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**LEGISLATIVE COUNCIL, STATE OF ALASKA**

**Conference on Alaska's Future Frontiers**

**Thursday, December 6, 1979**

**Sheraton Anchorage Hotel**

**Anchorage, Alaska**

**Legislative Reference Library  
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**Reported by: Charlene Beovich, CSR**



1 proper word in this sense, of the issues before Alaska and  
2 all the subsidiary issues that include that, but besides  
3 that, this is your conference. We had some priorities for  
4 it. .

5 I think you'll see from the questionnaire and  
6 from what's been said this morning what those are. There's  
7 no sense to reiterate them. If you desire to stay on a  
8 schedule and get things done, we can easily do that, but  
9 the staff I'll be working with, Ralph and Jake, will help  
10 you with the blackboard and with the pad here. And as we  
11 come to consensus, we will try to write those thoughts down  
12 and by this afternoon, sometime this afternoon, I'd like  
13 you to select one or two what we'll call moderators from  
14 this group itself and we'll try to organize some discussion  
15 with those moderators. And if you'd like me to continue on  
16 in this role as a Facilitator-moderator, then you can  
17 decide that, too.

18 But if we can perhaps start at the end with Ron  
19 Hohman and do some introductions, standing up, telling  
20 where we're from, what we're presently doing now.

21 MR. HOHMAN: My name is Ron Hohman. As I said, I'm  
22 from Seward Peninsula area with the Marian Streight School  
23 District.

24 MR. MACK: I'm Stanley Mack from Sandpoint. I'm with  
25 the Electric Company.

1 MS. LUDWIG: I'm Rosemary Ludwig from Sandpoint and  
2 I'm on the SIK Council.

3 MS. LONGPRE: I'm Carrie Longpre. I'm a half-time  
4 resident of Sleetmute and Bethel, and I live on a homestead  
5 there. In Bethel I work with the school district as  
6 counseling Tack One Program.

7 MR. MATHIESEN: My name is Andy Mathiesen. I was born  
8 and raised in Petersburg. I grew up in the commercial  
9 fishery business. I'm in the hotel business and in  
10 recreation at the moment.

11 MR. HOLTHUS: I'm Gary Holthus. I work for the Alaska  
12 Humanities Forum. It's an informal adult education program.

13 MR. HOPE: I'm Andrew Hope. I'm manager for Sitka  
14 Community Association Travel, governing body for the Sitka  
15 natives.

16 MR. HARUN: I'm Kevin Harun. I'm with the  
17 Borough Assembly in Fairbanks.

18 MS. ISENSEN: I'm Beverly Isensen. I'm with the  
19 municipal government here in Anchorage.

20 MS. JONES: I'm Carolyn Jones. I am an attorney  
21 with the State Attorney General's office. I'd like to see  
22 out of this conference a rededication to the words with  
23 liberty and justice for all, because I see around the state  
24 a lot of isolated incidents that all of us are not getting  
25 the same quality and equal law enforcement and judicial

1 treatment.

2 MS. HURLEY: I'm Katy Hurley, I was born in Juneau and  
3 lived there for some 40 years and we are now living in the  
4 Matanuska Valley. I'm a life-long Alaskan and at the  
5 present time I'm doing a survey regarding instructional  
6 television for the Senate Legislative Committee.

7 MR. HADEN: I'm Haden Kaden from Gustavus, Alaska,  
8 which is near Glacier Bay, and I'm presently a guide,  
9 outdoor wilderness recreation type guide and part-owner of  
10 a guiding business and President of the Gustavus Community  
11 Association.

12 MS. HEDLAND: I'm Karen Hedland from Anchorage. And  
13 this may come as a shock to most of you, but I'm not longer  
14 working with legislative affairs, candidates or League of  
15 Voters. I am no longer in either. I now own a music school  
16 here in Anchorage.

17 MS. HAYES: I'm Ellen Hayes. I was here ten years ago  
18 with the Future of Alaska Seminar, Brookings Institute. At  
19 that time I think the reason I was invited was the Alaskan  
20 Native Brotherhood in Sitka and Byers Camp had been  
21 approached by Mount Edgecumbe Schools about the quality of  
22 high school education for Alaska's rural people, especially  
23 as located at Mount Edgecumbe High School, which led  
24 ultimately to headlines in Alaska Daily News in the  
25 Malahooch case. And among other things, the Tlingit and

1 Haida had just in 1968 accepted the judgment, after being  
2 in court, what we call, 30 years in the legislative process  
3 to have our claim settlement decided upon. And so the  
4 Tlingit and Haida had their claim settled in 1968, and one  
5 of our primary purposes for accepting that was to help in  
6 the all-Alaska Native Claims Settlement and to support the  
7 Alaska Federation of Natives, which was really only a  
8 couple years old, in getting started.

