to go through the whole
8 process all over again.

9 MS. HEDLAND: I see.

10 MR. HAKUN: And duplicate them. Might suffice on some
11 of them.

12 THE MODERATOR: I take it when we read it, if someone
13 thinks it's a means, say so, we'll pass that one over then.

14 MS. HEDLAND: Would you also include short one-sentence
15 suggestions for means at this stage for them to take notes
16 on to include in their writing or not?

17 MS. HYLEN: Oh.

18 THE MODERATOR: I'm afraid if we get into that, we've
19 got to stick with the goals right now. I think if we get
20 into the means, it will take us too long.

21 Let's try it and see what happens. I always feel
22 you can change your mind on procedure if it isn't going to
23 work.

24 MR. TOMA: I was going to suggest just one thing,
25 that's that form I showed you yesterday, on the

1 recommendations. What we were trying to do is use that in
2 all the five groups. I will get a copy of that, Madam
3 Chairman, --

4 THE MODERATOR: I don't know where it is.

5 MR. TOMA: -- and run 30 or 40 copies off. It's just a
6 form that said category, recommendation, specific regions,
7 and funding suggested.

8 THE MODERATOR: Wouldn't that be what we would be
9 after we go through the goals and we come back to see how
10 to implement the goal?

11 MR. TOMA: Right, exactly.

12 THE MODERATOR: Before we proceed, I did neglect to
13 tell you about this that was handed out before lunch, the
14 summary of recommendations of a paper on health and social
15 services. I wanted you to know that this had been
16 presented and we didn't get copies of it, and if anyone has
17 any questions that they would like to direct during a break
18 to Dr. McGinnis, he is here, but it might be in some of
19 this paper here.

20 MS. HEDLAND: I just said I would bring to your
21 attention the fact there was another paper submitted also.

22 THE MODERATOR: Oh, someone else submitted a paper on
23 Biological Significance of the Exploitation of Space and
24 Geographical Barriers by Transportation Technology, and
25 that paper is here for anyone who would like to get copies

1 of it. We'll have Chip make some copies.

2 So, Chip, can we have the first goal down there
3 under, what is it? Justice?

4 MR. TOMA: Justice, political.

5 THE MODERATOR: Okay.

6 MR. TOMA: "One where the political representation
7 reflects not only the population but the geographic
8 diversity as well."

9 THE MODERATOR: Would all of you who accept that raise
10 your hand?

11 (complying)

12 MS. HEDLAND: Point of information. Will we be able
13 to, Charlene, get a printout of these nine things as they
14 are said? Is that a possibility, or should we all be
15 writing them down?

16 MR. TOMA: This will be easy to transcribe. That's no
17 problem.

18 THE MODERATOR: She means if we could have it, so that
19 tonight we could be seeing what those goals are.

20 MR. TOMA: That's what these recommendations sheets
21 could be for, too. I mean we could pass out 30 of these
22 forms. Each of us could be responsible, just assign
23 numbers, everyone write one down and then we're done, right?

24 THE MODERATOR: How is that?

25 MR. TOMA: We can make up any kind of a form to work

1 from, and then if you want one of us to do one thing, then
2 it's all done.

3 THE MODERATOR: Yes, tonight, okay.

4 MR. TOMA: "One where we have high expectations for
5 all our students and where an opportunity for an enriched
6 education is available to all Alaskans without
7 discrimination."

8 MS. HEDLAND: All in favor raise your hand.

9 MR. KILCHER: I don't think it's pertinent to the
10 title of justice, political justice. It's on education.

11 THE MODERATOR: Well, the author of the goal felt that
12 it was equalization and that we talked about that this
13 morning when you weren't here.

14 MR. KILCHER: Oh.

15 THE MODERATOR: And we decided it was justice.

16 Okay, would you vote the time on that one please?

17 (complying)

18 THE MODERATOR: Opposed?

19 MS. HYLEN: It's in the wrong place.

20 THE MODERATOR: Oh, just because it's in the wrong
21 place. Make that note, you people who are drafting,
22 styling and drafting, you may decide that you want to rearrange
23 it, okay?

24 MR. TOMA: "One where justice and enforcement of the
25 laws are applied with an even hand without regard to race,

1 ethnic group, geographic location or sex."

2 THE MODERATOR: Race, ethnic group, is that two
3 different things?

4 MS. HEDLAND: Uh-huh (affirmative response).

5 THE MODERATOR: All in favor raise your hand.

6 (complying)

7 THE MODERATOR: Opposed?

8 MR. KILCHER: Question: Could something be amended
9 later after it's accepted?

10 MS. HEDLAND: No.

11 MR. HUSS: No.

12 THE MODERATOR: If it doesn't change, my feeling, if
13 it doesn't change the meaning and it makes it clear so that
14 you can read --

15 MR. KILCHER: Well the group mentioned, I think should
16 include a status, social class.

17 THE MODERATOR: That would be something that everyone
18 would have to agree on.

19 MR. KILCHER: It's the discrimination.

20 THE MODERATOR: Do you think that's important, social
21 class?

22 MR. KADEN: Somebody put up there, they just added "to
23 all Alaskans," then you just leave out all the rest of the
24 words. How is that? Instead of race, ethnic group.

25 THE MODERATOR: Well, who is the author of that goal?

1 I don't want to --

2 MS. JONES: (Raising hand)

3 THE MODERATOR: Carolyn, would that --

4 MS. JONES: I thought about stopping her and just
5 putting justice.... an even hand for all Alaskans," period,
6 and the reason I added the rest, I thought it was important
7 to add the rest. Just because the way things are.

8 THE MODERATOR: Because it underscores it, I think
9 your point is right.

10 MS. HEDLAND: I would agree that social status may be
11 a word that should be added. We've got that in different
12 of our different ones, in terms of economic status, so
13 forth, and that our economic status --

14 THE MODERATOR: Is there any objection to adding
15 social status in that listing? If not, we'll accept that
16 amendment.

17 Did you put that in there then, Chip?

18 MR. TOMA: Excuse me. Again on social status? I was
19 reading ahead there.

20 THE MODERATOR: Race, ethnic group. I don't know
21 where it would fit in there, social status.

22 MS. JONES: Down below. After sex.

23 MR. KILCHER: After sex, third line.

24 THE MODERATOR: After the life one.

25 MR. HARUN: Or sex.

1 (Laughter)

2 THE MODERATOR: Moving right along then,

3 MR. TOMA: "One where ethnic, racial and cultural
4 diversity is a proud and cherished accomplishment and all
5 Alaskans are truly brothers and sisters."

