

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672
855 SCOM30 : CONFERENCE ON ALASKA'S FUTURE FRONTIERS 1979

1 support the concept of having another Constitutional
2 Convention. Dick Finer favored it in his paper and in a
3 book and I think it might be a good idea to have another
4 one in 20 years. It's been more than 20 years.

5 THE MODERATOR: Would you like to make that as a form
6 of a motion and that could be a part of our committee
7 report?

8 MR. HOPE: Yes, I'll make the motion to support the --
9 I don't know how to word it.

10 THE MODERATOR: Well, it's automatic, Andy. It's
11 automatic under our constitution that it will be, unless --

12 MR. HOPE: It got voted down a couple years ago.

13 THE MODERATOR: Yes, but the question will come up on
14 the ballot automatically every ten years.

15 MR. JOHNSON: I think the question can also come up in
16 the legislature this session and it's one they're
17 anticipating also. So I think maybe a recommendation from
18 us if we -- if that is our desire would be appropriate.

19 THE MODERATOR: That's right. The motion would be
20 that you support calling a Constitutional Convention.

21 MR. HAYES: Madam Chairman, I would say what would
22 support that suggestion of a motion, but I don't think it
23 was seconded. The substance that we come up with during
24 the next hour or so will say whether this is what it points
25 to or not.

1 THE MODERATOR: Do you want then to wait --

2 MS. HAYES: I would wait.

3 MS. HURTER: I would wait, too, because I think there
4 are arguments on both sides.

5 MS. HAYES: See what points to it specifically.

6 THE MODERATOR: Andy, I'll keep in mind that this is a
7 question -- notion we should have after we've gone through
8 all of our deliberations. Okay?

9 MR. HOPE: I just want to bring out to the committee,
10 there's been two so far. We've gone through two points.
11 There's been two constitutional issues already, one was on
12 the representation and the other is on the judges.

13 THE MODERATOR: I think that they're not ready to
14 discuss it yet because some of the members are not here.
15 So I'll make a note that we will have -- I'll call for that
16 notion later in the evening. Okay?

17 All right. "Ethnic, racial and cultural
18 diversity is a proud and cherished accomplishment in which
19 discrimination has been eliminated and all the Alaskans are
20 truly brothers and sisters."

21 What needs to be done administratively or
22 legislatively to achieve this? Christine?

23 MS. JOHNSON: Okay, I guess I will put this one again
24 in the rhetoric category. I think that we really have
25 addressed it in the -- in the goal that was outlined before.

1 THE MODERATOR: That's what I felt. Now it seems like
2 it is repetitious. Does it seem that way to you?

3 MS. HUNTER: Yes.

4 THE MODERATOR: Except the other one does not address
5 discrimination specifically. "Justice and enforcement of
6 the law is applied equally without regard to race, ethnic
7 group, geographic location, sex or social status."

8 MS. JOHNSON: Have we said equal justice?

9 MR. HOPE: Takes it in a positive language.

10 THE MODERATOR: You think then that we should
11 eliminate this goal?

12 MS. JOHNSON: That would be -- if you want a motion
13 from me, yes.

14 MR. BUSS: I'd second it.

15 THE MODERATOR: Yes.

16 MR. KEENER: Maybe we should, in each category list
17 our goals and then at the end of each category list the
18 means, because we worked one hell of a long time to achieve
19 that goal and there was a lot of thought went into that.
20 Whether we've lost it now because we've spent too much time,
21 but let's include them at the top and the means at the
22 bottom.

23 THE MODERATOR: Okay. Personally I felt that we
24 shouldn't eliminate it without the four people who have
25 been, you know, are part of our group who are not here

1 because they're working on trying to get this developed.
2 So can we go on then to life-style? Perhaps then we could
3 read the goals under life-style, and then we put the ways
4 to carry them out after that? Is that what you're
5 suggesting?

6 THE MODERATOR: "Diverse life-styles desired by its
7 Alaskan people --" Well, "Gamma group envisions a future
8 for Alaska as one in which diverse life-styles desired by
9 its people are protected and respected. The arts and
10 cultural pursuits are seen as integral to such life-styles
11 and essential to and enhancing the quality of life. A
12 harmony is maintained between man and his natural
13 environment." Those are the three under life-styles. How
14 do we achieve that? Andy?

15 MR. KEEFER: I think there was some reference made to
16 women's -- the need for women to have a base of cultural
17 and personal expression supported by the State. I don't
18 remember hearing it probably yesterday.

19 THE MODERATOR: Well, I can't -- I don't have anything
20 to go by except these sheets they've sent down.

21 MR. BUSS: Do we have the big sheets or did they take
22 those back?

23 THE MODERATOR: Beg pardon?

24 MR. BUSS: Do we have the big sheets?

25 THE MODERATOR: They have them upstairs. Oh, here

1 they are.

2 MR. FATHIESEN: Are we on the means now?

3 THE MODERATOR: Yes.

4 MR. FATHIESEN: Well, I would like to suggest a means
5 for that, if I still have the chance and whether it's fine.

6 THE MODERATOR: Just a minute. We'll see if or this
7 can you get those apart?

8 MS. LILSEN: Yes.

9 THE MODERATOR: What they've eliminated is part of that
10 statement, "One which maintains a harmony between man and
11 the natural environment." They put a period there.

12 Okay, we're ready for how to meet the needs of
13 this goal life-style.

14 MR. FATHIESEN: Well, I think it would be worthwhile
15 to suggest to the legislature that they seek consulting
16 advice on how to carry this out. And then some group
17 entity can examine the solutions to see if they do, in fact,
18 allow us to carry this out to our satisfaction.

19 THE MODERATOR: Did you hear that? I guess you are
20 the recorder.

21 MS. HUNTER: Oh, good, here comes our committee.

22 MS. HYLEN: We left the last one for you.

23 THE MODERATOR: Hire consultants for consulting advice
24 on how to carry --

25 MR. FATHIESEN: How to accomplish that.

1 THE MODERATOR: How to accomplish protection of the
2 life-style?

3 MR. MATHIESEN: Yes.

4 MS. LINCOLN: (Georgianna) I agree with that, Madam
5 Chairman, in that if we go through each single one of these
6 and try to come up with the meanings and objectives we're
7 and to be here all night and we got to remember there's
8 other groups that are probably going to be coming up with
9 some of the same things, and in the transcript will have
10 some of the objects to meet these goals within it. So I
11 agree. That just says it all, and how they do it now.
12 They're going to -- you know --

13 THE MODERATOR: Andy --

14 MS. LINCOLN: (Georgianna) Pretty well laid it out.

15 MR. HOPL: I like the second goal. I hope we keep in
16 mind what the gentleman raised about fiscal responsibility.
17 I don't want to see a big centralized cultural institution
18 bureaucracy developed here in Anchorage or in Juneau to
19 foster development for a life-style, an Alaskan life-style.

20 MS. LONGPRE: One thing we haven't gotten back to as a
21 goal that perhaps could be looked at as a means for
22 protecting and respecting diverse life-styles desired by
23 Alaskan people is the road issue and I don't think we ever
24 did get back to passing a goal we all agreed on, but
25 there's a strong feeling in the bush that they need to have

1 involvement in any proposed roads as a way of protecting
2 their -- our life-style.

3 MS. LINCOLN: (Georgianna) That's under transportation --

4 MS. LONGPRE: It was, I think, but I don't think we
5 ever passed a goal that everyone --

6 MR. JACK: We hang over from --

7 THE MODERATOR: It's hung -- we have to still adopt
8 that, I think, but I think that it makes sense if you wish
9 to put that in there, to put it right in that area. Even
10 in addition, though the recommendation is that we hire
11 consultants to advise how to achieve that goal. If that is
12 of real concern to life-style, put it in.

13 MS. LONGPRE: I think the bush people see it as --

14 MR. JACK: As a goal.

15 THE MODERATOR: As a means to achieving the goal of --

16 MR. JACK: As a goal.

17 MS. HUNTER: Control of road expansion is certainly
18 tied in with life-style.

19 THE MODERATOR: John?

20 MR. KELSEY: Madam Chairman, I'm just wondering if we
21 shouldn't incorporate that. I have a tendency, if I got a
22 toothache I want to go to a dentist. I don't want to go to
23 a carpenter. I just feel that that's something that can be
24 said of each and every one of these goals, that we should
25 keep in mind that where there are experts in the field. I

1 hesitate or even I'm afraid to think of when we get to
2 education, Are we going to try to tell the educators how
3 to do these things? I think they're more capable than we
4 are in putting something together for some of these goals.
5 You know, I just don't believe we're that capable.

6 MR. HOLTHUS: I guess I think these things are too
7 important to leave in the hands of the professionals
8 without some advice and council from us professions tend to
9 go crazy.

10 MS. HOFFER: You're absolutely right. Those at the
11 top do not know what's best.

12 THE MODERATOR: Let's be careful about the record now
13 and comments addressed through the chair, please.

14 THE MODERATOR: All right, Cary, were you finished?

15 MR. HOLTHUS: Just to finish up one thought with
16 regard to this whole business of how you protect diverse
17 life-styles. It seems to me that the great tryers of the
18 diverse life-styles at this point have been missions,
19 church missions and the educational system, and most
20 recently probably the Land Claim Settlement Act. I don't
21 know what you say about that, except that the one thing
22 that we do have some control over with the board of
23 education is the school system. And so the elimination of
24 a similation as an education would help change. The
25 educational goal would help change that.

1 THE MODERATOR: Do you want to put that under
2 life-style?

3 MR. HOLTHUS: That's why I say this particular thing
4 kind of ramifies through everything we're going to talk
5 about; it's transportation, it's education, it's all kinds
6 of stuff.

7 THE MODERATOR: It's exactly what Andy has been saying
8 at the beginning of each day, that all of these things that
9 we've been discussing affect our life-style. But -- health
10 health and assimilation is an educational goal.

11 THE MODERATOR: Andy.

12 MR. HOPE: I appreciate we're getting into limits that
13 affect the life-style of thousands of Alaskans and that's
14 another constitutional question, too.

15 MS. HUNTER: Excuse me, what was the --

16 THE MODERATOR: I couldn't hear the beginning of your
17 statement.

18 MR. HOPE: I said I know it's a cliché that we're
19 entering the age of limits, but limited entry has affected
20 the life-style of thousands of Alaskans, and there's
21 another constitutional question there.

22 THE MODERATOR: You're building your argument.

23 Ellen.

24 MS. LAYES: Are we, Madam Chairman, addressing only
25 Item 2 now or can we still address No. 1 on life-styles?

1 THE MODERATOR: The whole group, the whole group of
2 items under life-style we're addressing.

3 MS. LAYEL: So you have then higher consultants for
4 No. 1.

5 THE MODERATOR: I think --

6 MS. LAYEL: I have to see it.

7 THE MODERATOR: No. 1 recommendation under the whole
8 group of life-styles. It should be A like you did the
9 other ones.

10 MS. ISENSEN: Okay.

11 THE MODERATOR: Small A like all these.

12 MS. LAYEL: The reason I mention that is because there
13 has been a study that's been recognized and formalized in
14 the study state-wide of museum needs in small communities,
15 whether then you need to hire consultants when those who
16 are, you know, involved in it now have been doing some work,
17 in fact a lot of work, and they're almost more qualified
18 than whoever comes in as higher is going to ask them and
19 get paid, you know, \$5,000 for asking these people what
20 they've already been putting together for a state-wide
21 program of museum, you know, pursuits in cultural
22 life-styles.

23 So there's also some -- there are insititutes who
24 have people who have been in it from the first throbbings
25 of that effort and who have some goals in mind that get off

1 on the life line that are cut off every fiscal year, you
2 know, they just don't have any support, because they appeal
3 their case politically every year. So I wanted to bring
4 that out, so in one of our means they can be supported
5 without, you know, trying to appeal their survival case
6 every year and be passed by and then the hiring of
7 consultants has -- I think they provided a background of
8 information already.