9 So I suppose my personal life as a citizen of the  
10 state has been involved in native affairs and the last ten  
11 years in cultural awareness of Alaska native cultures, and  
12 now at this point for allowing or providing for publication  
13 of native history by Alaska native people from their  
14 viewpoint and other things.

15 MR. KELSEY: My name is John Kelsey. I'm in Valdez,  
16 born and raised there. My Father was born and raised in  
17 Alaska before me. I represent the Valdez Dock Company. I  
18 was a member of the Brookings Institute ten years ago and  
19 I'm here in the interest of Alaskans.

20 I hope that we can take advantage of some of the  
21 lessons, good and bad, that were learned from the Brookings  
22 Conference, and I, unlike my friend Ed Merdes this morning,  
23 who said we can point with pride to legislation that was  
24 passed as a result of the Brookings Conference, I would  
25 like to see some of the legislation that was promulgated as

1 a result of that conference repealed. I think we could set  
2 a first and not always point to new legislation, because I  
3 don't believe in the concept there ought to be a law. I  
4 think there ought to be fewer laws. And I think that there  
5 are some applications here that could apply, and you'll  
6 probably hear from me later along those lines.

7 MR. LADNER: I'm Mike Ladner and I'm a resident of  
8 Fairbanks and I work in the transportation industry there.

9 MS. HIGHLAND: I'm Marion Highland from Ninilchik.  
10 Originally I was a nurse. Then I was a homesteader. We  
11 were in Ninilchik for 31, have been there for 31 years.  
12 And I take care of the library in Ninilchik. I'm on the  
13 State Library Board and now I've gone into real estate.  
14 I'm a real estate salesman.

15 MS. KINGRA: My name is Gene Kingra. I'm from  
16 Fairbanks. I deal with displaced homemakers. Two of my  
17 other interests are deafness and communication for the deaf  
18 and cross-culture communication.

19 MR. HURLBERT: My name is John Hurlbert and I direct  
20 the Regional Adult Learning center in Fairbanks. We  
21 provide, as the form says, basic academic pre-employment  
22 and Career Development Services for adults in Fairbanks and  
23 interior Alaska. And I have two very strong biases which  
24 I'll try not to thrust on people in the area of education.  
25 One is in the area of self-directed learning and the other

1 in terms of life-long learning.

2 MR. MARSHALL: I'm Joe Marshall from Fairbanks.  
3 member of the City Council of Fairbanks and member of the  
4 North Star Borough of Fairbanks.

5 MS. HUNTER: I'm Celia Hunter. I've lived in Alaska  
6 since 1947. I've been associated with building and  
7 operating camp Denali in the -- on the outskirts of  
8 McKinley Park for 25 years. And also have been associated  
9 with the consequent vacation movement in Alaska since 1960.

10 MR. KEENER: My name is Dave Keener. I'm from Kenai.  
11 We process salmon in the area. I was born and raised here,  
12 included in the Alaska Native Land Claims. And I would  
13 like to see a directive towards our natural resources and  
14 our human resources.

15 MS. HUSEN: My name is Bernice Hulen. I'm from Kenai  
16 also, and I'm a legislative aide for Patrick O'Connell,  
17 representative.

18 MS. JOHNSON: I'm Christine Johnson. I'm in Anchorage,  
19 but I'm presently working in Juneau for the House Research  
20 Agency.

21 MS. LINCOLN: Georgiana Lincoln, originally from  
22 Rampart. I'm now residing in Fairbanks. I am presently  
23 the Director of Native Services for Chiefs Conference.  
24 I've been involved with native affairs directly for the  
25 last 17 years. Needless to say that that's where my major

1 input and concern will be at this conference, is in rural  
2 and native affairs.

3 Mk. KITO: My name is Richard Kito from  
4 Petersburg, Alaska. I'm Mayor of the City of Petersburg.  
5 I'm also on the Board of Alaska Council of Village  
6 Presidents. I'm also member of the Finance Committee.  
7 Also Director of the Housing Finance Corporation. And I,  
8 too, was ten years ago in the Brookings Institute.

9 I think one observation is that I think we did a  
10 pretty good job. We had a ten-year plan and we spent \$9  
11 million in eight and a half years. We run short a year and  
12 a half ago.

13 (Laughter.)

14 Maybe we can spend three and a half billion  
15 dollars maybe in nine years, and if we do, we've made  
16 progress. Thank you.