6 THE MODERATOR: Is that a duplication? Could that be
7 worked in, some of those words be worked in with some of
8 the other ones?

9 MS. HEDLAND: But, Katy, that's the point of the
10 editorial thing.

11 THE MODERATOR: That's right, okay. All in favor of
12 that?

13 (Voting)

14 THE MODERATOR: Opposed? I think that that's
15 something that Style and Drafting would have to take into
16 consideration.

17 Are we still on justice?

18 MR. TOMA: Yes, we are. "Legal aid be available to
19 rural communities."

20 MS. HEDLAND: Where did that come from?

21 THE MODERATOR: Someone put that on

22 MR. HARUN: That's a means.

23 THE MODERATOR: That's a means, isn't it, of carrying
24 out equality?

25 MR. HUSS: Yes.

1 MR. TOMA: Are the means in this writing here?

2 THE MODERATOR: No. Not necessarily. Make a note on
3 there that the group considers that a means.

4 MR. TOMA: (complying) Do you want to go to a means
5 now or go on to goals?

6 THE MODERATOR: Just goals.

7 MR. TOMA: Under life-style.

8 THE MODERATOR: Read that. We don't know -- was that
9 the last one there?

10 MS. HYLEN: There's another one.

11 MR. TOMA: Expansion of public safety in rural areas.

12 THE MODERATOR: That's another means.

13 MR. TOMA: Yes.

14 THE MODERATOR: Okay.

15 MR. TOMA: "One where the arts and cultural pursuits
16 are seen as integral to our life-styles as well as
17 essential to and enhancing the quality of life."

18 THE MODERATOR: All accept?

19 (Voting)

20 Opposed?

21 MR. TOMA: "Protect and respect the diverse
22 life-styles desired by its Alaskan people."

23 THE MODERATOR: In favor?

24 (voting)

25 Opposed?

1 MS. HEDLAND: Might be easier if you asked for those
2 opposed.

3 MR. JACK: Just say "Are there any objections?"

4 MS. HUNTLE: Sure, that would be easiest.

5 THE MODERATOR: Sure, are there any objections? Okay.

6 MR. TOMA: "One which maintains a harmony between man
7 and the natural environment with controls on pollution and
8 environmental degradation that respects local needs."

9 THE MODERATOR: Any objection to that goal?

10 (No response)

11 THE MODERATOR: Okay, we'll accept that.

12 MR. KELSEY: I have some concerns.

13 THE MODERATOR: Oh, I'm sorry.

14 MR. KELSEY: I don't know whether or not you want to
15 discuss them now, but maybe under means, I don't know.

16 THE MODERATOR: Well, if you have an objection to it,
17 I think it should be noted at the time that we're voting on
18 it, and then we can -- let me see. I don't like to cut off
19 anybody's debate on an issue, so unless it gets completely
20 out of hand, you know, we get bogged down, I think that a
21 person should feel free to express their objection to a
22 goal.

23 And if you have at this time, John --

24 MR. KELSEY: Yes. I only have this -- I have no
25 objection to that, in fact I'm for it. I would like for

1 the editorial group, though to keep it in mind that if they
2 have that, they should couch it in such a way that it
3 doesn't encroach upon, because there's contradictions
4 throughout here, and if you adopt this, you may eliminate
5 it all. I'm concerned about that. I'm not for development.
6 I'm for what this stands for. I'm concerned about what
7 happened ten years ago, because the legislature took what
8 we gave them and they ran right the end of the chain with
9 it, and they passed some legislation that I'm not very
10 proud of.

11 And they have done some things I think that have
12 prevented us from going ahead. They've made legislative
13 action that has allowed delays that I think were uncalled
14 for. I just in some way would like to have that couched so
15 that it doesn't show that we want to stop everything from
16 happening, because I always think in terms of not too long
17 ago for every dollar we created in this state for our own
18 welfare, the rest of the states had to produce \$11. We
19 were a welfare state. I don't think that's something to be
20 proud of. End of speech.

21 THE MODERATOR: Well, there might be a point where you
22 might want to make a minority statement on that to go with
23 the report, if it gets to that point, John. You can keep
24 that in mind.

25 MR. KELSEY: All right.

1 MR. JACK: Madam Chairman, I would share his views.

2 MR. KELSEY: For minority report.

3 MS. HEDLAND: Point of information. That is going to
4 be hit, that was -- and I think we're a little bit
5 premature to talk about minority reports at this stage. I
6 think the editorial people should be taking these comments
7 into line, but I'm not prepared to say it's a minority
8 report, because --

9 THE MODERATOR: Just a minute.

10 MR. MATHIESEN: I want to add one thought there on
11 that respects local needs. I think "meets local needs"
12 would be better than "respects," because you can respect a
13 local need without meeting it.

14 THE MODERATOR: Editorial Committee, take that into
15 consideration. Or if without objection we could change
16 that, is there any -- without objection we'll change "Respect"
17 to "meets local needs."

18 The Editorial Committee for those of you who were
19 late, they were volunteer jobs, and John Hurlbert and
20 Marion Hylen and Haden Kaden and Yule Kilcher, and we
21 figured three or four, but if you wished to be on the
22 committee, I'm sure that they would welcome you. We have
23 adopted the first. All of those first statements were goal
24 statements and have been accepted on under Justice. Okay.

25 Go ahead.

1 MR. TOMA: Transportation and Communications. "The
2 state should incorporate aesthetics, green belts, open ways,
3 art, in appropriate scale in State transportation and
4 public facilities planning."

5 THE MODERATOR: Any objection?

6 (No response)

7 THE MODERATOR: That's accepted.

8 MR. TOMA: "The State Department of Transportation, PF,
9 should avoid homogeneity in highway design standards
10 through incorporation of aesthetics through a more holistic
11 approach to planning through employing people of various
12 disciplines, not just engineers."

13 THE MODERATOR: That's a new one. Would you read that
14 again?

15 MR. TOMA: What does PF stand for? Oh, Public
16 Facility.

17 "The state Department of Transportation, Public
18 facilities, should avoid homogeneity in highway design
19 standards through incorporation of aesthetics through a
20 more holistic approach to planning, through employing
21 people of various disciplines, not just engineers."

22 THE MODERATOR: Oh. Any objection?

23 MR. KESLY: Comment.

24 THE MODERATOR: Comment.

25 MR. KELSEY: When you get 97 percent of your money

1 from the Federal Government for such projects, you're going
2 to have strings attached and regulations to conform to, and
3 that sounds like a tremendous goal, but it's really not --

4 THE MODERATOR: It still could be a goal.

5 MR. KELSEY: Yes, it can still be a goal. I don't
6 know whether you can accomplish it.

7 THE MODERATOR: We'll get to that when we get to
8 meeting the needs.

9 Chris?

10 MS. JOHNSON: I agree with what that one is trying to
11 say, but I have a concern that that's moving into means
12 again. I don't know if you would want to separate it or
13 not, but I just wanted to bring that out.