9 MR. KILCHER: Excellent.

10 THE MODERATOR: Do you wish to put that in as a means
11 to an end?

12 MS. HAYES: It's a means. They're already there. The
13 people who are in, for instance, in the historical museums
14 locally, they are consultants and should be considered
15 along with what you hire, put into a program of a means to
16 sustain that cultural pursuit.

17 MR. KILCHER: Madam Chairman.

18 THE MODERATOR: Yes.

19 MR. KILCHER: On the same subject, we came in late.
20 Have the A's and B's or just suggestions?

21 THE MODERATOR: They're just suggestions.

22 MR. KILCHER: Fine. What the lady just said, I would
23 say the hire consultants, I would say use available
24 information to achieve this. Whether it's available
25 already, already done or whether you have to hire somebody,

1 you know, in addition, this looks like a typical consultant
2 mentality here prevailing at this whole damn convention.

3 MR. ISERBERG: You want to say use available
4 information --

5 THE MODERATOR: Andy. --

6 MR. ISERBERG: Information.

7 MR. RILCHER: That's right.

8 MR. DALLIESER: What she's written down there is
9 exactly what I had said, but that is not the meaning I
10 intended, that's why I'd like to clarify that better if I
11 can.

12 MR. ISERBERG: Okay.

13 MR. DALLIESER: With consultants, what -- if I could
14 expand that, what I'd like to achieve is that, we've done
15 that before, just like calling for bids. You ask for
16 submission of proposals from the consultants on how to
17 achieve this, and then we examine those proposals to see if,
18 in fact, they will accomplish what we want to accomplish.
19 And we have -- I agree, we have plenty of experts in the
20 State. It's just a matter of getting at them. It's very
21 difficult to get at them. But when we get down to a
22 specific thing like this, I think those that are vitally
23 interested in that will then come out of the closet and be
24 able to examine quite effectively what's being proposed and
25 then probably arrive at something that will work quite well.

1 THE MODERATOR: Christine?

2 MS. JOHNSON: I wonder, as a point of information, if
3 you would read that back again. Would you read that again,
4 please?

5 THE MODERATOR: What, the whole life-style?

6 MS. JOHNSON: Yes, that first one on life-styles.

7 MR. KILGER: We recited --

8 THE MODERATOR: "Gama group envisions a future for
9 Alaska as one in which diverse life-styles desired by its
10 Alaskan people are protected and respected. The arts and
11 cultural pursuits are seen as integral to such life-styles
12 and essential to and enhancing the quality of life. A
13 harmony is maintained between man and his natural
14 environment."

15 Those are the -- maybe a little different
16 phrasing of those three that are up there.

17 Now, Christine.

18 MS. JOHNSON: Okay, I could speak to that. I'm
19 bothered by this idea that we should hire consultants to
20 tell us how we can achieve diverse life-styles that -- how
21 we can maintain the diverse life-styles that we desire.
22 That whole idea just bothers me. It may be in four or five
23 years the diverse life-style that the people desire will be
24 different, and what the consultants have told us will no
25 longer apply. I'm really concerned with that idea. I

1 think that a commitment to diverse life-styles is, as Andy
2 has been saying, reflected in all these that we do, and I
3 don't -- I don't like the idea of hiring consultants to
4 tell us.

5 THE MODERATOR: Marion.

6 MS. BYLER: I wonder if maybe you need a talent bank.

7 THE MODERATOR: Beg your pardon? Are we talking --

8 MS. BYLER: Other areas have talent banks, the names
9 of people who are informed on certain subjects, so that
10 they would have a grouping that they could call upon. If
11 they wanted to know some certain thing they could call on
12 people, different people throughout the state.

13 MS. LUSK: The idea of the talent bank is that those
14 people would provide those services for free. It's an
15 attempt to save, that every consultant would do the same.

16 THE MODERATOR: Edin.

17 MS. LINCOLN: It seems I'm hearing two different
18 things. One side saying we need consultants and another
19 side afraid that the consultants are going to be people
20 that are -- don't have the expertise in their areas.

21 THE MODERATOR: Andy?

22 MR. BOPL: Yes, I was wondering about other aspects
23 like hunting, fishing, commercial fishing, sport fishing,
24 and --

25 THE MODERATOR: I can't hear you.

1 MR. HOPE: I was wondering about other aspects of
2 life-style, commercial fishing, hunting, sport fishing,
3 sport hunting, I don't think we need any consultants to
4 tell the Alaskan people about those life-styles, and
5 subsistence.

6 THE MODERATOR: Perhaps it's enough that the group has
7 stated that these are concerns, that life-styles being
8 protected and respected is as far as we need to go during
9 this conference; and that to try to come up with all the
10 answers to achieving that, this is something that you need
11 a think tank that's going to sit around for days and this
12 same group could do that if we had a lot of time to really,
13 you know, bath it around, but I think it's enough that
14 we're letting the legislature know that we are concerned
15 about maintaining life-styles, and could we let it -- I
16 don't think we need to have an answer to every goal.

17 MR. HOPE: It's not make it too artsy.

18 THE MODERATOR: What?

19 MR. HOPE: Let's not make it too artsy. There's a lot
20 of commercial fisherman that I --

21 THE MODERATOR: I don't think we're making it too
22 artsy when we say harmony is maintained between man and his
23 natural environment. We did say that arts and cultural
24 pursuits, but that is a concern. That was a concern that
25 we had adopted yesterday.

1 So is that agreeable with you --

2 MR. HOLMES: Oh, yes.

3 THE MODERATOR: -- that we leave it at that and not
4 try to find the answers tonight?

5 MS. LINCOLN: (Georgianna) Yes.

6 MR. KELSEY: Right.

7 THE MODERATOR: Okay, let's scratch that and we'll go
8 on to --

9 MR. KELSEY: I'd like to comment, because I think it
10 can be pertinent to some of the subsequent subjects.

11 THE MODERATOR: Yes, John.

12 MR. KELSEY: I think you're going to get enough of
13 those so-called consultants when you get into the
14 implementation of whatever it is the legislature does,
15 because each department is going to have their so-called
16 experts and they'll apply their thinking to it.

17 THE MODERATOR: The legislative committees already
18 have consultants.

19 What is the next heading? My papers have gotten
20 mixed up.

21 MR. LUSS: Communication and transportation.

22 THE MODERATOR: What did you do about the roads thing
23 that we haven't finished?

24 MR. RADER: Nothing. In fact we do the whole No. 5.

25 MS. HYLEN: Two have them are out to be printed, two

1 sheets that I just brought up are out to be printed.

2 THE MODERATOR: Okay. "The State would incorporate
3 aesthetic qualities in all transportation and public
4 facilities. Greater public involvement in all
5 transportation decisions. That was the one I think you
6 were talking about. Rural airport and communication
7 systems are involved.

8 MR. HUNTER: Not are improved. Should be, shouldn't
9 it?

10 MR. KADEN: These we're looking at in the future.

11 MR. KILCHER: No, the future, the future in which.

12 THE MODERATOR: Those are the three. That's the short
13 statements of what we had on those. Were there some means
14 in those sheets?

15 TOURISM no, is the next one, yes, that was one of
16 them, too, wasn't it? No, that's under development.

17 MR. RUSS: Madam Chairman, I hate to do this, because
18 I hate to go back and reagree a lot, but in all three of
19 these there's -- we haven't addressed any of the other
20 transportation systems. We haven't left the door open for
21 development of some sort of -- I don't know. I hate to
22 bring up the point of usage of dirigibles. I mean there's
23 a wide variety of things. When these three goals, we
24 really haven't allowed for that I don't think.

25 THE MODERATOR: What happened to the marine highway

1 system? Was that incorporated or is that someplace else?

2 MR. HOPE: Wasn't that supposed to go to -- then Carl
3 had one, too, on road building.

4 MR. BUSS: As goals, I take exception really to the
5 last one, I tried to say this earlier, but it seems like a
6 broad goal would have been much better. I hate to say this,
7 but something like the State shall provide transportation
8 and communication systems, or a relative transportation and
9 communication systems are approved or something of that
10 sort. I just think it's very limiting, I don't know.

11 THE MODERATOR: I guess maybe the we were going to use
12 the -- there's the means. That's where it was going to
13 come in, I think. See, there's means on this --

14 MR. KADEN: I have a note that we passed over the --
15 that whole thing about marine transportation, including
16 sport facilities throughout Alaska.

17 THE MODERATOR: I knew there was something that needed
18 to be. Where was it, that needed to be acted on, right?

19 MR. KADEN: M-hm (nodding head).

20 MR. BUSS: Didn't we think it was a means? Is that
21 what you're saying.

22 MR. KADEN: No I got a note that says passed over and
23 we were going to come back to it.

24 THE MODERATOR: The sheets are gone and that's one we
25 were going to take care of.

1 MR. HOPE:

2 THE MODERATOR: It was combined with roads to be
3 developed -- no, marine transportation including support
4 facilities to --

5 MR. FADER: It was improve and expand marine
6 transportation, including support facilities throughout
7 Alaska. Or maybe it was marine transportation and marine
8 highway system.

9 MS. LINCOLN: (Georgianna) I think in our discussion on the
10 goals, that when we talked about the airport systems, or or
11 transportation systems I guess and communication systems,
12 that we felt very strongly that was two separate goals, and
13 I still feel that way, that we shouldn't just say rural
14 airport and communication systems be improved or are
15 improved. I feel that that's two separate important goals
16 that should be laid out here.

17 THE MODERATOR: Does that -- what is the feeling of
18 the group?

19 MS. LAYES: Macam Chairman

20 THE MODERATOR: Yes?

21 MS. LAYES: I agree with Georgianna's interpretation,
22 and that is in the area of current and every-day safety
23 with rural airports, it needs that separate attention.
24 It's almost critical. And then what is being -- the
25 remarks that were made over here is that we really don't

1 have a statement on transportation. We have components
2 like a couple, but we don't have a statement, one, -- one
3 of the components of critical nature now is the condition
4 of the airports in the small areas, rural areas, not all of
5 them, but enough so that it stands almost by itself. But I
6 agree on the other two, we don't have a statement that
7 allows for innovativeness and other means not already in
8 existence.

9 MR. KADEN: That was something that I brought up, but
10 we, again, because of the time constraint, we just didn't
11 get anything written on. This whole idea of planning and,
12 you know, just sort of a think tank, that's put together
13 that develops, that thinks about the technology and works
14 at, you know, making it usable, you know, for instance, the
15 dirigibles or whatever, you know, monorail, whatever the
16 type of thing, you know, could be. And it was just this
17 whole broad range of planning and research facility that
18 would deal with, you know, the myriad aspects of
19 transportation, communication and life in Alaska.

20 THE MODERATOR: John?

21 MR. KELSEY: Well, I think that Item 2, greater public
22 involvement in all transportation decisions does address
23 that to some extent, that that sort of thing can brought in.
24 I agree it's not specific, but it certainly, those new
25 ideas, such as air cushion had vehicles and dirigibles and

1 that sort of thing could be promoted under that particular
2 portion of it.

3 THE MODERATOR: Andy?

4 MR. LOPE: I wonder if our secretary could put the
5 stuff over here so we have a chance of seeing what is on
6 there. Maybe the board -- you can move them over here and
7 write over here.

8 THE MODERATOR: Well, she's one of -- she's not a
9 recorder. She's one of our own. She's one of our own
10 delegates. If we could get some assistants. I don't know
11 where the staff is tonight.