17 EDIN LINCOLN: My name is Edin Lincoln and I'm  
18 from White Mountain. Known in some circles as a house-  
19 person and all other circles as a housewife. And as a  
20 former school board member I'm here. My primary interest  
21 and concern is education.

22 MR. JACK: My name is Carl Jack. I'm commonly  
23 referred to as the wind-blown Eskimo from the swamps of  
24 Yukon Delta by my colleagues. On the program I'm the  
25 President of the Association of the Council of Village

1 Presidents which represents some 56, 57 villages in  
2 Southwest Alaska.

3 MR. TOMA: Okay, thank you. One consideration we  
4 could have for our stenographer here is for today and part  
5 of tomorrow, when we do stand and give our names, try to  
6 remember to give your name and she's trying the best she  
7 can to remember also.

8 We had a proposed agenda and the reason why this  
9 was drawn up was to facilitate some of the people that have  
10 contributed papers to this conference, and I'm going to  
11 pass this out for your consideration. This is not hard and  
12 fast by any means and it is general in this form, too. So  
13 consider what we're trying to do. We're going to allow our  
14 authors then to float between the groups as it were.

15 Our book is broken into four pieces. We had  
16 planned to spend for five groups to spend this morning  
17 discussing alternative futures in the broad sense and also  
18 taking this poll. Whether we have time to fully get into  
19 the goals of this group this morning and then get those  
20 defined, probably not. We have about an hour and a half  
21 maybe remaining. So we may want to juggle this around a  
22 little bit. I'll pass it out and let you consider that.

23 If you like, we'll have discussion on this in a  
24 few minutes, and then we'll pass out the questionnaires.  
25 Feel free to get some Cokes.

1 (RECESS)

2 MR. TOMA: Let me explain this questionnaire if I may.  
3 Each questionnaire is prepared for each delegate to  
4 self-administer this to you. And it will take about 20  
5 minutes to fill it out. After completing the  
6 questionnaires the data will be tabulated and we'll report  
7 back to you tomorrow morning.

8 The questions were drawn from the ideas,  
9 conclusions or proposals prepared by the three dozen papers  
10 prepared for this conference. If you have not read all the  
11 papers, you may find it difficult to understand. If that's  
12 the case, please leave the question blank and go on to the  
13 next question.

14 From time to time the name of the writer from  
15 whom the question was drawn is also mentioned for your  
16 reference.

17 Please circle the appropriate numbers for each  
18 question as you proceed through the questionnaire. In  
19 ranking questions, 1 is always the lowest rank and 5 to 10  
20 is usually the highest rank.

21 Now, there are some corrections within the  
22 questionnaire. The responses to question 25 should be, one,  
23 "cooperative" and, two, "develop independent plan".

24 DELEGATE: Say that again, Chip.

25 MR. TOMA: Yes. responses to questions 25 should be

1 one, "cooperative," and, two, "develop independent plan."

2 In question 72 we mean intercommunity roads, that  
3 is, roads between Alaska communities. Question 72 we mean  
4 intercommunity roads, roads between Alaskan communities.  
5 In other words, connecting.

6 In question 74 we mean intracommunity roads, that  
7 is, roads inside the community.

8 DELEGATE: That's what it says. Just take out  
9 "Alaska", just take the word "Alaska" out.

10 MR. TOMA: All right, take "Alaska" out then.

11 MR. HURLBERT: When you're doing the rankings, is 1  
12 most important or least important?

13 MR. TOMA: One is lowest rank and five and ten is  
14 highest. That's the same in all of them. One is your  
15 lower and then it goes up to scale to five or ten.

16 Some questions asked for an open volunteered  
17 remark, but feel free to write in anything you want on any  
18 question. Please make a clear mark on the questionnaire so  
19 we can code and process them simply and rapidly. These  
20 questionnaires will be collected as soon as you've  
21 completed them.

22 (Pause in the proceedings)

23 MR. ROWAN: I might mention to everybody that in  
24 sequence 49 to 54, you have a ranking of one to five, but  
25 you have six choices, so if you will, add a number of six

1 there.

2           Mk. TOMA: On question 36, there's been some question  
3 on whether that means is that a future projection or is  
4 that a present outlook toward it? It is meant to be a  
5 future projection: How would you like to see those  
6 facilities given priority in the years to come?

7           I think Karen Hedland made a good point on adding  
8 education to that also. Those of you who wish to add the  
9 title of Education to the bottom of that list on the end of  
10 40 there, 46 I believe, add Education to the bottom and  
11 rank those for buildings also, if you would.