14 THE MODERATOR: Gary?

15 MR. HOLTHUS: I agree with Chris. I think maybe the
16 first part of that phrase is the goal. The rest of it is
17 means. What you want to avoid is homogeneity in highway
18 design and standards. That's the goal. You can do that
19 through the following means, by incorporation of aesthetics,
20 et cetera, so I suggest we drop the last part of it and
21 keep the first, and when we get to the means, incorporate
22 that.

23 THE MODERATOR: Okay, the Editorial Committee will
24 take note of that, please.

25 THE MODERATOR: Celia.

1 MS. HUNTLE: Wouldn't standardization be better than
2 homogenous.

3 THE MODERATOR: Excuse me, I have one person talking
4 here and I haven't -- I'm not hearing back there.

5 MR. TOMA: Sure.

6 MS. HUNTER: I just wondered if standardization isn't
7 what's meant by homogeneity there.

8 THE MODERATOR: Whose goal is that? What do you think?

9 MR. HARUN: I think either one is fine. My concern is
10 how everything is the same wherever you go, and it should
11 somehow reflect the indigenous concerns of an area.

12 THE MODERATOR: Carolyn?

13 MS. JONES: To the Editorial Committee, I think that
14 second clause starting with "The state DOT-PF" is all means
15 to the person.

16 MR. HUSS: I didn't understand.

17 THE MODERATOR: Is that what we're saying?

18 MS. JONES: No.

19 THE MODERATOR: Part of it is means?

20 MS. JONES: I think the whole second one starting with
21 "The state DOT-Pf," that whole phrase is all the means of
22 accomplishing the previous goal. That one.

23 MR. TOMA: Right.

24 MS. JOHNSON: We can't see that. What does that do?

25 MR. TOMA: What she's saying is the entire statement I

just read, the State DOT -- excuse me, I forgot what it was --
is the means of this goal here, the State should
incorporate aesthetics, green belts, open ways, art, in
appropriate scale in State transportation and public
facilities planning."

THE MODERATOR: Would you accept that, the author of
that?

MR. HARUN: Sure.

THE MODERATOR: That's Kevin. Wasn't it his goal?

Next one please.

MR. TOMA: And of course he has a means here that says
"to accomplish this, the State should at times seek waivers
of federal standards and/or build the projects with State
monies."

THE MODERATOR: Well, that's a means.

MR. TOMA: Okay.

THE MODERATOR: Did we accept that? I can't remember
whether that --

MR. TOMA: Excuse me, yes.

THE MODERATOR: I don't think we voted on that first
one, did we?

MS. HEDLAND: We did on the first part, but we're not
accepting any means right now.

THE MODERATOR: No, no, that's why we're saying it's a
means and we're setting that aside. I'm not sure we voted

1 on that one.

2 MS. HAYES: Madam Chairman, I believe that was in a
3 resolution, a long resolution, that was presented to us.
4 And the language was changed to fit this form.

5 THE MODERATOR: I see.

6 MR. HARUN: Yes that was a give one.

7 THE MODERATOR: I mean right now did we accept it? Is
8 what I meant.

9 MS. HYLEN: It's a means; we don't have to.

10 THE MODERATOR: Any objection to that now as it's
11 written. Okay.

12 MS. HEDLAND: Would you read again?

13 MR. TOMA: "The State should incorporate aesthetics,
14 green belts, open space, art, in appropriate scale in State
15 transportation and public facilities planning."

16 THE MODERATOR: Good, fine, okay. Go on then.

17 MR. TOMA: "There should be great public involvement
18 in transportation decisions."

19 MR. HARUN: "Greater" is what that should be.

20 MR. TOMA: "Greater"? Okay.

21 THE MODERATOR: Any objection?

22 MS. HEDLAND: Except maybe it's a means again.

23 THE MODERATOR: I was wondering about that a little
24 while ago.

25 MR. KILCHER: No, no, goal, some people don't have.

1 MR. TOMA: No objection?

2 THE MODERATOR: No objection.

3 MR. TOMA: Okay. "Spending tax dollars in a dignified
4 manner to encourage tourism," dignified meaning not an
5 exaggeration of Alaska.

6 (Laughter)

7 MS. HEDLAND: What?

8 MS. KINGRA: That still is not what --

9 THE MODERATOR: No, I think that needs -- that will
10 need some editing. To spend dollars in a dignified manner --

11 MS. KINGRA: What we were objecting to --

12 THE MODERATOR: I know what you're talking about. You
13 mean advertising should be dignified instead of --

14 MS. HUNTER: No topless beauty.

15 MS. KINGRA:

16 THE MODERATOR: No topless women sitting on glaciers
17 is what you're talking about. So maybe the Editing
18 Committee will try to strengthen that. Is there any
19 objection to that goal?

20 (No response)

21 MS. HUNTER: I think you have to be careful how much
22 you promote tourism, and frankly, well, it's all right.

23 MR. MATHIESEN: I've been in the tourist business, and
24 I totally agree. We shouldn't have to pay to get them here.

25 THE MODERATOR: All right, next. This is very

1 difficult for the reporter, so please be careful about your
2 comments, because you should address the chair.

3 MS. JOHNSON: I have another concern with that one.
4 What that means again, I know developing the tourist
5 industry in itself is not means, but the way you have
6 specified this one, I just have this concern.

7 MS. KINGRA: Let the Editorial Committee, because I
8 haven't been able to say what it is, it comes out different.

9 MS. JOHNSON: Right, but you're addressing a manner of
10 approaching the tourism industry, and I would say that
11 belongs in the means category.

12 MS. KINGRA: We are already spending tax dollars to
13 promote touring.

14 MR. KILCHER: No, it's closer to goal, because the
15 goal being a different approach, about how to do it, not
16 what to do.

17 MS. JOHNSON: That's right. It is a how. And I would
18 like to hear Celia's and Andy's comments on what other ways
19 we should be advertising ourselves to --

20 MS. KINGRA: Yes, it's a means.

21 MS. JOHNSON: To other areas.

22 MS. HUNTER: I think that should be under a discussion
23 of means.

24 THE MODERATOR: Go ahead and say it.

25 MR. MATHIESEN: Well, you're being hornswaggled into

1 spending millions of dollars to encourage tourists here at
2 the request of airlines, tour ships and what have you that
3 are almost totally based out of the state and you're just
4 being milked, that's why.