12 MR. ROPE: It's hard to see over here.

13 MR. KADEN: Want me to get some?

14 MS. LINCOLN: (Georgianna) Madam Chairman, in fact I
15 would like it on record feel badly we're losing one of our
16 participants by using her as a recorder, because I know for
17 a fact when we're trying to jot it down accurately, it
18 doesn't give her a chance to opportunity.

19 MS. BUSS: Could we take a minute to talk about
20 process?

21 THE MODERATOR: Could we take a five-minute break
22 right now and just -- so that we can go off the record and
23 talk about the process of how we're going to get this done
24 tonight?

25 MS. HUNTER: Yes. I think we should.

1 (Discussion was laid off the record.)

2 MR. KILCHER: We had a small discussion with a few
3 groups, we had hoped in some space or other, as one of the
4 goals as a means to achieve various objectives we could
5 make a suggestion that a guaranteed annual income would be
6 a goal, but that would be a very hot discussion pro and con,
7 but I made that as a personal means. This has been a very
8 pedestrian suggestions. It looks like a very dreary
9 meaningless political platform so far. Most of it. I've
10 been through that game many a time. Now, we should come up
11 with a few novelties, well-discussed ones. Now, is there a
12 place here at all? I mean do I have to put in a measely
13 little paper with a bombshell suggestion, will it ever be
14 discussed? Where would it go? I think a letter to the
15 editor might be better. I can send that by mail for 15
16 cents from home. Really. It would be cheaper everybody
17 get 500 bucks a month, five send to the bureaucracy and 500
18 to the consultants.

19 MR. KADEN: Right on.

20 MR. KILCHER: I'm in favor sometimes to pay
21 consultants a fixed salary and send them to Hawaii and
22 invite them to stay there.

23 (Laughter)

24 Cheaper for the State. Give the people the money.
25 They will do the right thing with it.

1 MR. KLENER: I think that we mentioned just before --
2 while the recorder was away that we thought that what we
3 should do is mention that though we didn't follow what we
4 recommended, we felt it was most important for the future
5 that we create a group discussion to find goals and in a
6 group discussion to find the means for those, then
7 individual means pointed to individual goals and submit
8 that.

9 THE MODERATOR: I don't think we have to be defensive
10 of our -- the way we performed at all.

11 MR. KLENER: No, I mean --

12 THE MODERATOR: I think we should just state the --
13 you know, what we did.

14 MR. KLENER: I don't mean defenses. I mean if
15 somebody was to read this, if they started reading it, they
16 would initially wonder how they would formulate it. So
17 what I'm saying is it would at least show how we started
18 this whole thinning out.

19 THE MODERATOR: Well right now, okay. Celia.

20 MS. HUNTER: Well, if you look at the five categories
21 that they have, specifically we need to know how Alaskans
22 feel about the following five concerns. And we have
23 basically in our goals and the means that we have suggested
24 have come up with some observations on these. We've talked
25 about the transportation system, definitely, you know, and

1 we've talked about educational needs very, very much.
2 Alaska's oil and gas policy, we have discussed leasing and
3 the input of, you know, the coastal zone groups on it.
4 Development of marine resources, we got into. And the
5 financing of Alaska future, the one in which you said put
6 more money in the permanent fund is another point toward
7 that.

8 I think basically we really have, in what we have
9 done, if we just stop right now, have really addressed a
10 lot of the things that they have there. I think it just
11 needs to be whipped into shape to show we did this and that
12 we did it through the means of a comprehensive look at the
13 kind of Alaska we'd like to see. That's what we did.

14 MR. HOLMES: Not only we had some ideas about areas
15 that they neglected. We thought. About human resources,
16 social resources.

17 MS. HUMLER: Right.

18 MS. LAYLS: Madam Chairman.

19 THE MODERATOR: Yes, Ellen.

20 MS. LAYES: With the agenda or the guide we were given
21 to follow on the first day, the first hour we were together,
22 we did have an option as to which way we would like to deal
23 with the agenda. And what we chose to give our attention
24 to, and this is just a review, were alternative futures.
25 And then those alternative futures we consolidated today

1 and addressed the categories that were just pointed out a
2 few minutes ago. So in a sense we've dealt with the whole
3 agenda. The specific means would take a lot longer and,
4 you know, that pretty much ends our oh Gamma activities.
5 So I think it's pretty total. What we would like to do is
6 to tag on some of those recommendations that we haven't had
7 time to submit as a group.

8 THE MODERATOR: But we did have a few of those goals
9 that we'd put up there, but that we really didn't get
10 ironed out we ought to get those into their -- the one
11 about the transportation and the airports and so forth.
12 Marion?

13 MS. BYLEN: The last one, No. 9, we did not review.
14 It's -- we didn't know how to redo the -- to rephrase or to
15 put it in any different language.

16 THE MODERATOR: That was --

17 MS. BYLEN: The others we did.

18 THE MODERATOR: That was Kevin's. Wasn't it --

19 MS. BYLEN: Let's say, Baden had one on -- oh, he said
20 we were supposed to do on research, like I assumed it was
21 the artic research, but coming from one of the articles.
22 And we didn't get that done. As I said, we didn't get any
23 of nine done, except what was on there, and I could think
24 of no way to rephrase them. We were supposed to rephrase
25 them, and I couldn't.

1 MR. HUSS: If they were good on there, --

2 MS. LYLES: If they needed.

3 MS. LYLES: I didn't even understand what was on it.

4 MR. HUSS: What is it? I don't really remember.

5 MR. KEENE: Community development?

6 MS. LYLES: No. Maybe it was community development.

7 MR. KEENE: Last one was community development.

8 MS. LYLES: Community development.

9 MR. HUSS: You asked Kevin to rewrite this one on
10 community development. I think --

11 THE MODERATOR: Yes, he was to come up with a --

12 MR. HUSS: And he left this paper on the board when I
13 came in, and it said "The State should assist urban areas
14 in achieving quality urbanization. So that was --

15 MS. LYLES: But the sheet that was down there was one
16 or two sheets clear full of little stars.

17 MR. HUSS: They were means, we figured, because they
18 dealt with strip, the strip -- that one.

19 MS. LYLES: The highways, transportation.

20 MR. HUSS: This is what I think we decided as the
21 concept for our goal, is the way I understood it. I don't
22 know if I just -- if I can submit this or and add it to
23 that -- your list of papers there as the community goal, if
24 that's acceptable.

25 THE MODERATOR: Well, --

1 MS. HANSEN: Do you want to take another look at
2 these?

3 THE MODERATOR: That goal, if it's acceptable with the
4 group, I'm certainly willing to -- you know, we should add
5 it to it, but is that --

6 "The State should assist urban areas in achieving
7 quality and urbanization.

8 MS. HAYES: Madam Chairman, in that just before we
9 broke for dinner time there were indeed a whole lot of list
10 of things as a part of the statement, and they were real
11 critical, but we had to separate them, in order for this to
12 stand by itself, and critical to it was the whole issue of
13 parking areas and private vehicles all over the center of
14 an urban area, and a suggestion that mass transit was a way
15 to alleviate the condition, but we just left that.

16 THE MODERATOR: Yes, we didn't act on it.

17 MR. HUSS: Didn't we decide that as a means though?

18 MS. HAYES: Yes, we

19 MR. KAPER: We had planning input from localities for --

20 THE MODERATOR: Yes, there was something about --
21 there was this one about the urban areas and then there was
22 the one about land disposal, too, that we did not finish.

23 Well -- hunted unit the one on land disposal I
24 would like to see us make some statement to the effect that
25 they need to slow down the rate and do more planning

1 involving local communities. I think we do need to go on
2 record somehow to state that to the legislature.

3 MR. JOHNSON: I second that.

4 THE MODERATOR: Do we have a goal then? Well, let's
5 stick with this one. Does this say what the -- what he was
6 trying to say, "The State should assist -- the State should
7 assist urban areas in achieving quality in urbanization."
8 This was Kevin's rewording of the -- now, is that
9 acceptable to everyone instead of those three statements up
10 there?

11 MR. RUSS: I think we took issue it would cover the
12 first and the third, because those would become means, but
13 I think lot of people still had problem with the rural --
14 with the No. 2. Wasn't that a problem? I think Andy, you
15 brought that up.

16 MS. LINCOLN: (Georgianna) That was one I had trouble
17 with.

18 MR. RUSS: So maybe we would like to address it to it.
19 Except to take care of two and three and then cover the
20 problem you have with the second one maybe. Maybe we need
21 an additional goal, is that what you're saying, to cover
22 that one?

23 MS. LINCOLN: (Georgianna)

24 (Discussion was had off the record.)

25 THE MODERATOR: Andy?

1 MR. HOPE: I like that, let's finish up No. 9 and quit.

2 THE MODERATOR: We do have a couple goals that we
3 should finish up.

4 MR. JACK: I have two more.

5 THE MODERATOR: Wait a minute. Andy?

6 MR. MATTHESEN: Does not this sentence here with the
7 elimination of "State land disposal should reflect local
8 desires to maintain quality of life" essentially take in
9 all of this?

10 MR. HUSS: I think it takes in all the land disposal
11 items, but I don't think it takes in the urbanization.

12 MS. JOHNSON: Or assuming disposal.

13 MR. HUSS: I think the goal we have on urbanization is
14 good.

15 MS. HUNTER: This is on land.

16 THE MODERATOR: I think we should dispose of some way
17 get something out of these pages. Do you want this one
18 that Kevin suggested or do you want the other one up there?
19 Or are they two separate --

20 MR. HUSS: Both.

21 MS. ISENBER: Kevin's and this one would just State
22 land dispose always. Now is that, does that cover it?

23 THE MODERATOR: Kaden.

24 MR. KADEN: I move that we adopt "The State should
25 assist cities in achieving, whatever that statement was,

1 quality and urbanization, and somebody write that down with
2 our little things so that it's on the record, you know,
3 that it's on part of our record that will be typed up. And
4 secondly, that we --

5 THE MODERATOR: We better take one at a time.

6 MR. HOPE: I second that. Discussion: That the State
7 has done in the native community, whoever in the State and
8 HUD recognizes Indian housing authorities and when the land
9 claims settlement act passed in 1971 that was the hot model
10 back there, that was the hottest thing, the regional
11 corporations. So they created regional native housing
12 authorities based on the regional urban centers to
13 administer these native housing projects. And you can go
14 down southeast and see the results of that beautiful plan.
15 And you can see what they've done in the urban areas; it's
16 virtually nothing. And so I like that thing about local
17 concerns on the second page right there. I think that
18 really -- that would --

19 THE MODERATOR: We're going to take that up --

20 MR. HOPE: Get the legislation to in that account that,
21 to follow the rules, that would be beautiful.

22 THE MODERATOR: -- Andy, now we're talking to this
23 motion, the motion is "The State should assist urban areas
24 in achieving qualities in urbanization? Is that acceptable?

25 MR. KELSEY: Yes.

1 THE MODERATOR: No objection? That's adopted.

2 Then the other one then is this other.

3 MR. JACK: So move.

4 MR. LEE: Second.

5 THE MODERATOR: State land selections and dispose
6 always should reflect local desires to maintain quality of
7 life." Is that -- hadn't?

8 MR. KADEL: I think it should be stronger than that,
9 and I think that there's more parts to it than that.

10 THE MODERATOR: Okay.

11 MR. KADEL: No. 1, it says the land disposal should be
12 slowed down and, first off, and then that the State plan
13 for their land dispose always, and in that planning they
14 need to consider existing land-use patterns and the needs
15 and desires of the local people.

16 MS. JOHNSON: Yes, well said.

17 MS. LINCOLN: (Georgianna) Second.

18 MR. JACK: So moved as amend to the main motion.

19 THE MODERATOR: The other one didn't have a motion.
20 So couldn't we just use this one?

21 MS. HUNTER: Sure. I think that says it very well.

22 THE MODERATOR: This says it better than that, and if
23 you're agreeable, we will -- is there any objection to this
24 wording that hadn't read?