12           DELEGATE: Then you have to add another number, 11?

13           MR. TOMA: Well, if you do write it in and actually  
14 assign it a priority, we'll give it a special category.

15           Once again, one is low and six is high, six and  
16 ten are higher.

17           I guess we'll finish up in about three or four  
18 minutes, if everybody is comfortable with that. I'll come  
19 around and pick them up for you.

20           There is no hurry on these, of course. I will  
21 wait until everybody is finished. Those who are finished,  
22 we ran out of coffee, but there is some right outside the  
23 door here.

24           Carolyn Jones would like to make a comment on the  
25 questionnaire.

1 MS. JONES: Yes, I want to comment on question No. 1,  
2 which asks whether I personally prefer a subsistence  
3 lifestyle or a lifestyle based on jobs and cash. I had  
4 difficulty with that. I think I prefer a lifestyle based  
5 on jobs, because I suspect I couldn't survive if I had to  
6 live under a subsistence lifestyle. I wasn't brought up  
7 that way.

8 But I am concerned that when this information  
9 becomes available to us tomorrow and becomes public  
10 tomorrow, that the next day the paper will say that a large  
11 proportion of the delegates here are moving away from a  
12 subsistence lifestyle and a respect for the environment and  
13 for those who do live by a subsistence lifestyle, I just  
14 want to say the lifestyle that these two questions infer  
15 really limit my feelings.

16 MS. HUNTER: I think it's much too arbitrary and they  
17 only express the extremes. They don't express the mix  
18 which many people have achieving, which I think is really --

19 DELEGATE: That's what I --

20 MK. HOLTHUS: I object to the whole questionnaire,  
21 partly on that same basis, because I think the distinctions  
22 they're asking us to make are false distinctions, but  
23 partly because the rhetoric up to this point has involved a  
24 lot of talk about human values, but the questionnaire  
25 slights those considerably.

1           For instance, one of the things that seems to me  
2 to be sort of a minimum State obligation is the protection  
3 of its citizens, but we have an incredibly high rate of  
4 violence in this state, not just towards women, but toward  
5 kids and assorted kinds of homicide and there's no place to  
6 address issues like that or issues related to that, and  
7 there certainly ought to be.

8           MR. HOPE: And yes, Chip, I was disturbed over the  
9 presumptuousness of the questions relating to the native  
10 versus the nonnative, and then within the native community  
11 supposedly some are becoming reactionary because of the  
12 Land Claim Settlement Act. That's the inference that I got  
13 and I don't like that. And the divisiveness of subsistence  
14 versus nonsubsistence, supposedly that people in the rural  
15 areas are good environmentalists and the ones that are  
16 implementing the Land Claim Settlement Act are reactionary  
17 developers, and that isn't really necessarily so. And it  
18 seemed like there is an attempt to develop polarity. That  
19 would seem to be the intent of the questionnaire to me.

20           MR. TOMA: Let's start up the table and give your name  
21 then.

22           MS. ISENSEN: I'm Bev Isensen. I'd like to second  
23 what Andy has said, because it seems to me if there is a  
24 hallmark in what's happened in our society the last ten  
25 years it's that we've become more sophisticated in the

1 rural versus urban areas and vice versa and we're more open  
2 in recognizing each other's problems and opportunities.

3 One of the aspects of this questionnaire seems to  
4 me very, very contrary to what we're doing here and why  
5 we're in Alaska and that is that we're -- the questionnaire  
6 is an either/or situation in many, many cases, but we have  
7 such a multiplicity of life-styles here and that is the  
8 essence of why so many of us enjoy living here, stay here  
9 or came here. And if we take the approach of the  
10 questionnaire, I think we're going to be taking a very  
11 elementary approach on how to deal with our problems not  
12 only in terms of life-styles, but in terms of education and  
13 in terms of what one individual might do to a lifetime.

14 Some of the questions here seem to be indicating  
15 that you get one choice in life and you got to live your  
16 whole life that way and that has been alive factor when the  
17 life span was 35 or 40, but living in a life span of 60 or  
18 70 or 80 years, then I don't think we have to say that this  
19 person is going to live his life as a rural person all  
20 those 70 years or another person has to live as an urban  
21 person. And I think that our educational system has to  
22 begin to reflect that. The fact that it's possible to grow  
23 up, get an education and do something for ten years, then  
24 we ought to have the educational opportunities available to  
25 reeducate ourselves and do something else for the next ten

1 years and, you know, maybe ten years again move a different  
2 way, because potentially we have the ability to have three  
3 or four different life-styles in one lifetime and we can do  
4 it all in this state if we're not narrow in our approach.