5 MR. JACK: Madam Chairman --

6 THE MODERATOR: I don't know who was first. Jack?

7 MR. JACK: Madam Chairman, I have a qualifier on that
8 that can be read, that basically no tourism to be promoted
9 without the involvement of the local community or people
10 that are going to be affected.

11 THE MODERATOR: That's better, that's --

12 MS. KINGRA: Yes.

13 THE MODERATOR: That's a better goal than what the
14 other one is. Could we do this right now? Could we
15 withdraw that one and you write up something --

16 MR. JACK: It's already up there.

17 THE MODERATOR: Would you write up another one and
18 then we'll put it up there?

19 MR. JACK: It's up there already.

20 MR. TOMA: Yes. "No tourism should be developed
21 without the involvement of the affected communities."

22 THE MODERATOR: I think you can combine the wording
23 that's in that other one and make a stronger goal without
24 means in it. Kevin?

25 MR. KILCHER: I've seen some of the goriest stuff

1 start in the community.

2 THE MODERATOR: Yule, please, we're trying to keep
3 this orderly and it's difficult for the reporter. So, Gary.

4 MR. HOLTHUS: It just seems to me it's in the
5 appropriate column under development rather than under
6 transportation. They're sort of intertwined, but I think
7 as a goal one of the things we may want to develop or may
8 not want to develop is tourism.

9 THE MODERATOR: What you're suggesting is that that
10 should be moved to --

11 MR. HOLTHUS: Well, the one he has in his hands on now
12 is in the category of development.

13 THE MODERATOR: Okay, all right.

14 MR. HOLTHUS: Seems to me that's where it belongs.

15 THE MODERATOR: Let's remember that, Editorial
16 Committee.

17 MR. TOMA: This is the means. We'll work on the
18 wording here.

19 THE MODERATOR: Those two should be combined with the
20 one in development.

21 MR. TOMA: All right.

22 THE MODERATOR: Was anyone else's hand up? I'm sorry,
23 I can't see you, Enid. You're going to have to yell.

24 MR. KEENER: Our recorder is having a very bad time.

25 THE MODERATOR: Yes, that's what I'm admonishing the

1 group. Please wait until I recognize you.

2 Kevin?

3 MR. HARUN: Well, on the one on no tourism to be
4 developed, I would think a more positive way of saying it
5 would be "tourism should be developed the" -- what is that?
6 "with the involvement" --

7 MR. TOMA: With the involvement of the affected
8 communities.

9 MR. HARUN: I personally am in support of tourism,
10 provided it's done in a certain way. I wouldn't want to
11 impose something that people wouldn't want, but I think --

12 MS. KINGKA: It is a good resource that we have. It
13 can be. It isn't necessarily a bad thing. I think the
14 words "no tourism," kinda gives the impression that we as a
15 group aren't for tourism.

16 MR. TOMA: We'll come down here to this.

17 THE MODERATOR: May I see that statements should be
18 made not in a negative way. They should be positive
19 statements, so you would have to turn it around.

20 MS. LINCOLN: (Georgianna) We're talking about
21 something that's in the development column and I think we
22 should stick with transportation communication and address
23 that when we get to in the development column.

24 MS. HEDLAND: Madam Chairman, what's the chance that
25 we move the tourism subject itself over to development and

1 discuss it there, and continue on with the other
2 transportation?

3 THE MODERATOR: Very good.

4 MR. TOMA: Okay. Under transportation "Improve
5 airport systems, rural. Larger and longer airports.
6 Monies for maintenance and operation. Lighting systems.
7 Safety to be the major emphasis, to have major emphasis."

8 THE MODERATOR: I believe the last part of that are
9 means, but the first is a goal, correct?

10 MR. TOMA: Okay.

11 THE MODERATOR: So, read the first part.

12 MR. TOMA: "Improve rural airport systems."

13 MS. HEDLAND: It was my understanding that we were
14 interested in improving rural transportation, not
15 necessarily just by air, but also by boat. And I would --

16 MR. TOMA: We're coming to that.

17 MS. HEDLAND: -- suggest that they be combined, that
18 they come from somebody that was in the area that suggested
19 what they wanted.

20 MR. TOMA: Why combine? It's a positive statement
21 toward one goal, right? I mean airports are different from
22 boats.

23 THE MODERATOR: We have a comment from Jack, please.

24 MR. JACK: That's the one I put. That's one of the
25 marching orders that I got from the 57 villages. So I

1 would stick to the airport, just improve airport systems as
2 part of the transportation system.

3 THE MODERATOR: Well, is there going to be another --

4 MS. HEDLAND: That's okay, but then let's go on and
5 put all the rest as means.

6 MR. JACK: Yes, no objection.

7 MR. LADNER: I would go with Carl on that. Airport
8 and water are separate modes under the transportation
9 generic term.

10 First of all, I think that the A, B, C, D there
11 that are listed there are good ones. There should be one
12 more, and that is airport warehouse facilities, because I
13 think in the bush you got some problems with --

14 THE MODERATOR: Well, that's a mean that we're going
15 to come to. We're not actually --

16 MR. LADNER: All right.

17 THE MODERATOR: Is there any objection then to the
18 first, that statement "Improve bush airfields, rural
19 airfields, rural airfields."

20 MS. HEDLAND: "System" is a better word.

21 MS. KINGRA: That's what he said, "system."

22 MR. TOMA: Improve "rural airport systems".

23 THE MODERATOR: Any objection to that as a goal?

24 MR. HUSS: I just wonder if it wouldn't be easier to
25 incorporate all the transportation facilities into a single

1 goal.

2 THE MODERATOR: But they don't want it that way,
3 because it's important to the rural that it be set out
4 separately.

5 MR. HUSS: Yes, but I think then you're possibly
6 overlooking --

7 THE MODERATOR: Well, maybe they're coming up to those.
8 Could we wait and see?

9 MR. HUSS: Okay.

10 THE MODERATOR: As I understand it, you have some
11 other goals in that area, have you not?

12 MS. LUDWIG: Yes.

13 THE MODERATOR: Okay.

14 MR. TOMA: "Improve the dock facilities in regional
15 transportation centers."

16 THE MODERATOR: Any objection to that?

17 MR. KELSEY: I'd like to know what they mean by that.

18 MR. HUSS: Yeah.

19 MR. KELSEY: What do they mean? Build new ones or
20 improve the ones they have?

21 THE MODERATOR: Whose goal is that?

22 MS. LUDWIG: The ones that are there are privately
23 owned and they have withdrawn their permission for the City's
24 use. We need new docks, public.