25 MS. KINCKA: Does that replace both those dealing with

1 land?

2 MR. KELLER: I'd like to say --

3 THE MODERATOR: Can I see it and read it.

4 MR. KELLER: I don't have it written down.

5 THE MODERATOR: She can read it back.

6 MR. KELLER: It's been quite an initiative to get
7 lands from the State, the statement of slowing down, --

8 THE MODERATOR: That's the way we feel.

9 MS. HUNTER: That is the way it should be. They have --
10 they went over board in this first round of dispose always
11 and they need to slow down and back up, because they have
12 run into a buzz saw with rural communities.

13 MR. KELLER: Then put that as a mean. Write down a
14 mean and attach it to that as a personal directory to that
15 mean. Because, I don't know, I don't know if the State
16 really wants to dissolve the lands that much anyway.

17 THE MODERATOR: Who was first?

18 MR. BUSS: I sort of -- I agree with Haden, because I
19 know they have hit the buzz saw, but I also agree with Dave.
20 I see some conflicts and contradictions in our goals,
21 because we said that we wanted -- we want to develop, what,
22 the small -- we want to manufacture and small farming and
23 that whole works and people can't do that without land, you
24 know. So --

25 MS. HUNTER: The thing is they're doing it in such a

1 half-assed way. It would be much better if they'd slow
2 down and do it in a proper way and make it possible.

3 MR. ISENSEN: Let's direct our wording then to not the
4 speed, but the quality with which they're approaching that.

5 MR. LINCOLN: (Georgianna) I think the key in his whole
6 statement there was planning, you know, and --

7 MR. ISENSEN: So I would go along with all of it
8 except the slow down, because if they do it right, it's
9 going to take them a good long while and I don't think we
10 have to encourage them to slow down.

11 MR. HUSS: I agree with her completely.

12 THE MODERATOR: Andy?

13 MR. ROPE: I disagree with the slow down, too, because
14 how are you going to tell them down in Sitka when they
15 haven't even sold one acre of State land?

16 MS. HUNTER: They have. There's lots of it going into
17 private hands.

18 MR. ROPE: We have a local Planning Commission, local
19 city planner down there. We can handle the local planning
20 of that locally. We don't need a state wide buoy accuracy
21 to handle our.

22 THE MODERATOR: I think that's what we need.

23 MR. ROPE: Other local municipalities can handle that,
24 too, and some areas they can't. So, you know, maybe State
25 planning -- State Lands Division can handle it for them,

1 but I think in Sitka we can handle it.

2 MS. MURPHY: Trouble is the State is completely
3 confounding the local efforts to plan. That's what's
4 really happening.

5 MR. ISENBERG: Makes more sense to go the other
6 direction and encourage more local --

7 THE MODERATOR: Go ahead Eaden.

8 MR. EADEN: I think a lot of problems lie in the
9 organized boroughs, you know, their legislators and
10 planning agency, they've done absolutely nothing, you know,
11 just total blank. So, you know, who are you relying on?
12 They have nobody that they're beholden to, you know, in
13 terms of these dispose always, so obviously in an organized
14 borough where they do have a planning function they can
15 kind of accept the state

16 follow and accept the State plan because the
17 State has to follow the local strictures, what they've got,
18 they come in and do anything. They don't even look at the
19 land, they fly over it in an airplane at the most. They
20 say, well that looks good for ago down there, you know, and
21 nobody's even walked on it. It's just crazy. Doesn't make
22 any sense, you know, because they say they're meeting the
23 legislative mandate and they feel their hands are tied,
24 that they can't do anything but turn the land over. So
25 that's why I say, slow down first, you know, or stop what

1 they're doing or reassess what they're doing, and then
2 start planning right now, just start doing it. You got to
3 start planning for, you know, to meet these needs, these
4 goals that we've outlined.

5 MS. HAYES: I'd like to see the word substituted
6 proceed. We do want them to proceed.

7 MR. KALEN: Let's leave that out maybe, before they
8 must dispose of land, they must plan for disposal, so 245
9 what they're disposing, you know the reasons for which
10 they're disposing -- they're realistically, you know, they
11 mesh. If it's agricultural land, it should be agricultural
12 land.

13 THE MODERATOR: Andy?

14 MR. MATHILSEN: Madam Chairman, we had State land
15 dispose always in Petersburg this last year and two
16 occasions the -- Steve Kieve and some of those that were
17 involved in that, they were down, they spent days down
18 there. We worked very, very diligently with them to
19 coordinate the planning of the disposal of the land that
20 they had in that area, and they were very responsive to the
21 wishes of the communities there in getting that done in the
22 best possible manner. I don't understand why people are so
23 concerned that nothing is being done, unless it's
24 somewhere else it appears there's nothing been done.

25 MS. LUNTER: They have been having a lot of trouble up

1 in the Fairbanks area. A great many problems in their land
2 dispose always and conflicts with people who are already
3 living there and the kinds of settlements that are, you
4 know, they're proposing and so on.

5 THE MODERATOR: The problem seems to be in the unorganized
6 borough more than in the communities south eastern Alaska I
7 think that has probably been much more orderly than it has
8 been up here, and that's an understatement. Marion?

9 MS. HYLEN: Madam Chairman, it seems to me most of
10 these problems are coming from the unorganized boroughs.
11 Perhaps it might be a goal for these unorganized boroughs
12 to become boroughs and take care of their own land planning.

13 MS. HUNTER: Oh, dear.

14 MR. JACK: Objection.

15 MS. HYLEN: They want somebody else to pay the taxes
16 for them.

17 MS. HUNTER: It's not quite that simple, Marion.

18 MS. HYLEN: Just get put into it by the legislation
19 you are like the Kenai peninsula did.

20 THE MODERATOR: Was the motion second? Did you second
21 the motion.

22 THE MODERATOR: You seconded it, didn't you?

23 MS. LINCOLN: (Georgianna) (nodding head)

24 THE MODERATOR: So we have this motion before us a
25 goal.

1 MS. JOHNSON: Do we have it in any word form?

2 MR. KADEL: Can we change it slightly we don't have to
3 have a big discussion?

4 THE MODERATOR: Yes.

5 MR. KADEL: A future in which the State presents or
6 plans adequately for any land dispose always that takes
7 into account existing land-use patterns and the desires of
8 the people in the local area.

9 THE MODERATOR: Is that agreeable with you, that
10 change?

11 MS. LINCOLN: (Georgianna) I like that to maintain
12 quality of life. You know, that should reflect the local
13 desires to maintain quality of life. I really like that.

14 THE MODERATOR: Desires of the people in the local
15 area in order to maintain quality of life.

16 MS. LINCOLN: (Georgianna) Quality of life.

17 THE MODERATOR: Could you read that back to us now?

18 (Reporter read as requested)

19 THE MODERATOR: Is that acceptable to everyone? Do
20 you understand? I mean is it clear? I'll try to read it
21 again.

22 "A future in which the State plans adequately for
23 any land dispose always that takes into account existing
24 land-use patterns and the desires of the people in the
25 local area in order to maintain their quality of life," or

1 do you think it's necessary -- or just, add there in there,
2 would it make it clearer? Marion?

3 MS. HYLEN: Nobody's going to like this suggestion.

4 THE MODERATOR: Beg your pardon?

5 MS. HYLEN: Nobody is going to like this suggestion,
6 but I am going to suggest that to solve many of these
7 problems out in the bush for community development and so
8 forth, I would say that the unorganized boroughs be
9 organized into organized boroughs or service areas, and
10 they can take care of their own the same as we do on the
11 peninsula. I had to pay hospital tax to provide for
12 hospitals. And it's in a service area. We have the
13 planning. The school board and so forth. So maybe this is
14 what they need, and then they have their own local
15 government.

16 THE MODERATOR: Could we finish up with this one first?

17 MS. HYLEN: Were you not through? I'm sorry.

18 THE MODERATOR: No, I didn't think we were finished
19 with it. I just asked if there were any other comments.

20 Is there any objection to this being a goal
21 regarding the disposal of land? The language as I read it?
22 Okay? No objections? Okay.

23 It's adopted.

24 Now, if you have another goal that you wish to
25 present, would you just state it. Marion?

1 MS. HYLEN: All right, I'll state the goal. That the
2 un organized boroughs be made into organized boroughs so
3 that they can do their own planning, they can form their
4 own service areas, provide their medical services, and be
5 in charge of their own local government.

6 MR. KEENER: Second it.

7 THE MODERATOR: Was there a second?

8 MR. KEENER: Yes.

9 MS. HUNTLER: For discussion.

10 THE MODERATOR: Chris?

11 MR. JACK: I move to table the motion.

12 THE MODERATOR: Without any discussion?

13 MS. JOHNSON: He wasn't recognized, was he?

14 THE MODERATOR: Chris. I was recognizing Chris.

15 MS. JOHNSON: I wanted to say in regards to this, that
16 the first thing this group said was that it was most
17 important to us to maintain existing life-styles. Now many
18 of these unorganized boroughs that you're talking about --
19 or unorganized boroughs, the areas there, it's a
20 subsistence life-style. The people have no tax base.
21 Follow-up impose on them these burden of a borough
22 responsibility, you are in a sense changing the whole
23 economy, and I didn't think that's what we wanted to do.

24 MS. HYLEN: No, but you want all of these other things
25 which come with organ taxes.

1 THE MODERATOR: I think you were next, you'll.

2 MR. EILCHER: There's two things to say about the
3 motion. The legislature is the body of the unorganized
4 borough and have so many committees and so on now that they
5 would take care of these needs, the means they will have to
6 find that the local areas cannot take care of. That's why
7 they are unorganized. There's not up to election. It's
8 impossibility to organize them. To the legislature is
9 their agent, their executive agent. The legislature is the
10 unorganized borough assembly. They can in fact, I always
11 suggested they could elect an unorganized borough chairman
12 and have a Standing Committee run the doggone borough and
13 get the funds in this state and we get them out of
14 everybody, you know. That's it. And if you would saddle
15 the unorganized borough with local government to paid them,
16 you get them all in town.

17 MR. ISENSEN: We're trying an experiment in Anchorage
18 which addresses your concern and still recognizes the fact
19 that there are some areas where people don't want to or
20 can't pay property taxes or sales taxes for whatever local
21 services. The experiment works this way. There is revenue-
22 sharing money available for a whole variety of services
23 that are provided in cities and boroughs. And the revenue-sharing,
24 all the revenue sharing requires is that there be some
25 local effort.

1 As an example, in road service, part of Anchorage
2 is in what is called a Road Service District and those of
3 us who live there pay a certain amount of our property
4 taxes toward getting our streets plowed, graded, swept and
5 things like that, but there is a part -- there are some
6 parts of Anchorage up in the hillside and up in Eagle River
7 where their feeling was perhaps -- they didn't have any
8 first rate road service, but they still needed some grading
9 in the summer and some plowing when there was a really
10 heavy snowstorm in the winter. They have formed a road
11 service area which makes them eligible to get revenue
12 sharing for roads which they were not eligible for
13 beforehand.

14 The statute reads that they can get up to \$1500 a
15 mile for roads, however, the government cut the revenue-sharing
16 funds back so this year it's only about 1300. What happens
17 what happens now now they have formed a road service area,
18 that money will come in and the board of supervisors, which
19 was voted upon there, will vote to give someone a contract
20 to do the grading and the road clearing. Now, in their
21 particular vote in Eagle River area they voted to tax
22 themselves up to half a mill, but they could have voted to
23 tax themselves a hundredth of a mill, it could have been
24 almost nothing, and yet it still brings into that area the
25 revenue-sharing funds.