5 MR. TOMA: Thank you, Bev.

6 Mrs. Hurley, did you have a comment? Since we  
7 have so many comments, we'll try --

8 MS. HURLEY: I felt the questions, the questions were  
9 so narrow for me, lot of times I had to give a negative  
10 answer if I was going to give an answer at all, and I don't  
11 think that -- so that questionnaire does not really reflect  
12 how I feel. In fact the very first question that's there,  
13 as Carolyn pointed out, I don't believe that I fit into or  
14 that I believe the people who I know fit into either. They  
15 made it too narrow, either/or, where I think it's really --  
16 you want to have something that's more in between.

17 MR. TOMA: Katy? Ellen?

18 MS. HAYES: The whole questionnaire to me was unsettling,  
19 and very heavy, and it represents what we're trying -- the  
20 climate that we're going to try to work with in the next  
21 couple of days, I think, is thwarted. The enthusiasm,  
22 looking optimistically towards what the future holds for us,  
23 the options that you're given are too restrictive and I  
24 felt like I wish that I had time to have a discussion among  
25 people of varied thinking groups so we could look over the

1 questionnaire and see how we felt about it generally before  
2 we had the 18 or 20 hurried minutes to try to relate to all  
3 the questions in a short time.

4 So I felt, well, it's an unrealistic  
5 questionnaire so far as I am feeling this morning, and I'll  
6 answer those that I can and I must pass up a lot of them.

7 MS. HEDLAND: My question was that perhaps the  
8 questionnaire was intended as a starting point for  
9 discussion, because with all the diverse places we come  
10 from and the things we do, it's just not a black and white  
11 issue, and I do not feel that living in Anchorage, Alaska,  
12 I have any right to priorities whether rural areas want  
13 railroad Hydra Cove does more than another, but maybe it  
14 was just intended as a starting point for a discussion. Do  
15 you know?

16 MR. TOMA: Oh, yes, that is exactly the intent. The  
17 pollster from reading the issue book and from looking over  
18 the supplemental papers was struck with some of the ironies  
19 and dichotomies that exist throughout the State, and he  
20 described to me, he says, "It's not a rural versus urban,  
21 but it's a rural contrasted to urban," and he says, "I  
22 think we ought to bring out or at least ask these direct  
23 questions and see if we can elicit this kind of response if  
24 that's the feeling or not."

25 MS. HEDLAND: There should perhaps have been room for

1 a few open-ended answers so we didn't feel locked in.

2 MR. KADEN: I think perhaps if this is going to have  
3 any value, I don't think that, you know, results should be  
4 released as a public statement, but perhaps to take the  
5 answers now and then at the end of the conference do the  
6 thing again, and just how we changed, because there's so  
7 many of those issues we haven't had any discussion on.  
8 Some of us don't know anything about the area that, you  
9 know, we're being asked to comment on.

10 MR. KELSEY: My name is John Kelsey. And I object to  
11 the questionnaire in its entirety and I would hope that  
12 there isn't very much weight given to it, because I think  
13 it's contrary to the intent of the session. I believe that  
14 they want contributions from us and not attempt, as they  
15 appear in this questionnaire, to direct our answers. On  
16 that basis I object to it.

17 MR. TOMA: Okay. Do we have any more additions?

18 MR. HULBERT: Two comments. One, it's always  
19 interesting when a group is starting to form itself, to  
20 find out what it is that helps form it. It seems to be the  
21 questionnaire is to help the group come together. I'd like  
22 to add to what's been stated so far in terms of the  
23 questionnaire. I think many of the questions were  
24 value-charged and also quite biased and for myself I left  
25 about half of it unanswered. Useful as a starting point,

1 but I think we know more than that. Needs to be entirely  
2 rewritten if it were to be reused again.

3 MS. HYLEN: I found it very frustrating and I thought  
4 it was really poorly constructed, because the questions do  
5 not reflect in any way my concerns or the way I would  
6 answer the questions. And so that I can't see that, even  
7 though I put an answer, it truly doesn't reflect what I  
8 feel, because Alaska is all one state, and to divide it up  
9 and say you priortize this or priortize something else is  
10 unfair, because they all need to be taken care of.

11 MR. TOMA: Let's come down the line from Marion.

12 MS. KINGRA: I agree with those who have criticized  
13 the questionnaire. I think it was poorly conceived,  
14 hastily executed and extremely narrow, and life isn't that  
15 narrow, and especially here in Alaska.