25 MS. HYLEN: Such as where?

1 MS. JONES: Isn't that a means of a broader goal to
2 improve the water transport system?

3 MR. JACK: Madam Chairman?

4 THE MODERATOR: Yes, Jack.

5 MR. JACK: I would be amenable to revise that to
6 improve the marine transportation system. Whereas the dock
7 facilities would be the means to achieve that.

8 THE MODERATOR: Okay, to improve the marine
9 transportation system is a goal. Do you have any objection
10 to that? And then the other thing would be the suggestion
11 there would be a means.

12 David?

13 MR. KEENER: Maybe I'm just repeating things. "Marine
14 transportation system and support facilities."

15 MR. MACK: That's it.

16 MR. JACK: Yes.

17 THE MODERATOR: Okay.

18 MR. TOMA: I would suggest, Madam Chairman, you say
19 marine transportation systems "throughout Alaska," because
20 my contacts is that's a southeast turn, the marine
21 transportation system. But that's up to the group, too.

22 MS. JOHNSON: I would agree to that.

23 THE MODERATOR: Well, we have another suggestion over
24 here that it say "Including facilities."

25 MR. KEENER: "Support facilities."

1 THE MODERATOR: "Support facilities." Improve marine
2 transportation, including support facilities."

3 MR. TOMA: All right.

4 THE MODERATOR: Do you accept that?

5 MS. HEDLAND: Yes.

6 MR. BLISS: This might be something for the Editing
7 Committee, but I'd like to make it known before they get
8 there. I have trouble with the word "improve." I think it
9 should be something like "provide for adequate," or
10 whatever, because the case could be in an isolated case. I
11 realize you need facilities, but there might be a certain
12 area that has adequate facilities, and if we say across the
13 board "improve all docks and harbors," you know, there
14 might be an isolated area that doesn't need any improvement.
15 Maybe that's just semantics, but I just have trouble with
16 that.

17 THE MODERATOR: Well, "provide" of course is broader.

18 MS. HEDLAND: And if he says state "throughout the
19 State," that would also indicate.

20 MR. KILCHER: Madam Chairman

21 THE MODERATOR: Yule?

22 MR. KILCHER: I think the word "expand" would cover
23 some of your objections. "Expand" is a verb.

24 THE MODERATOR: Expand. There may be places that do
25 not have facilities at all.

1 MS. LUDWIG: Right, right.

2 THE MODERATOR: Just a minute please.

3 MR. LADNER: How about "improve as required" or "as
4 needed"?

5 MR. KILCHER: And expand.

6 THE MODERATOR: Carolyn.

7 MR. LADNER: "Marine transportation facilities,
8 including support facilities throughout Alaska."

9 THE MODERATOR: I have a suggestion; it just hit me.
10 If we get to a goal where we have objections to it, can we
11 put them aside and come back to them? By that time we will
12 maybe have worked out -- the person who objected can work
13 out what would improve it, rather than doing this right now.
14 I think it will facilitate our going along.

15 So can we put that one aside until we finish?

16 MR. TOMA: I'll read what we have on this last point,
17 our last touch with it here. "Improve marine
18 transportation, including support facilities, throughout
19 Alaska."

20 MR. HAKUN: That's great.

21 MS. HEDLAND: Sounds good.

22 THE MODERATOR: Is there any objection to that? Or do
23 you want to wait? Do you want to come back to it?

24 MR. HUSS: I'd like to come back to it.

25 THE MODERATOR: Okay, we'd like to come back to that

1 one. So can you make some kind of a mark so we know we are
2 going to come back to that?

3 Okay

4 THE MODERATOR: Carolyn.

5 MS. JONES: Could we please take a vote or something
6 on that? because I think the majority of us are happy with
7 the way it is.

8 THE MODERATOR: Do you want to go along then?

9 MS. HEDLAND: Take a vote.

10 THE MODERATOR: Okay, take a vote on it. Is there any
11 objection to this --

12 MS. KINGRA: Let him read it, again, Madam --

13 THE MODERATOR: Read it again, please.

14 MR. TOMA: "Improve marine transportation, including
15 support facilities, throughout Alaska."

16 THE MODERATOR: Any objection? There's three, four
17 objections, five.

18 It will be adopted. Let's go on.

19 MR. TOMA: I guess we need a minority report or
20 minority phrase at that point.

21 THE MODERATOR: You might get a change with the
22 Editorial Committee.

23 MR. TOMA: "Roads should be developed according to
24 regional plans based on existing transportation modes."

25 THE MODERATOR: Read that again.

1 MR. TOMA: "roads should be developed according to
2 regional plans based on existing transportation modes."

3 THE MODERATOR: Any objection?

4 MS. HUNTER: No.

5 MS. KINCKA: Haven't we covered that?

6 THE MODERATOR: Beg your pardon?

7 MS. KINCKA: Haven't we covered that up further?

8 MS. JOHNSON: I disagree. Excuse me.

9 THE MODERATOR: Wait a minute. I have a hand down
10 there. Andy.

11 MR. HOPE: What about the local government agency?
12 What if they don't sign off on the regional plan?

13 THE MODERATOR: Are you asking me?

14 MR. HOPE: Well, that's an important issue I think.

15 THE MODERATOR: Kevin?

16 MR. HARUN: I have a question. Did you make that,
17 Carl?

18 MR. JACK: Yes, I did.

19 MR. HARUN: Is what you're getting at the existing
20 types of transportation in areas be what are supported by
21 the -- where there are no roads, don't support roads, but
22 support air and water, and in areas where there's roads,
23 support those types, or what is the goal?

24 MR. JACK: Madam Chairman, in response to the inquiry,
25 I have marching orders that no roads be developed to the

1 urban centers, such as Anchorage, Fairbanks, to the Bethel
2 area. That is a mean in itself, but I thought it would be
3 more acceptable to the group to state in such a way that
4 the road systems, as part of the transportation system,
5 should be developed according to the regional plans.

6 THE MODERATOR: Well, what I gather Andy is saying is
7 that he this is it should go further and the local
8 government should have --

9 MR. HOPE: No, I don't like like the regional plan.

10 THE MODERATOR: Oh, I see. David?

11 MR. KEENER: I'm interested. You say you don't want a
12 road to Bethel, but you want State funding for water and
13 air into the area, whereas, if you're looking for a goal
14 for 20 years from now, limiting the modes of transportation,
15 you're also limiting the number of people that are using
16 those funds. You're eliminating your tourist industry, the
17 travel-by-car, whatever means. Now, it could be that the
18 local input from Bethel is their need of air and water
19 transportation, but they don't want the accessibility by
20 road to an urban area like Anchorage.