1 And this might be something to consider for those
2 areas of the state where you can't -- you don't have a cash
3 economy, so to talk about paying property taxes is sort of
4 unreal. But you still have people who want to have some
5 say over what is done. They don't want to always have to
6 go to their legislature or to a committee even of
7 legislators organized as the unorganized borough assembly
8 or whatever you want to call it. So this limited service
9 area could be applied, not only to roads, but it could be
10 applied to other things, too.

11 THE MODERATOR: I think that we have a goal that would
12 cover that when we had this governmental structure goal. "There is
13 a maximum of flexibility in the types of government
14 available on the local level, and where experimentation and
15 the means by which we govern ourselves is encouraged."
16 That's the broad goal. Okay?

17 MR. HOLTHUS: I think one of the things overlooked
18 though, as far as organized and unorganized borough, is the
19 constraints that are on those boroughs are they be in
20 culturally contiguous areas, preferably in contiguous
21 language areas, and in ecological or geographic areas that
22 are contiguous.

23 MR. KILCHER: Economic.

24 MR. HOLTHUS: And economic. One of the real
25 privileges rather than a burden of local government in

1 those areas and one of the great protective devices for
2 areas that want to maintain a subsistence economy is in the
3 planning and zoning function, because it's possible to zone
4 within the borough for commerce, for education, for
5 subsistence, and to maintain your subsistence areas,
6 hunting, fishing, trapping, whatever, with the zoning
7 ordinance that's protective instead of destructive. I
8 think that's often overlooked.

9 The best land protection device in the unorganized
10 borough at this point, I think, is to become organized and
11 use your planning and zoning function. At least then, if
12 industry wants to come in, they have to ask for a permit
13 and a waiver for the ordinance and so on.

14 THE MODERATOR: I don't know who of you was first.
15 Carl.

16 MR. JACK: I'm going to speak against the motion for
17 the following reasons:

18 I have a resolution from the Association of
19 Village Council Presidents that the Western Alaska
20 Yukon-Kuskokwim Delta is in full opposition to the
21 mandatory formation of the borough. The rural areas, I
22 believe, cannot be forced to such a posture.

23 MR. KILGEE: Oh, yeah mandatory back there.

24 MR. JACK: Therefore I would move at this time to
25 table the motion.

1 THE MODERATOR: Does that have a second? If it does,
2 it's seconded.

3 MR. KILGIP: Question. No discussion, question.
4 Point of order.

5 MS. LUTCHER: I'll second it.

6 THE MODERATOR: Well, okay. She just seconded it. I
7 was waiting. The motion is to table. All those in favor
8 say aye?

9 (responding)

10 THE MODERATOR: Those opposed.

11 (responding)

12 THE MODERATOR: I'm not sure. You -- may I have a
13 call again. All those in favor say say aye

14 (responding)

15 THE MODERATOR: Those opposed.

16 (responding)

17 THE MODERATOR: I guess I have to have a show of hands.
18 All those in favor raise your hand.

19 (complying)

20 THE MODERATOR: In favor of tabling the motion. Ten.
21 Those opposed.

22 (indicating)

23 THE MODERATOR: The motion is tabled. Ten to seven.

24 MR. KILGIP: It's tabled.

25 MS. LUTCHER: It's tabled.

1 MR. KILCHER: It's not failed, it's tabled. The --

2 THE MODERATOR: I said the motion is tabled.

3 MS. HUNTER: I mean the motion for the unorganized
4 boroughs now.

5 THE MODERATOR: Passed and so the motion is tabled. I
6 mean the goal.

7 MR. HUSS: There's one final point up here that we
8 might want to address or we might not want to. It deals
9 with the rural housing and water and assuming disposal. It
10 seems pretty much a means or maybe even --

11 THE MODERATOR: It was passed. I think I had a
12 checkmark on there. Isn't there -- I didn't have a red --
13 didn't I put okay.

14 MR. KEENER: It says okay.

15 THE MODERATOR: That's supposed to be a goal we
16 already -- we adopted that before dinner.

17 MR. HUSS: Okay.

18 THE MODERATOR: But there was another one regarding
19 transportation that was not finished. I don't have that
20 sheet, but do you wish to take that up now? It's on the
21 rough draft sheets, not in any of the -- do you have it?

22 MR. KADEN: I'm not sure if I have it. I just have
23 something about Carl Jack's transportation statement, and
24 it says "Any anticipated road construction, but I think
25 that was broad attend to transportation development, "Should

1 only be implemented based upon the expressed preference of
2 the community to be affected.

3 Is that about right?

4 MR. JACK: It reads "Any anticipation road
5 construction, in parentheses transportation development,
6 parentheses closed, should only be implemented based on the
7 express preference of local communities to be affected.

8 THE MODERATOR: Yes. Is there any objection to that
9 goal statement? Did you all hear it?

10 MS. HAYES: Was that the one that he read before
11 dinner?

12 THE MODERATOR: Yes.

13 MS. HAYES: Yes.

14 THE MODERATOR: No problem?

15 MR. KADEN: Can we make that local areas? Because
16 some of the places are not necessarily communities.

17 THE MODERATOR: Local areas? Could I have that --

18 MR. KADEN: Or the areas --

19 THE MODERATOR: Could I have that for the -- yes,
20 Marion.

21 MS. HYLEN: Would you read that again?

22 THE MODERATOR: Yes. I wasn't here and I didn't hear
23 it.

24 MR. JACK: "Any anticipated road construction
25 (transportation development) should only be implemented

1 based upon the expressed preference of local areas to be
2 affected.

3 THE MODERATOR: Any objection to that?

4 MR. JACK: Madam Chairman

5 THE MODERATOR: Yes.

6 MR. JACK: I have another one. This was based on the
7 initial -- yesterday's discussion, the question about the
8 discussion on the questionnaire. I'm just going to make
9 this motion. I haven't really thought it out carefully, I
10 think amendments or corrections would be in order, and that
11 is to move that the questionnaire that was filled out by
12 the participants on the first day do not constitute the
13 consensus opinion of the Gamma group.

14 MS. HUNTER: We move they be stricken from the record.

15 MS. LINCOLN: (Georgianna) Yes, I would go along with that.

16 MR. HOPE: Disclaim it.

17 THE MODERATOR: Disclaim it. Yes, I think it could be --
18 what is your motion again? I was busy here?

19 MR. JACK: I think

20 THE MODERATOR: You can make a stronger one I think.

21 MR. JACK: I'll move that the questionnaire that was
22 filled out by the participants on the first day be
23 nullified by the Gamma group.

24 MR. KILCHER: Rejected.

25 THE MODERATOR: Rejected?

1 MR. KILCHER: How about rejected by?

2 MS. HAYES: Is null and void, right?

3 THE MODERATOR: Andy.

4 MR. HOPE: I think we can refer to this in our
5 evaluations. I think that was definitely the intent, that
6 was the intended theme of the whole conference, judging
7 from this morning's headlines, a divided Alaska, and then
8 row withstand was in there, you know, with a whole article
9 in the daily I news. I think that supposedly he did it for
10 free, but there's some way that he can barter that
11 information for, you know, money farther on down the line.

12 THE MODERATOR: Is the wording

13 The wording of the motion is to that we -- that
14 the questionnaire which was filled out on the opening day
15 be rejected.

16 MR. KADEN: Is rejected.

17 THE MODERATOR: Is rejected by the Gamma group.

18 MR. JACK: Yes.

19 MR. MATHIESEN: Is what you're saying then, you want
20 it thrown out, destroyed?

21 MR. KADEN: Disowned.

22 THE MODERATOR: Yes. And not be used.

23 MS. HYLEN: And not published, the results.

24 THE MODERATOR: Is that strong enough? Does that
25 really --

1 MR. KELSEY: That says it?

2 THE MODERATOR: Says it?

3 MS. HUNTER: It will.

4 MS. LINCOLN: (Georgianna) I was hoping it would be
5 even stronger than that, and that that motion be made in
6 such a way that it would be from the Gamma group, but
7 affect all of the questionnaires. So that it would be an
8 action then that would be ratified by the full body.

9 THE MODERATOR: I don't know whether there's going to
10 be that kind of opportunity tomorrow for

11 MR. HOPE: Sure tomorrow morning. We'll be altogether.

12 THE MODERATOR: Are they going to have a regular
13 formal meeting of the documents and so forth?

14 MS. LINCOLN: (Georgianna) Then I would like to amend
15 that, that in addition this motion be submitted to the full
16 body for their consideration.

17 MR. HOLTHUS: Second.

18 MR. KILCHER: Point of information for that motion.
19 Boot motion, amend motion, consider to introduce it as a
20 resolution that the convention, what are we a convention?

21 MS. HUNTER: Conference.

22 MR. KILCHER: That the conference, that that the Gamma
23 group moves, resolves that the conference reject that
24 questionnaire.

25 MS. LINCOLN: (Georgianna) Sounds better.

1 MR. KILCHEK: Resolution that the Gamma group would --

2 THE MODERATOR: With the consent of the maker of the
3 motion, could we just start over again instead of amending
4 the motion, Carl, and form a new motion? Would the second --

5 MR. HOPE: That's all right with me.

6 THE MODERATOR: Could we do this -- would you reword a
7 motion. In the meantime we've got this question that I
8 promised Andy that we would bring up, and that was
9 regarding the calling of a Constitutional Convention and we
10 can take care of that and then come back to this motion,
11 okay? So withdrew now like to move? You were not here
12 when this motion was proposed so I asked them to hold it.

13 MR. HOPE: I move that we instruct the chair person to
14 make a request of delegation that we recommend calling of a
15 second Constitutional Convention.

16 THE MODERATOR: Is there a second?

17 MR. HOLTHUS: Second.

18 THE MODERATOR: The motion is that this group
19 recommend to the full body --

20 MR. HOPE: We instruct you to --

21 THE MODERATOR: You're instructing me to report to the
22 full body that the Gamma group recommends the calling of a
23 Constitutional Convention? Any further discussion?

24 MR. KELSEY: Question: Could I ask the reasons for
25 that for a Constitutional Convention? Andy.

1 THE MODERATOR: Andy.

2 MR. HOPE: The question on the election of judges, the
3 question on limited entry, the constitutionality question
4 related to that, the question on representation
5 apportionment questions, and I suppose there's many others
6 that we could think of.

7 MR. KELSEY: May I --

8 THE MODERATOR: John?

9 MR. KELSEY: Respond? I think that's good. The only
10 problem that I have with it, that is, unless you detailed
11 what you're going to have under discussion in the
12 Constitutional Convention, you're going to open it up to
13 anything. I'm not too sure that the people would vote for
14 that.

15 THE MODERATOR: John, there's no way that you can not
16 open it up, if you have a Constitutional Convention, the
17 constitution is open, can be completely rewritten, you
18 cannot only take up one matter when the Constitutional
19 Convention is called. Right. Exactly. Isn't that right,
20 you'll?

21 MR. KILCHER: I didn't listen.

22 THE MODERATOR: I know it's right.

23 MR. HUSS: Is that right if the legislature calls it
24 or if the public calls it? The legislature can mandate
25 certain areas.

1 THE MODERATOR: The legislature can amend the
2 constitution and send it out to a referendum. the people,
3 but --

4 MR. HUSS: No I mean if a Constitutional Convention is
5 called by the legislature they can mandate what areas can
6 be -- what can be discussed, but if it goes before the
7 people as a referendum and is passed, or not -- I mean just
8 when it's on on the ballot in 1982 and passes, it opens it
9 up completely; but if the legislature calls a
10 Constitutional Convention it can mandate the areas that can
11 be discussed.