16 MR. TOMA: Ms. Hunter?

17 MS. HUNTER: I'm Celia Hunter. I'd like to second  
18 that. I feel the questionnaire was extremely biased and  
19 that most of the questions you could not answer without  
20 qualifying your statement, and I think that in a  
21 questionnaire like that they should leave the questions  
22 open-ended and let people put down their own comments and  
23 then distill that if you really want to find out what  
24 people think, rather than putting words in their mouths and  
25 then assuming that's the way it goes, and I think this

1 should not be given any weight at all in the final analysis.

2 MS. JOHNSON: I would voice the same. My name is  
3 Chris Johnson. I don't know what the plan is for this  
4 questionnaire, but I would really hate to see it go out and  
5 become public and in any way be seen as an expression of  
6 the feelings of this group. I think we'd be really stymied  
7 if that happened.

8 MS. LINCOLN: It always frightens us when a  
9 questionnaire is said, you know, it doesn't carry any  
10 weight and it's not going to be used; it's just kind of to  
11 get a feeling where the group is at, because I've never  
12 seen a questionnaire yet to be used that way. There is  
13 weight to that, and there were questions on that  
14 questionnaire that I didn't even answer because I felt that  
15 it was just black or white, and that there was -- I made  
16 comments on I think about 20 of them, the questions, beside  
17 my yes or no, and we started off the theme being unity in  
18 Alaska, rural, urban, native, nonnative, and as I was going  
19 through the questionnaire, I felt that I just got very up  
20 tight that this group or the body would be answering  
21 questions that were very pointed to rural, to native.

22 And a number of the participants not ever living  
23 in the rural area, not knowing what it is, the feelings of  
24 the native people, to answer those questions and then for  
25 it to come back that that's a consensus of Alaskans, I

1 don't buy that, and I just feel that this questionnaire  
2 could have been better utilized. Perhaps the questions  
3 themselves are worthy of answering at the end of the  
4 conference, but certainly not now when we're just beginning  
5 to get to know one another.

6 MS. HURLEY: I would say that I like the questionnaire  
7 provided that the results of the questionnaire are not  
8 disclosed until after this group sets its policy direction.

9 MR. TOMA: Okay.

10 EDIN LINCOLN: I'd like to concede with people that  
11 said, "I would like to see a questionnaire again and do it  
12 over again at the end of the two days, three-day session."

13 MR. TOMA: Carl, did you have any comment? Coming  
14 around the table.

15 MR. JACK: Well, I share those people that made  
16 comments on the -- it was somewhat inappropriate to have  
17 the questionnaire at this time at the beginning of the  
18 conference. I think it would have been much more  
19 appropriate to have the question after the conference. I  
20 myself didn't answer a lot of those questions and those  
21 questions that I did answer I had to qualify them, not just  
22 leave them plain yes or no.

23 MR. HOHMAN: Chip, it might be good to review the  
24 intent of the questionnaire. I maybe missed it --

25 MR. TOMA: There were two areas of scenario for the

1 questionnaire. One was to give it at the beginning of the  
2 conference, one on Friday afternoon and one at the  
3 beginning of the session. The thought was at the beginning  
4 of the session, as I said up at the other end, was to  
5 promote the discussion and to kick the thing off and this  
6 was the pollster's interpretation of what he read in the  
7 issue book and then what he considered to be then the  
8 contrast that exists in the state, that we still have  
9 options to select here. There are options in this thing.  
10 There is a rural constituency and there's an urban  
11 constituency. This is how he was expressing it to me and  
12 he wanted to lay out those contrasts for us to decide,  
13 prioritize and to pick and choose, and the reason for  
14 giving it at the beginning was to only provoke discussion.  
15 It was not to settle or temper this thing. It was to see  
16 how much we were able to read and understand from the book  
17 and then to provoke discussion from here on in.

18 I will admit that there was another idea to use  
19 some of the results, but obviously there's a hundred-percent  
20 disagreement with that, so we won't be using the results of  
21 the poll publicly or even broadcast throughout the  
22 conference. We'll go on to it and decide whether to either  
23 reissue it or design another one that's more fitting for  
24 the conference itself. With that understanding, I think it  
25 has provoked and prompted discussion of the group. So if

1 that's the intent, then I --

2 MR. TOMA: We might want to set some, not the  
3 parameters, we might want to set some of the tone, and I  
4 don't think this is a very good tone-setter so far from the  
5 comments.

6 (Laughter)

7 MR. TOMA: Move up the table.

8 MR. MACK: I have to agree with Ron, that if this is  
9 the case, this questionnaire is just used as a starting  
10 point of the discussion, fine, but if that's not the  
11 thought, then I agree with it.