21 Myself being from Kenai, we're Anchorage's backyard
22 every weekend in the summer, and I can understand the
23 feeling, but I don't know if that should be something that
24 we come up with in a future planning organization like this.

25 THE MODERATOR: We have some other comments here.

1 Karen?

2 MS. HEDLAND: I would like to suggest that we reread
3 our first goal that we have already adopted, because I
4 consider the road part of the standardization or whatever
5 the other homogenous, whatever we had, to be incorporated
6 there, and I think we're down to the specific means again
7 in terms of roads.

8 But would you reread that first one? What does
9 it say? I can't see it.

10 THE MODERATOR: Haden.

11 MR. KADEN: Well, I think that is a goal that should
12 be looked at, because we're talking about preserving
13 life-styles. You can't preserve a life-style if you've got
14 a road from an urban center going into a bush area. You
15 know, there's just no way.

16 MS. HEDLAND: How about no more to the urban centers,
17 either, you know?

18 THE MODERATOR: Just a minute.

19 THE MODERATOR: We have a comment in the back.

20 MS. LINCOLN: (Georgianna) Yes. I think this is a
21 crucial area for all of the State of Alaska in the rural
22 areas. In the interior we want to see some type of a plan
23 developed before someone gets hot on the idea of there
24 should be a road to Rampart without the input of the
25 village people and those that live in the area. A plan has

1 to be developed, and I don't think that that's saying that
2 in that first goal. So if that goal can be broadened, fine,
3 but I for one want to protect the rights of the rural
4 people in having their say whether there's a road in there
5 or not.

6 THE MODERATOR: Celia had her hand up, and then Mike
7 and, oh, Andy was next.

8 MS. HUNTER: Okay. I think that even Woody Johansen,
9 who is one of the most terrific highway builders we have,
10 recognizes the need for local option to be preserved in
11 road construction. He says in here, "We must upgrade the
12 Seward and Glenn highways. In Western and Northern
13 Interior Alaska, we must build access roads to airfields,
14 boat landings, material sources and garbage dumps. We must
15 improve the village streets and develop material sources.
16 We must not connect these villages with a highway system."

17 So I think even a highway builder recognizes the
18 local option has some validity and the big people of Minto
19 would verify this.

20 THE MODERATOR: Okay, thank you, Celia. Mike.

21 MR. LADNER: I could only second Celia's remarks, and
22 I might say this. I'm not an expert in DOT policy, but I
23 believe that built into their structure, and it could be
24 probably addressed further under government form, but I
25 believe that part of their procedure for building and

1 developing roads is input, and an important part is input
2 from the people that are being affected by that road, so
3 there's protection there.

4 THE MODERATOR: Before I ask you again, is there
5 anyone else who hasn't spoken on this motion, I mean this
6 goal, who would like to speak? Chris, did I see your hand?

7 MS. JOHNSON: Yes. I have a concern with the second
8 part of the goal, although I agree with what Georgianna
9 said about the first part, and that is, limiting ourselves
10 to existing modes of transportation. I don't think we want
11 to do that either. It really presents all kinds of future --
12 who knows what we may be driving or flying in or moving in
13 in ten years? I don't think we want to do that.

14 MS. LONGPRE: I agree that maybe that last part could
15 be stricken about limiting ourselves, but I think the
16 people from the bush want to have input, and the Department
17 of Transportation, they provide for hearings on proposed
18 roads, but that we don't feel that we have actual input.
19 Maybe people are listening, but not acting on.

20 THE MODERATOR: Andy, you had something you wanted to
21 say?

22 MR. MATHIESEN: Yes, I really get nervous here. We
23 spent all day yesterday talking about preserving a quality
24 of life in Alaska, and yet, here we're now jumping into
25 every damn thing you can dream up that's going to change

1 the quality of life, and I'm afraid it's going to change it
2 down rather than up. We must be very cautious of this.
3 It's out the window as soon as we start doing all these
4 things. It's a good example. You know, we're going to get
5 local input. Okay, you get the local input, you get the
6 highway, too.

7 THE MODERATOR: Georgia.

8 MS. LINCOLN: (Georgianna) I feel I must respond to
9 what see Celia read in there. What Woody said, I think
10 that's the point, Woody said, "We must not develop roads."
11 That's not for Woody to say. You know, that's for the
12 village to say, and I'm not so sure that Minto wouldn't
13 have said, "Yeah, we want a road " --

14 MS. HUNTER: They did.

15 MS. LINCOLN: (Georgianna) And we would want a road
16 again. So it's a two-way street there.

17 THE MODERATOR: One more comment and I think we ought
18 to take a vote on this or else pass it and come on.

19 MS. HEDLAND: I think we ought to pass it and come
20 back to it again.

21 MR. TOMA: We have a request to hear it.

22 MR. HARUN: Without saying no road at all without
23 consent.

24 MS. JONES: That's negative.

25 THE MODERATOR: That's negative.

1 MR. HAKUN: How about road development without local
2 consent? It's true though.

3 MS. LONGPKE: Carl wrote that.

4 THE MODERATOR: Yes.

5 MS. LONGPKE: Would he consider rephrasing that, what
6 the input has been?

7 MR. HOPL: I got one.

8 MR. JACK: Madam Chairman, let me try to rephrase that
9 in such a way that it would be palatable to everyone here.
10 And that is, recognizing that the State Highway Department
11 has a method or the process for the design and construction
12 of the roads. Along those lines, those plans, regional
13 plans, on the road system should accommodate or have --
14 before they're approved, have the local preference in terms
15 of planning.

16 THE MODERATOR: Since there is this much discussion on
17 this, how about passing this over and you reword the goal
18 and we'll come back to it, so that we can go along? Okay?
19 keyword it. You've heard the input.

20 MR. JACK: Yes, will do.

21 THE MODERATOR: Now, you know, maybe what you should --
22 you want more comment?

23 MS. LONGPRL: Just one more comment. It seems that
24 I'm hearing that people are agreeing that regions should
25 have input in roads in their area. Maybe we could have

1 something simply stating that.

2 MS. HEDLAND: Madam Chairman, but what I also heard is
3 we should come back to it and we should not limit ourselves
4 to existing forms. We might have a monorail from Anchorage
5 to the Kenai or we might have a train system that's a lot
6 more elaborate, and I am leery of the word "road," and
7 that's where I come from. I don't want the highways either,
8 but I don't want us to just be limited to any future mode
9 of transportation, and that would be -- I would like to see
10 us come back to it, but I would like to think about rewording
11 it in such a way that we give some flexibility and room for
12 25 years down the road when we might have monorails or
13 something.