12 MS. HYLEN: No I don't think so.

13 MR. KILCHER: Yes.

14 THE MODERATOR: You'll should know he was the --

15 MR. KILCHER: Yes, they can do that. Whether they
16 convene, they say that you think. Now we ca do what we
17 want. You cannot bind the Constitutional Convention.

18 MR. HUSS: You cannot bind them.

19 MR. KILCHER: No, you can call it. You can call it
20 for certain reasons and suggestions all right to get
21 together and to do what they want.

22 THE MODERATOR: So it opens up the constitution.

23 MR. KILCHER: But there's one thing that you can not
24 do. The constitution four bids the cushion be called
25 through the initiative process. I didn't like that.

1 THE MODERATOR: Celia.

2 MS. HUNTER: I couldn't vote for that, because I
3 really am concerned about the calling of a Constitutional
4 Convention at this particular period in Alaska's -- I agree,
5 we're a very divided state and we'd have all hell to pay.

6 MR. HUSS: I would agree with that, too, and just to
7 cover his points. I think a Constitutional Convention
8 couldn't deal any better with the reapportionment. It's
9 already in our constitution to reapportion on the method
10 we've desired, right, so that point is out. And it seems
11 to me it's not worth opening the whole constitution for
12 special interests such as limited entry which could be
13 taken care of if that's not the prevailing feeling of the
14 state, that could be taken care of through a referendum
15 again, right?

16 MR. KILCHER: Certainly, but then the legislature asks
17 for a constitution -- specifically constitutional amendment,
18 that's the reason for constitutional amend.

19 MR. HUSS: Right right. What I'm saying is I don't
20 believe it's worth opening up the whole constitution for a
21 few special interests which could be covered or taken care
22 of through the initiative process, such as doing away with
23 limited entry, if that's --

24 MR. HOPE: Limited entry was already taken care of
25 supposedly through the referendum.

1 MR. HUSS: Right and you're saying --

2 MR. HOPE: But it wasn't taken care of. We
3 already passed the constitution on unlimited -- it didn't
4 take care of it.

5 MR. HUSS: Do you want to do away with it again?

6 THE MODERATOR: Could we be careful of the reporter,
7 please?

8 MR. HUSS: I'm sorry.

9 THE MODERATOR: Is there any further discussion on the
10 motion?

11 MS. LINCOLN: (Georgianna) Question.

12 MR. KELSEY: Question.

13 THE MODERATOR: All those in favor of the motion, Andy's
14 motion, to call -- I'm not going to recite the motion
15 exactly, but you know what you're voting on, whether to ask
16 the legislature to call a Constitutional Convention. Eight
17 aye. Or raise your hand.

18 (complying) Three i n favor.

19 MR. KILCHER: No good. Okay.

20 THE MODERATOR: All those opposed.

21 (Responding)

22 MR. KILCHER: Madam Chairman, may we go back to the
23 original motion that Carl had here that was --

24 THE MODERATOR: I was just waiting for him to rewrite
25 it. That's why we took that up.

1 MR. KILCHER: That's good.

2 THE MODERATOR: Now we're back to.

3 MR. JACK: This has turned into a resolution okay.

4 THE MODERATOR: Okay, we now have a resolution.

5 MR. JACK: A resolution that the Gamma group
6 respectfully request the conference to reject and nullify
7 the submitted questionnaire.

8 THE MODERATOR: Is there a second to that --

9 MS. JOHNSON: Second.

10 THE MODERATOR: -- motion to adopt this resolution?

11 MR. KELSEY:

12 THE MODERATOR: Did you hear it?

13 MR. KELSEY: Comment.

14 THE MODERATOR: Yes.

15 MR. KELSEY: I'm anxious to see this happen, but I'm
16 afraid under the organization they've got they're not going
17 to give us an opportunity to vote on that, so I think we
18 should cover it in our summary as well, and request that if
19 it's possible, but I think we ought to take care of it on
20 an in-house basis here and car it to the full body tomorrow,
21 if we can, but from the way I read this, they're just going
22 to read our summarize and dismiss us.

23 THE MODERATOR: That's my feeling, and nobody has
24 given us an agenda as to what's going to happen tomorrow.
25 I got the feeling from some comment that was made last

1 night there's going to be no acceptance or discussion or
2 voting on any of these proposals.

3 MR. KILCHER: So what are we going to do? What's
4 going to happen tomorrow

5 THE MODERATOR: But we can make the regions, and as
6 John says, if we want to have it clear for the public that
7 we reject it, maybe we should positively reject it and then
8 if the opportunity should rise, we will take it to the
9 floor.

10 MR. HOLTHUS: Can't we just say that the Gamma group
11 rejects the questionnaire and calls upon the rest of the
12 conference to reject it likewise?

13 THE MODERATOR: Will you accept that, Jack?

14 MR. JACK: Yes.

15 THE MODERATOR: We've covered ourselves.

16 MR. HOLTHUS: That way we're covering ourselves.

17 THE MODERATOR: Any further discussion of this? All
18 those in favor say aye.

19 (Responding)

20 THE MODERATOR: Those opposed. Passed.

21 MS. LINCOLN: (Georgianna) But we're still going to
22 present that motion to the --

23 THE MODERATOR: If we get the opportunity, but I don't
24 think there's going to be that opportunity. I'll present
25 it in the report, I guess. I'm wondering, you know, what

1 kind of a report.

2 MS. LINCOLN: (Georgianna) Madam Chairman, you will
3 present that motion?

4 THE MODERATOR: Yes.

5 MS. LINCOLN: (Georgianna) Okay.

6 MR. JACK: Madam Chairman, procedurally, assuming the
7 floor is given to you to make the report, then the floor is
8 yours and I think probably the first thing to do would be
9 to, before you make your report, to make that motion. I'll
10 be ready to second it and ask for unanimous consent.

11 MR. KELSEY: Got to be quick.

12 THE MODERATOR: You're going to have to be quick,
13 because I'm just wondering what kind of a setup we're going
14 to have.

15 THE MODERATOR: Guy, can you tell us what's going to
16 be happening tomorrow?

17 MR. VAN DOREN: All I know is the groups are supposed
18 to be -- I mean we're all supposed to meet together at nine
19 o'clock.

20 THE MODERATOR: And a report is to be made by the
21 chairman?

22 MR. VAN DOREN: Right, because our group is going back
23 at about seven tomorrow morning.

24 THE MODERATOR: They are? They're not --

25 MR. VAN DOREN: We just broke up. We're going to go

1 back at seven.

2 THE MODERATOR: Is it going to be a regular business
3 meeting or is it just --

4 MR. VAN DOREN: It's supposed to be the groups that
5 are going to report. There's two speeches by Gravel and
6 Keith Miller, but I don't know whether -- I don't think
7 they're going to be able to start it either. So it's going
8 to be us.

9 THE MODERATOR: Are they going to come back at one
10 o'clock. I don't understand whether they're going to
11 adjourn at noon or going to come back at one and go on.

12 MS. HUNTER: Sounds like they got a press conference
13 on --

14 MR. HUSS: I think it's over at one.

15 MS. HUNTER: Absolutely, that's it. I'm planning on.
16 I'm going home.

17 THE MODERATOR: We're supposed to meet at nine and
18 your group is meeting again at seven?

19 MR. VAN DOREN: Right.

20 THE MODERATOR: Okay, Chris.

21 MS. JOHNSON: We talked about our individual
22 recommendations. What provision are we going to make for
23 that, for getting them into our record and our report?

24 THE MODERATOR: Well, I'm still wondering how are we
25 going to have -- I'll answer your question in a minute. We

1 have all of these meanings that are in these sheets.

2 MR. KADEN: Just take them the sheet

3 THE MODERATOR: Take in those sheets? What kind of
4 report am I going to be making?

5 MS. HUNTER: Isn't this a summary of the stuff in

6 THE MODERATOR: Yes, we have that, but we don't have
7 the means.

8 MS. LINCOLN: (Georgianna) Aren't we getting a report
9 from -- in the morning we're getting a breakdown

10 THE MODERATOR: They're not committed, because they
11 worked tonight, ordinarily they're through at five o'clock.
12 She'll be working. All night.

13 MR. HOPE: I move we present the goals as our report
14 and that one motion, too, as our report.

15 THE MODERATOR: But we do have those means in there,
16 if you will -- if you will delegate --

17 MS. HUNTER: Well, she's going to be working tonight,
18 she said.

19 THE MODERATOR: You mean to dig out just those things.
20 Golly that's a big job. Not for her to do.

21 MS. HUNTER: No these sheets, haven't we, of --

22 THE MODERATOR: Well, if a committee wants to stay on
23 right now and finish up the, I would rather do that than
24 try to meet in the morning, because I want to have this
25 thing finished tonight, and if the rest of you don't wish

1 to stay, we can continue on, but I think that we don't need
2 to have her stay any longer if we're just going to be
3 working on --

4 MR. HUSS: Right

5 THE MODERATOR: -- on organizing the report. Agreed?

6 THE MODERATOR: Marion?

7 MS. HYLEN: This is a little bit off the subject, but
8 in presenting the, oh, our rejection of that questionnaire,
9 I think we should have a little prelude of why we are.
10 That we didn't have time to make adequate replies, that the
11 questions were yes or no when it couldn't be answered yes
12 or no.

13 THE MODERATOR: Well, do you think --

14 MS. HYLEN: I think a little prelude, not much, but a
15 little bit why we are rejecting it. Don't you think we
16 should?

17 MR. MATHIESEN: Don't give them time to think about it.

18 THE MODERATOR: That would probably come up under the
19 discussion. I mean the motion should be the motion and
20 then, you know, you don't have to have a motion unless you
21 have discussion. You lose the people if you try to explain
22 why you're going to make the motion. It seems to me.

23 MS. HUNTER: I don't think that's necessary.

24 THE MODERATOR: You just make the motion then there's
25 a discussion and you can explain or I can explain. Hinge

1 will listening there's going to be unanimous consent.
2 We'll just go on.

3 THE MODERATOR: If we get the chance to make the
4 motion, I don't think we'll have any problem passing it,
5 because I certainly heard an awful lot of similar comments
6 from the other groups.

7 MR. HUSS: As far as it being on the record, I think
8 we disputed it quite clearly the first day and it's in our
9 transcript as far as the reasons our group has rejected the
10 questionnaire.

11 MS. HUNTER: We certainly did. We were very vocal.

12 MR. KILCHER: Madam Chairman.

13 THE MODERATOR: Yes

14 MR. KILCHER: The dying hours of this conference, I
15 would like to get on the record with two revolutionary
16 statements.

17 One, that would of course obviate most of the
18 suggestions here that people could tariff themselves if the
19 surplus money in the future by unreasonable government
20 expense, current expenses, should be distributed equally
21 among Alaska's voters, which, of course, would be an
22 incentive to vote.

23 Second suggestion, that all State employees in
24 policy-making position should every second year at least
25 work at least a month in a cannery, preferably in sand

1 point.

2 (Laughing)

3 MR. KILCHER: I'm serious.

4 THE MODERATOR: First we have to divide the question --

5 MR. KILCHER: Shades of Mao Tse Tung's rice field. I
6 good what's going on in the state.

7 THE MODERATOR: You'll, you're leaving.

8 MR. KILCHER: I have to go. I have an appointment.

9 THE MODERATOR: I wonder if there's a need to have a
10 motion of adopting this report or are you satisfied that we
11 have actually adopted it as we've gone along?

12 MS. HUNTER: I think we have.

13 MR. KELSEY: I think we've adopted it.

14 THE MODERATOR: You have your question about the means.
15 Well, I think if you want to write up anything, any means
16 of achieving the goals, we'll just attach them to this
17 report and you can have them as an individual name on it as
18 a member of this group.