12 MS. LONGPRE: I echo everyone else's feelings with the  
13 limitations the questionnaire posed, especially the  
14 lifestyle descriptions. As a rural person who would  
15 seemingly fit into the first category, I don't feel that  
16 myself or the rural people that supposedly do fit into that  
17 category -- I don't think we fit into that category. We  
18 fit more into a combination category.

19 MR. TOMA: The definition was too strict, in other  
20 words?

21 MS. LONGPRE: I think there's another category of  
22 Alaskans that probably is a combination of both.

23 MR. MATHIESEN: I think part of the reason why we're  
24 here is because of questionnaires like that.

25 (Laughter)

1 I'm appalled that the questionnaires still ask  
2 whether you're black or white or whether you're male or  
3 female. It's unreal, unbelievable, just unbelievable.

4 (Applause)

5 MR. MATHIESEN: Then the whole thing is aimed at  
6 development and nondevelopment and just skirts the  
7 real-life issues. When we have a state legislature or  
8 administration or what have you, I mean it seems to me they  
9 have one obligation and that one obligation is to manage  
10 our resource so the damn thing is going to be there still  
11 tomorrow and the next day and the next year. And if that's  
12 the case, why, maybe we should limit the development factor  
13 to point along the lines where we can still expect to see a  
14 resource down the road some instead of being gone.

15 The short time I've been here we have already  
16 lost a good share of our resource and we apparently are  
17 about to lose a good deal more. My thoughts.

18 MR. TOMA: The last commentary.

19 MR. HOLTHUS: One of the other things that concerned  
20 me was that all the questions related to improvement of  
21 government and good government were also related to  
22 improved telecommunications systems and I'm not sure that  
23 it's necessarily any connection between those two things.  
24 At least in States where they do have good  
25 telecommunications system I hear people making the same

1 complaints about government that we make up here. And it  
2 seemed like that was pretty self-serving.

3 MS. LONGPRE: I'd just like to add that in the  
4 questionnaire and all the publications, both in the same, I  
5 feel a major State problem in the specially rural Alaska  
6 and also in other parts of the state is the alcohol problem,  
7 and I feel that should be something that we should --

8 MR. TOMA: Spend some time on, right.

9 Well, as hard as it may be, let's not become  
10 disillusioned by this poll. I think we're going to break  
11 for lunch here after you make your last comment here, but  
12 we'll break for lunch. Consider the proposed outline that  
13 we gave you in your issue book and come to some ideas on  
14 how you'd like to see an agenda run from here on in,  
15 starting this afternoon. I'll be prepared personally to  
16 help you with a financial discussion and provide any aids  
17 that you need or have some authors on hand for some of  
18 these financial discussions. If you do not wish to go into  
19 finances and we'd rather go into a more fulfilling  
20 discussion on what we should be deciding here, what is an  
21 Alaskan? We can then bounce out this agenda and then go  
22 into that discussion, alternative futures for Alaska  
23 discussion.

24 Go ahead. Is it Mike?

25 MR. HARUN: I was going to add that what struck me

1 were some of the issues that weren't in there, and one of  
2 them coming from an urban area, coming from Fairbanks, I  
3 think one of the major problems that we have in the state  
4 is the way in which urbanization is taking place within the  
5 urban areas, and we find, at least I find in Fairbanks,  
6 that a lot of our problems that we have in rural areas, a  
7 lot of the resource extraction problems, are related to the  
8 way that we urbanize in the Fairbanks area.

9 For instance, I drove down to Anchorage the other  
10 day and went through Wasilla and it was the first time I  
11 had been through Wasilla in a long time and I had  
12 remembered Wasilla as being quite a hippie place. And I  
13 was shocked at the lack of local indigenous identity to  
14 that place. That could have been New Jersey Route 46, as  
15 well as Wasilla, and I think something I'd like to talk  
16 about is ways in which the State and local areas can make  
17 sure that as we do develop in our urban areas and if we are  
18 going to suburbanize, that we do it in a way that we retain  
19 some kind of an identity, and there are ways of doing that.

20 MR. TOMA: Katy.

21 MS. HURLEY: I just want to say that I think there's  
22 something positive about all of this, after listening, is  
23 that having done it, we've all expressed some very strong  
24 feelings about why we're here and I think we know each  
25 other a little bit better, so I thought that was -- after

1 being negative, it would be positive. And thanks to  
2 Carolyn for being critical.

3 MR. TOMA: I might mention at this juncture, the long  
4 discussions that I had with Chuck Konigsberg, as I guess is  
5 sometimes the case when you talk with Chuck, but he tried  
6 to impress upon me yesterday, he said, "Whatever you do,  
7 don't get bound up in something that's stated as positive  
8 and something that's stated as negative." He says, "The  
9 world is round and there are those positives and negatives,  
10 and they all contribute to the same thing." So with a  
11 negative thing such as this, maybe we'll come out positive  
12 at the end ununquote.