14 THE MODERATOR: We'll pass this over then. Chip,
15 would you go on?

16 MR. TOMA: Okay. "Improve village communications."
17 Then the means were cited as UHF-VHF microwave system."

18 THE MODERATOR: Let's not read those then now. Let's
19 just have the goal statement.

20 MR. TOMA: Okay. "Improve village communications."

21 THE MODERATOR: Any objection?

22 (No response)

23 THE MODERATOR: Accepted.

24 MR. TOMA: Okay. "The extension of the Marine Highway
25 systems to Western Alaska."

1 MS. MEDLAND: We already have that.

2 THE MODERATOR: Don't we have something that covers
3 that up above there?

4 MR. TOMA: We have "Improved marine transportation,
5 including support facilities throughout Alaska."

6 THE MODERATOR: Well, that's it.

7 MR. MACK: Improve. Improve and expanded.

8 MR. TOMA: We mean ferries here now, people ferries?

9 MR. HOPE: Well, there's a transport goal, too.

10 THE MODERATOR: Mike.

11 MR. LADNER: I think there is a difference there. The
12 Marine Highway system to Western Alaska was treated in
13 those white papers and they're talking about the extension
14 of the Alaska marine ferry highway system, not necessarily
15 with passengers, but with a high-density freight-handling
16 capacity as opposed to the interior, the improvement of the
17 interior riverway transportation system.

18 THE MODERATOR: Carolyn?

19 MS. JONES: Would we say it by amending the earlier
20 one to develop and expand marine highway --

21 THE MODERATOR: To improve and expand? Would that do
22 it?

23 MS. JONES: Okay.

24 THE MODERATOR: To improve and expand the Marine
25 highway system, would that cover that last one?

1 MS. HEDLAND: Yes.

2 MS. JOHNSON: M-hm (affirmative response).

3 THE MODERATOR: The Editing Committee should take note.

4 MR. HUSS: Do we want Marine Highway system or marine
5 transportation?

6 MS. HEDLAND: Transportation.

7 THE MODERATOR: Marine transportation.

8 MR. HUSS: Yes.

9 THE MODERATOR: Are we ready to go on?

10 MR. TOMA: I'll read this one again. "Improve and
11 expand marine transportation, including support facilities,
12 throughout Alaska." That would then incorporate the
13 extension of the Marine Highway system to Western Alaska.

14 THE MODERATOR: The Editing Committee may want to be
15 sure that's clear, so you may want to add a phrase in that
16 goal.

17 Okay? We're on --

18 MR. TOMA: Development. "Protection of the
19 environment and maintenance of viable ecological systems
20 shall be a major factor in reaching decisions on both
21 public and private development projects."

22 THE MODERATOR: Any objection?

23 MR. HOPE: Well, isn't it kind of presumptuous to say
24 it will be for the private? It will be a major factor.

25 MS. HUNTER: No. No. The Alaska pipeline was a

1 private project. It was --

2 MS. HEDLAND: Let's take a vote. All in favor, all
3 opposed.

4 THE MODERATOR: You have an objection. I'll note that
5 objection, Andy. Any other objections to that goal? John
6 Kelsey?

7 MR. KELSEY: Well, I object to this point. I'm for
8 this concept, but we did this ten years ago, which had a
9 lot to do with delaying the oil pipeline.

10 MS. HUNTER: Which was a great help to the
11 construction of the pipeline.

12 THE MODERATOR: Please, for the sake of not only the
13 secretary, but for order let's not make comments without
14 addressing the chair.

15 MR. TOMA: Do you want it read again? Does anyone?
16 Or do you understand?

17 THE MODERATOR: No, I think we had two objections and
18 otherwise it's acceptable; is that correct?

19 MS. HEDLAND: Right.

20 MR. TOMA: "The energy needs for a future Alaska shall
21 be based on renewable resources to the greatest extent
22 possible, and on smaller localized units allowing maximum
23 self-sufficiency and affordable costs."

24 THE MODERATOR: Any objection?

25 MS. HEDLAND: How can you object to that?

1 MR. KEENER: Was that "and/or at affordable cost"?

2 MR. TOMA: It says and here --

3 MS. JOHNSON: Oh, it should be "at," I'm sorry.

4 MR. TOMA: Okay.

5 THE MODERATOR: No objection? Carolyn?

6 MS. JONES: Question: Should it be allowing for
7 maximum self-sufficiency?

8 MR. TOMA: Allowing for? (writing) Looks good. Put
9 a comma here.

10 THE MODERATOR: No objection? Chris?

11 MS. JOHNSON: Could I strike one word from it, I'd
12 like to strike "smaller," please.

13 THE MODERATOR: That's your goal?

14 MS. JOHNSON: It's mine, right.

15 THE MODERATOR: Would you read it now?

16 MR. TOMA: Yes. "The energy needs for a future Alaska
17 shall be based on renewable resources to the greatest
18 extent possible, and on localized units allowing for
19 maximum self-sufficiency at affordable costs."

20 THE MODERATOR: Any objection?

21 (No response)

22 Accepted.

23 MR. TOMA: "The State must recognize its stewardship
24 role for present and future generations of Alaskans, in
25 protecting the natural environment, including wildlife

1 habitat and wild and scenic areas and in preserving air,
2 land and water quality."

3 THE MODERATOR: Any objection?

4 MR. JACK: Objection.

5 THE MODERATOR: Two objections, three objections.

6 MR. KELSEY: Udall is doing a great job for us.

7 MR. HOPE: You're talking about a government that's in
8 the way.

9 THE MODERATOR: Excuse me, Georgianna?

10 MS. LINCOLN: (Georgianna) Could the author of that
11 goal explain what -- I don't understand the whole intent.

12 THE MODERATOR: That's Haden Kaden's, isn't it?

13 MR. KADEN: Yes, and Celia.

14 THE MODERATOR: Okay.

15 MR. KADEN: It's just that the push is to turn over
16 State land to people regardless of what cost, without
17 planning, without anything. There is no recognition that
18 the State has an obligation to future generations to
19 preserve large areas of wild land for all Alaskans. And
20 that's recognizing that, you know, that obligation on the
21 part of the State.