19 MR. KEENER: I'd just like to say that the State has
20 paid a tremendous amount of money for our court clerk to
21 transcribe every word that we say, and that if they are
22 interested in what we had to say, they will find that in
23 the transcripts. If they're not interested in what we have
24 to say, then this whole thing is wasted in the first place.

25 MR. KELSEY: Good point.

1 MR. HUSS: That's just an additional point. I hope
2 you don't forget John's fiscal responsibility in the
3 preamble or --

4 THE MODERATOR: It's one of these sheets and I would
5 certainly put it in the preamble, I guess. I don't know
6 how I'm going to word this report.

7 MR. KELSEY: Madam Chairman.

8 THE MODERATOR: First I make the motion then I try to
9 make the report.

10 MR. KELSEY: I feel we ought to address the matter of
11 any future conferences be better planned and longer, so we
12 have a better opportunity to do our job.

13 MR. KADEN: Right, I think that should be stated, that
14 there should be --

15 THE MODERATOR: A follow-up.

16 MR. KADEN: Some kind of a follow-up that's --

17 MR. KELSEY: I'll put a form of a motion.

18 MS. LINCOLN: (Georgianna) I'll second.

19 MR. HOLTHUS: Second it.

20 THE MODERATOR: Your motion is that you recommend to
21 the conference that a follow-up within

22 MR. KELSEY: Well, I don't like to put a time frame,
23 because sure as we do, they'll find fault with it, but the
24 original concept was ten years ago, if it was ten years
25 from now, but whatever they do --

1 MS. LINCOLN: (Georgianna) any future --

2 MR. KELSEY: Whatever the time frame is, it should be
3 better planned so that the conferees have a better
4 opportunity of doing their job and doing it properly. I
5 don't feel that we've done -- we've addressed the matters
6 at length.

7 MS. LINCOLN: (Georgianna) Because of the time.

8 MR. KELSEY: Because of the time constraints.

9 THE MODERATOR: Did you second it?

10 THE MODERATOR: Is there any further discussion of
11 this motion? Question.

12 THE MODERATOR: All those in in favor of the motion
13 that we make a recommendation that there be a follow-up and
14 also state our objection to the way the conference was
15 planned and that it was too short a time frame to really do
16 an adequate job? Does that -- all those in favor say say
17 aye.

18 (Responding)

19 THE MODERATOR: Those opposed. Motion carried.

20 MS. LINCOLN: (Georgianna) Just for clarification,
21 you're going to be presenting the goals and those
22 objectivities that we've already approved, right?

23 THE MODERATOR: Right.

24 MS. LINCOLN: (Georgianna) Those will be submitted or
25 you will go through those in the report in the hope --

1 THE MODERATOR: I'm hoping somebody will stay and help
2 me get those out tonight from those -- from those sheets
3 that we -- where we did consider means. Anything else to
4 come before this group?

5 Here is our facilitator.

6 MR. TOMA: Hi. I went to dinner.

7 MS. HYLEN: Where have you been.

8 MR. KELSEY: Do we allow him to go to dinner?

9 MS. HYLEN: I did, too,

10 THE MODERATOR: Are we adjourned? Is there anything
11 further?

12 MR. KEENER: I move we adjourn.

13 MR. HOLTHUS: Might say a word of thanks to the
14 chairman.

15 (applause)

16 MR. HUSS: Also the recorder.

17 (applause)

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SCOMM

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This volume
includes...
Buckminster Fuller's
speech.

LEGISLATIVE COUNCIL, STATE OF ALASKA

Conference on Alaska's Future Frontiers

Thursday, December 6, 1979

Sheraton Anchorage Hotel

Anchorage, Alaska

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Porch Y State Capital
Juneau, Alaska 99811

Reported by: Pamela Kozycki, CSR

BANQUET PROCEEDINGS

(December 6, 1979, 8:30 a.m.)

SEN. HOHMAN: May I have your attention, please? One more time, okay. May I have your attention, please?

I'd like to welcome you. We have had, I think, a very good day to this point. And I anticipate that it's going to get more exciting from this point on. I think we saw some people suffer a bit of inconvenience when this turned out to be a more popular vicinity than we had anticipated, and I would like to apologize for that. But as I say, I think the quality of the evening from this point on will more than compensate you for that inconvenience.

This is a conference on the Future Frontiers of Alaska. And we have as the keynote speaker tonight the foremost futurist in the world today. I would like to acknowledge the presence of a friend of mine, an Alaskan futurist, and a man that has been a friend of mine, Senator Mike Gravel, sitting at the table to my right.

The two of us co-chaired this project, Representative Russ Meekins, Chairman of the House Finance Committee, and I. Russ would like to make a few comments at this time. Russ.

1 (Applause.)

2 REP. MEEKINS: The key is if you wait long enough,
3 even if you don't deserve an applause, people will give it
4 to you.

5 I want to thank Senator Hohman for introducing me.
6 I am not sure if he introduced himself. He has a way of
7 doing that a couple of times.

8 This conference has a way of working, itself. It
9 is -- excuse me, very reasonable that Alaska, which has the
10 most exciting future of any State in the Union and probably
11 of any country in the world, has to speak to us today, the
12 most exciting futurist in the world. And from what we have
13 heard today and from the information we have gained over
14 the last couple of months about our potential and things,
15 one of the statements that seems to express that most
16 clearly is that Alaska is confronted with insurmountable
17 opportunities. And I think that that is a pretty good
18 statement.

19 We know we can do really great things, and I
20 think we are going to do those things and be an example for
21 the rest of the world as to how to do things right. But I
22 think we have to be careful, very careful, not to make some
23 of the mistakes that are looming out there waiting for us.

24 So I am sure happy that you all showed up today
25 and I think the response to this dinner was unanticipated

1 to be this great and also to the conference, itself, shows
2 that the people in Alaska are very interested in their
3 future, and I think with that kind of interest and an input
4 to the legislature, we will probably be able to avoid those
5 pitfalls. Thank you very much.

6 SEN. HOHMAN: Mr. Fuller's presence here tonight
7 came as a result of a suggestion by one of my staff people,
8 a person that came from the Kuskokwim River area, has spent
9 a lot of time out there, Mr. Dick Maddox. And I thought it
10 appropriate that, well, let me back up.

11 When we were figuring out how we were going to
12 stage this tonight, who is going to introduce Mr. Fuller, I
13 asked Dick Maddox if he would do that. And he has been
14 admiring Mr. Fuller a long time and he has been preparing
15 for just an assignment since he was 12 years old.

16 This is Mr. Dick Maddox now.

17 MR. MADDOX: Being asked to introduce Mr. Fuller
18 is the ultimate in superfluosity -- is that the word for
19 it? What do you say about Buckminster Fuller, poet,
20 philosopher, buccaneer, futurist, and I am inordinantly
21 honored.

22 When I was a graduate student at the University
23 of Chicago, there was a standing joke that there was only
24 one question on the comprehensive general exams for a
25 doctorate, and that was, define the universe, give two

1 examples.

2 We have the man here who can do that. So I
3 advise you all to adjust your seat belts and get ready for
4 a flight, Bucky Fuller.

5 (applause, standing ovation)

6 MR. FULLER: It's quite an extraordinary experience
7 to have humanity greet you in that way. I wish everyone of
8 you could be up here for me, to feel it.

9 I am now 84 and I have been spending the last 52
10 years making an experiment with myself, which was to
11 discover what, if anything, a little unknown penniless
12 human being might be able to do effectively on behalf of
13 all humanity that would be impossible for great nation
14 states to do or for great private enterprise to do, whether
15 it's some kind of function different from the great
16 organizations.

17 And I discovered that three quarters of the earth
18 is covered with water and of the one quarter that is dry
19 land, more than one half of it is covered with snow, rock.
20 So, only about one eighth of the surface of the earth is
21 sufficient for support of life. And that one eighth is not
22 in one piece, but a lot of little pieces divided up over a
23 hundred nations. So one nation has a pretty small amount
24 of territory over the total earth and having to look out
25 for itself within that territory.

1 So it really precluded any one of the nation's
2 from looking at the total planet earth. And I have been a
3 United States Naval Officer and I have had commands, and I
4 felt very committed, then, finally, what the little
5 individual could do.

6 I said, there is nothing to stop me from thinking
7 about the total planet earth. And I gave it the name
8 Spaceship Earth, which began to stick. I said, look at the
9 total known resources of our vast ship. The total
10 accumulative knowhow and how we would use the total
11 resources and total knowhow, if possible, to make this ship
12 work for everybody.

13 So I have been really concerned for this more
14 than half a century with total earth. So my view point has
15 been developed along those lines, and I would like to be
16 able to think that way. And I also had to think a great
17 deal about how and why humans are here in the universe and
18 how they happen to be on this particular little planet and
19 try and understand how and why we have the capabilities we
20 do have.

21 All other creatures, other than human beings have
22 some built-in special organic equipment that fits it for
23 some special environment, maybe a little vine that will
24 just grow up in the Amazon. Maybe a special little dog
25 with very short legs to keep his nose close to the ground

1 to follow his trail. The human beings didn't have that
2 special equipment. We didn't have special wings built-in.

3 We had -- many creatures have brains, and brains
4 are always and only coordinating the information of our
5 senses. It's only by virtue of our brains coordinating
6 that information that we know that we are alive and that we
7 know what is about our environment. So the brain is always
8 coordinating that information. It's always special.
9 Brains deal in what I call systems. You are a system and I
10 am a system and the earth is a system.

11 Systems are -- you really describe them
12 geometrically. They divide all the universe outside the
13 system, a little bit of the universe is inside the system
14 and a little bit of the universe, which is a system that is
15 divided. So you and I have a microcosm but you and I are
16 not the microcosm, I want you to understand. Brains are
17 always packaging things in a system. Looking at you, my
18 brains begin to immediately say what is the color of your
19 face, what it feels like. All the different things my
20 senses can tell me about you that are different from you as
21 another system.

22 So brains are always dealing in these special
23 cases. And humans have in addition to that a phenomenal
24 mind and we often hear the word mind and brains used
25 interchangeably, but I differentiate very distinctly between

1 them. And incidentally, I was asked to speak about 15
2 years ago to the American College of Neurosurgeons in
3 Chicago, 2,000 of them, and I differentiated between brains
4 and man, made my whole talk that way. And they gave me an
5 ovation, and I said, "you don't have a chance to confront a
6 special scientific body with a special definition like this,
7 and this is your domain, when I am talking about brain and
8 man and I have done this differentiating and you give me an
9 ovation. Can I read that as an approval of my
10 differentiation? " So, they stood up again. So I really
11 feel quite confident when I differentiate between brain and
12 man.

13 The human minds have this capability, from time
14 to time, to discover relationships existing between special
15 cases that are not a special case by themselves. The
16 brains are always dealing with those special cases, but I
17 find some relationship existing between you. That's what
18 the mind goes out for, relationships between.

19 I'll give you an important example of it. Human
20 beings here for millions of years with the starry skies at
21 night and recognizing various constellations which they
22 call fixed stars for so long.

23 At which from time to time there would appear a
24 little bit brighter light in the sky, sometimes one,
25 sometimes two, sometimes three in a night. And they are a

1 little brighter, more coloring to them. And tonight they
2 are in this constellation and the next night in another.

3 So you realize they are moving around, what today
4 we call planets. But we realize there is something moving
5 around behaving differently from the rest of all the
6 phenomena in the sky.

7 We gave them names of God's and so forth. But
8 not until man had the capability to calculate
9 mathematically, which is very recently, did we ever try to
10 do any multiplication and division with Roman Numerals, you
11 find you won't get anywhere.

12 It was not until the Arabic Numerals came in,
13 this most extraordinary of the Arabic Numerals we had a
14 symbol for anything. The Roman numerals were just
15 scratching and you had a servant standing by a gate and
16 every time a lamb went through you would make a scratch.