22 THE MODERATOR: Okay.

23 MS. LINCOLN: (Georgianna) I'd like to note my
24 objection, too, please.

25 THE MODERATOR: The objections -- if you want your

1 names, it's Jack Carl, John Kelsey, Georgianna, Andy Hope, --

2 MR. HYLEN: I'm objecting.

3 THE MODERATOR: -- Marion.

4 MS. HYLEN: Rosemary?

5 MS. LUDWIG: M-hm.

6 THE MODERATOR: David?

7 MACK: Stanley.

8 THE MODERATOR: Stan. So how many -- I don't know.

9 MS. HEDLAND: Let's vote again.

10 THE MODERATOR: We better vote again on this one.

11 MR. MATHIESEN: I would like to make one comment, if I
12 can, Madam Chairman, before you take a vote on that. I
13 don't understand how anybody can sit here and not think
14 that the State has the responsibility in taking care of our
15 lands for us, to make sure they're there tomorrow and the
16 next week, our fish, our game, our resources. I don't see
17 how we can -- who is going to be responsible for doing it
18 if our own selves aren't?

19 MS. HEDLAND: I would like to --

20 THE MODERATOR: Karen.

21 MS. HEDLAND: -- reiterate that my understanding of
22 this was a dream for our future, and granted I was not born
23 and raised here, but my three children were born and raised
24 here, and I would like to see there is something left for
25 them to pass on when they come along and that's one of the

1 reasons why I really believe in that. We've got to be
2 thinking of what it's going to be like 25 years from now.

3 THE MODERATOR: Kevin.

4 Mr. HARUN: I think people might have in their minds
5 in objecting to it some specific means. For instance, you
6 look at the Udall bill. That's a means lot of people don't
7 agree with to get to that, but the goal itself is a very,
8 very laudible goal, I think. It's something like what we
9 were supporting yesterday.

10 THE MODERATOR: Go ahead, Marion.

11 MS. HYLEN: I think the first one does it. "Protection
12 of the environment and maintenance of viable ecological
13 systems."

14 THE MODERATOR: It's not enough.

15 Georgianna?

16 MS. LINCOLN: (Georgianna) In stating my objection, I
17 felt that that was maybe one of the means for the overall
18 goal, but also I think that Alaska sometimes tends to look
19 at the environment more than it does its people, and I
20 think that to me the people are more important than the
21 animal.

22 THE MODERATOR: I think on this one for voting
23 purposes, I'm going to have to ask you to stand, because
24 some of you are sitting back there in the area of where the
25 public is, so I'm not going to be able to count it very

1 well. For voting on this one, I think we better stand.
2 Those in favor of this as a goal, please stand.

3 (complying)

4 MR. HOPE: We've got to vote on this and pass a lot of
5 others.

6 MR. TOMA: Is there an objection?

7 THE MODERATOR: 15. Am I correct in counting 15? Did
8 anybody else count and check me? Mike, would you stand?
9 Keep standing.

10 MR. LADNER: (complying)

11 THE MODERATOR: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,
12 13, 14, and I'm 15.

13 MS. HUNTER: Did you count me?

14 THE MODERATOR: Yes, 15. I started with you. Is that
15 correct? It passed.

16 I think there are how many of us in here?

17 MS. HEDLAND: 23.

18 THE MODERATOR: 23.

19 Would you go on, please?

20 MR. TOMA: Excuse me, Madam Chairman. Next one. It
21 passed. "Tourism should be developed -- " I changed this,
22 Madam Chairman, to make it, take out the "not" in there,
23 without -- "Tourism should be developed only with the
24 involvement of affected communities." Then the means is
25 this one over here, which we're going to work with.

1 THE MODERATOR: Any objection?

2 MR. KELSEY: I have a question. What do they mean by
3 involvement, what extent?

4 THE MODERATOR: I'm not the author of that. Are you?

5 MR. JACK: I'm the author of that. There is fairly
6 strong feeling in the Bethel area that most of the tourist
7 industry development have been done by the people from
8 outside, by package tours and all that, and they're fairly
9 adamant about that, even though, frankly, the tourist
10 industry is a clean industry itself.

11 THE MODERATOR: Chris?

12 MS. JOHNSON: Yes, I'd like to see us strike the word
13 "only," because I know that there are some maybe state-wide
14 tourists plans that it would simply -- that really in a
15 very broad sense affect every community. Who knows where
16 tourists who are brought in on these state-wide plans would
17 end up? That to me is a little unrealistic. So I would
18 like to see "only" stricken.

19 THE MODERATOR: Georgianna?

20 MR. TOMA: That's a motion? I put it in, so we'll
21 just take it out.

22 THE MODERATOR: Without any objection, we'll take "only"
23 out.

24 MS. HUNTER: How does it read first?

25 THE MODERATOR: Read it first.

1 MR. TOMA: It's Carl's. "New tourism to be developed
2 only without the involvement of community. I changed it to
3 "Tourism should be developed only with the involvement of
4 affected communities." And the change then "Tourism should
5 be developed with the involvement of affected communities."

6 THE MODERATOR: That makes sense, doesn't it?

7 MR. HUSS: How is something like that regulated though?
8 I mean we live in a free state --

9 MS. HEDLAND: This is a goal.

10 THE MODERATOR: That's a goal. You have to figure
11 that out when you get to the means.

12 MR. HUSS: But if I want to land my plane in Bethel
13 airport, and want to show people around, --

14 THE MODERATOR: Georgianna.

15 MS. LINCOLN: (Georgianna) I'd like to add a word in
16 there that tourism should be involved and implemented,
17 adding the word "implemented" to involvement, because I
18 think tourism, I'd like to see more of the development, the
19 implementation and the actual tourism in the affected
20 community and not someone from the Lower 48 coming up and
21 doing the implementation after it's developed.

22 THE MODERATOR: Ellen?

23 MS. HAYES: Madam Chairman, there is a comment made
24 back here that if we would insert the word "when" ahead of
25 tourism, "that when tourism is developed," --

1 MR. TOMA: How about "promoted and developed"? Is
2 that what we mean?

3 MS. HAYES: I don't know whether we want to say
4 promoted, or, you know, that's one of the things we're
5 doing, I'm not sure, but when it is --

6 THE MODERATOR: I think the chairman will say that we
7 will pass this one over. It sounds like it needs a little
8 bit more working-up. A couple of people get together
9 during our first break and see if you can straighten that
10 out, because I'm afraid we're going to be taking up too
11 much time on a statement that we could do in a few minutes
12 on the side.

13 Go ahead.

14 MR. TOMA: "The goal of national energy independence
15 should not be reached at the expense of Alaskan citizens
16 and its environment."

17 THE MODERATOR: Any objection to that goal? I think
18 it needs some --

19 MR. KELSEY: I think it needs some editing. Aren't
20 you flying in the face of a national goal? Do we have the
21 right to totally keep them from reaching that goal?

22 THE MODERATOR: We're a sovereign state.

23 Andy?

24 MR. HOPE: I would think expense cuts both ways. I
25 think it cuts both ways, both ways. You got to define what