17 So the scratches were what we call one to one
18 correspondence. And they had supervisors and he would
19 watch and count on his fingers and put a V there at the end
20 of the 5th scratch. But you couldn't see no sheep, and you
21 couldn't eat no sheep, so nobody thought of a need -- a
22 symbol for nothing.

23 It is only because the Arabic Numerals came from
24 an abacus, if you ever used an abacus, you know, you get an
25 empty column. An abacus made it possible to move your

1 column leftward. Every time you got a decimal and it went
2 hundreds of tens and hundreds of thousands and it moved
3 leftward.

4 When you suddenly tried to make symbols for the
5 content of a column and came to an empty column, you had to
6 have a symbol for it. So that's where the Arabic Numerals
7 came from, to decipher.

8 When I was young, and the little place I was born
9 in, when I first went downtown, after I started school, the
10 druggist and a few others said have you learned to do your
11 ciphers yet?

12 Ciphering was a key to calculation. With it came
13 the capability then to predicate with the calculating
14 capability, as an example, you discovered when you
15 calculated out that the sun was not going around us, but we
16 were going around the sun.

17 That is just a very few years ago in the history
18 of our being here millions of years, that's only less than
19 half, less than half a million years ago.

20 Then with this calculating capability, we went on
21 with, Kepler working with -- who discovered all these
22 planets were different sizes, they were all different
23 distances from the sun, they were all going around the sun
24 at different rates and it seemed to be very disorderly.

25 Kepler was a great mathematician, so he said, I

1 know one thing they have in common, they all go around the
2 sun, at least that. As a mathematician, if I can give them
3 something else in common, I have two known in commons. I
4 am going to amplify them much more. So he said, I am going
5 to deliberately give them a very small increment in time.
6 Each one has exactly the same amount of time.

7 He gave them -- as to my memory -- 21 days. He
8 knew the distance each one was from the sun, the beginning
9 of the 21 days, so he made a diagram of that.

10 Then they found the moving of the elliptical
11 orbit, so the end of the 21 days, he made another line and
12 he said, this is where the sun is now and he had a little
13 elliptical chart between the two. So, I had a diagram for
14 each one of these planets and he said, I done all this as a
15 mathematician and I might as well calculate the areas
16 because I have the distances, have all the dimensions here.

17 Supposing you were Kepler and calculating these
18 areas and you discovered they were not similar, but they
19 were exactly the same, exactly the same mathematical area?
20 How would you really be in this superficial disorder to
21 discover this elegant mathematical agreement? So he
22 said they obviously are coordinating. If they were touching
23 each other like gears, I could understand how they could
24 coordinate. But, these were millions of miles apart.
25 How could you coordinate these incredibly massive planets?

1 How could they coordinate it millions of miles apart?

2 Human beings, like never before had had to think about that.

3 So this is an extraordinary relationship going
4 on, but he said, I know if I have a weight that's on a
5 string, swinging around my head, it's in orbit. And I know
6 if I wanted to make an ellipse, I'd have to have two
7 strings, at least two tensions going on between these bodies
8 operating millions of miles apart on the sun.

9 We have Galileo discovering free-falling bodies,
10 accelerating the rate of falling. We found the regular rate
11 of acceleration was in the second power of the mathematical
12 distance traveled. Then we have Isaac Newton, terribly
13 eager to discover what Kepler's incredible -- invisible
14 tension going on. This, you realize, humans have never had
15 to give up any kind of explanation for something pulling
16 and operating over millions of miles and holding enormous
17 bodies together invisibly, this is absolutely a new moment
18 of human intellect. Isaac Newton finally discovered the
19 interattractiveness between these bodies, celestial bodies
20 was varying as a second power of the mathematical distance
21 apart.

22 He called this the universe ratio. If you have
23 the distance between the two, you increase the
24 interattractiveness fourfold. If you double this as apart,
25 decrease it one quarter what it was.

1 Astronomers began trying this out and sure enough
2 explained all the celestial behavior and this became what
3 you'd call a generalized principle of science.

4 But if you asked Mr. Newton what is that gravity
5 you're talking about there, he said there is nothing you
6 can point to, it's a relationship just in between, it's not
7 in anything. I want you to understand that is very, very
8 different from what the brains are always catching on in
9 each special case. So humans, I have found, have this
10 extraordinary capability with minds of discovering
11 principles which can only be mathematically expressed,
12 which quite clearly and as an intellectual capability
13 discovering laws, which were called in science, a
14 generalized law could have no exception. If they ever had,
15 then there is no longer a generalized law. So the
16 generalized laws all turned out to be eternal.

17 If there is no exception, it means there is
18 inherently eternal, which is exactly opposite what the
19 brains dealing with special cases, all of which was
20 contrary. Brains have been asking man, humanity, how
21 things begin and end is respective of what kind of asking
22 is going on today. Whether we are talking about, the big
23 bang or trying to get some explanation in the beginning,
24 but minds is discovering these eternal relationships,
25 something is very, very different.

1 We find then, these generalized principles can
2 only be mathematically expressed for the entirely
3 intellectual. We find -- we now know of a -- we have a
4 little inventory of these generalized principles and we
5 begin to realize then that this kind of relationship that I
6 am speaking to you about, interrelationship, is what we
7 call synergy, behaviors of whole systems unpredicted by the
8 behavior and any of the passive system considered only
9 separately. Okay, that's synergy.

10 So, I saw that the paths of the universe was
11 operating synergetically and so it would be worth looking
12 at -- thus far, and I discovered inventory of all the
13 generalized principles. When humans discovered generalized
14 principles, they didn't know they were going to. It comes
15 as an incredible surprise to discover one, and you don't
16 know whether it's going to be the last one or not.

17 But we do have this known inventory of
18 generalized principles, which only the human mind
19 apprehends and which can only be, let's say, this is
20 completely intellectual. No other phenomenon we know has
21 access to them.

22 So in looking at all the generalized principles,
23 I found that none of them have ever been found to
24 contradict any of the others. They are all concurrently
25 operative eternally and are all intercooperative. They are

1 all interaugmentative. So this seems to be a very
2 extraordinary synergetic behavior.

3 I want you to at any rate, understand human
4 beings are born to our planet and human beings in the
5 universe, how do we happen to be here? You realize, that
6 human beings are the only phenomena and have been admitted
7 to some of the great design laws of the universe itself and
8 we must have some very important function to fulfill.

9 But also observe that we were always born naked,
10 helpless, no equipment, no experience, except for absolute
11 ignorance, though we have beautiful equipment. We were
12 designed quite clearly in a very extraordinarily designed
13 universe to have to learn -- we were also hungry, thirsty,
14 curious. We were designed to be driven to learn only by
15 trial and error. We have been here for a few millions of
16 years and we had to make an awful lot of mistakes. And as
17 of the present time where humanity seemed to be enormous
18 problems, I am not worried about the problems, because I am
19 always -- I really exalt when problems come out, they have
20 been problems that have been hidden for a very long time,
21 when we get them out in front, we may be able to solve them.

22 I am really glorified today we have never had so
23 many problems to face as we have right now.

24 But that's what we are here to talk about. And I
25 find in the first place, I have been here to Alaska three

1 times over the years, first in 1958. And there is
2 something really going. I travel around the world a great
3 deal. I don't have an agent. I don't have anybody
4 promoting anything. I just only go where I am invited to
5 go. And I only go if I can afford to go or they can afford
6 to have me. But any way, I have now been around the world
7 45 times, so much so that I really do feel it, I am
8 beginning to really feel it as this sphere. (indicating)

9 (Laughter)

10 This is an awful big sphere in relation to you
11 and I, but I really feel it that way. And I really feel at
12 home, very much at home, anywhere on it. Something is
13 going on here because of my sensitivity to the total world.
14 I feel that something incredible is going on here in Alaska
15 right now. What makes me very happy here is that I find
16 there seems to be a wisdom, there seems to be a sensitivity;
17 there seems to be a courage. There seems to be a disdain
18 for anything untrue or false. There is something very
19 important going on here. There is an atmosphere in the
20 relation that's a very serious human being. I say most
21 promising, we are going to be joining, very rapidly, in the
22 whole world.

23 We have an incredible crisis in the world due to
24 the fact that evolution, itself, is doing some very, very
25 big things. Evolution, which had humanity deployed very

1 remotely from one another, unaware of one another, is
2 integrating all of humanity, integrating all the different
3 credos, all the different skin colors, everything is being
4 integrated.

5 At the same time, evolution is intent on making
6 all humans a success. A really powerful physical success.
7 Humanity in its ignorance and its fear, conditioned
8 reflexes, is very much of a problem to evolution, I am sure.
9 I want you to think about the following.

10 As far as I can see, humans were designed to have
11 a very important function with that in mind, that you and I,
12 through understanding principles, have been able to develop
13 all kinds of instruments. In my lifetime, we've gone from
14 a -- when I was born, reality was everything you could see,
15 smell, touch and hear. The year I was born, x-rays were
16 discovered. Marconi discovered theoretical wireless,
17 electron was discovered when I was three years of age. You
18 couldn't see those things, so they didn't make any
19 newspaper. Nobody would have thought the electron would be
20 anything.

21 Then we began to get into alloys, where you can't
22 see what's going on in an alloy. Here is a piece of metal,
23 let's say steel. Mild steel is only 50,000 pounds to it's
24 tinsel strength. Building the Brooklyn Bridge, Robling
25 used what he called piano steel wire, higher carbon, had 70

1 thousand tinsels, weighing the same, but it had to do
2 20,000 more, almost half as much again.

3 World War 1, we developed chromalindum steel
4 where it went to 110,000 tinsel, double the amount of steel.

5 World War 2, we got into chrome nickel steel,
6 350,000, that's seven times the strength of that amount of
7 steel as 1851. Weighed exactly the same, nobody could look
8 and tell any difference.

9 So this great difference going on, there's an
10 enormous change going on in our lives with a capability to
11 do much more, but humanity is not able to see it. Now, you
12 can't tune in with your senses. Therefore, there is what I
13 call an invisible revolution beginning to come along in my
14 lifetime, with electronics, chemistry and metallurgies.
15 Out of that I began to realize some very important things
16 are coming in the way of promise to humanity, because
17 humanity has had a working assumption of the fundamental
18 inadequacy of life support on our planet.

19 That was just an opinion up to 1800. 1800, when
20 the British -- the battle of Trephalga, 1805, the British
21 Empire was established and lasted for 113 years. The
22 British Empire was first who said, "where the sun never set,"
23 because it was the first Empire that was on a sphere
24 against all the Empires before Genghis Khan, Roman Emperor
25 were flattening Empires going to infinity around the edge.

1 It went to infinity.

2 A man named Thomas Malthus, who was the professor
3 of economics in the East India Company College, where all
4 of the grand strategy was developed for the exploitation of
5 the British Empire. Thomas Malthus was the first individual
6 in history that received complete inventory of the vital
7 statistics from around the whole world.

8 All the servants of the East India Company
9 College were all around the world and they had the data.
10 Here is a human being with the data about everything that
11 counts. But the birth rates and death rates and all the
12 different data. Thomas Malthus then said in 1810, he wrote
13 his second book, that quite clearly the data showed that
14 humanity was multiplying it's numbers at a geometrical rate
15 and increasing it's life support as a mathematical rate,
16 quite clearly that the majority of humans were designed to
17 be a failure; that after a struggle and great pain through
18 all the years, he said, "in infinity, you have infinite
19 chances to pray". But he said, "Pray all you want now,
20 this is all the rest. This is a closed system." This is a
21 sphere.

22 This is the first scientific statement you could
23 ever really make about our planet. There were very few
24 people who were literate at that time. Very knew people
25 knew about it. Very few people who knew about what he was