13 MS. JONES: We found something we all agree on.

14 MR. TOMA: We'll meet back here at two, and if you  
15 would, think about your agenda and we'll consider that. If  
16 you want to write down a paragraph and suggest an agenda,  
17 we can consider that. We'll do it verbally.

18 MS. LINCOLN: Did you seriously mean two?

19 MR. TOMA: Yes, we're going to try to be punctual. I  
20 think two o'clock is the time we're due to back here.  
21 Would you prefer to meet here at one?

22 Let's make it here at two o'clock. Try and have lunch  
23 with each other if you have the opportunity.

24 (RECESSED UNTIL 2:15 PM)

25 MR. TOMA: To briefly explain what this sheet is I

1 just handed out, we ran ads in the Alaska newspapers asking  
2 the public to also submit comments, and these people, with  
3 the exclusion of five, submitted papers to the group. I  
4 have eight packets containing these papers that are listed  
5 here in the index. There were five of these left down in  
6 Juneau, unfortunately. That's a reference for you. If  
7 anyone does want one of those packets to read this  
8 afternoon or this evening, I can give it to you, sign out  
9 for it, or we can come to some arrangement on the packets.  
10 We just couldn't make, you know, 200 packets of these.

11 Also, if you would, add to the end of this list  
12 two more papers that were submitted by Fred McGinnis, your  
13 Deputy Commissioner of Health and Social Services. It's a  
14 very long paper that Fred did on the department and on the  
15 programs in the department. He also went to the trouble of  
16 getting a list of his recommendations pulled out of that  
17 paper. And we are going to have some copies of this  
18 available for you today. I'll make copies of that for  
19 everybody.

20 The second paper that we have in short supply,  
21 but we can also make more copies. It's by Milton Lipton, L  
22 I P T O N, and he's the legislature gas and oil expert from  
23 Walter Levy & Company in New York. He wrote a paper on gas  
24 policy considerations.

25 So we have those other papers available for you.

1           In addition we came up with a form, a  
2 recommendation form. After we go through this process, I  
3 think it would be very handy for the conference to put  
4 their recommendations on these forms and we have a final  
5 reporting form of the entire conference. Each room has  
6 these. They simply state the group and date,  
7 recommendation, general area of recommendation, category,  
8 specific recommendation, major factors for considerations  
9 leading to this recommendation, the financial impact for '81,  
10 projected for the ten years, and then the timing that you'd  
11 like to see involved in implementing this recommendation.

12           Does anyone have any comments on this proposed  
13 agenda that we gave out earlier? Do you have any feeling  
14 toward that agenda, whether you would like to immediately  
15 pick up finances and go with that?

16           DELEGATE: What about the first part?

17           MR. TOMA: The alternative futures part. Haden, did  
18 you want to say something about the alternative futures  
19 part? Do you think we ought to

20           MR. KADEN: I think we need to define the parameters  
21 of what we're talking about before we get into the  
22 specifics.

23           MR. TOMA: All right, fine. Any more comments on the --

24           MR. JACK: Question here.

25           MR. TOMA: Yes, Carl Jack.

1 MR. JACK: You work on the staff for the legislature  
2 of putting this thing together?

3 MR. TOMA: Right, I work with Senator Hohman.

4 MR. JACK: Based on that, for fear of potential  
5 conflict of interest of the staff imposing to the group  
6 here, I think it would be inappropriate for you, with all  
7 due respect to Mr. Toma, to act as a chairman for this  
8 group. Therefore, I would, based on that, move to  
9 designate -- your name?

10 MS. HURLEY: Katy Hurley.

11 MR. JACK: -- Katy Hurley as the chairman.

12 MS. HUNTER: Hear, hear.

13 MR. JACK: I ask for unanimous consent.

14 MS. HURLEY: Is that to shut me up, Carl?

15 MR. LADNER: Second. I think that's a good idea.

16 MR. TOMA: Sure.

17 MR. LADNER: I think probably to facilitate this thing,  
18 even though you're a Facilitator, for ourselves we probably  
19 need to establish some sort of parliamentary procedure, and  
20 I'll second Carl Jack's motion nominating Ms. Hurley.

21 And it is to shut you up.

22 MS. HAYES: I have a question.

23 MR. TOMA: I would help you out with the chalk board  
24 and the easel here, and as we come to recommendation --

25 MS. HAYES: Work with her.

1 MR. TOMA: -- work with her and directly with her.

2 MS. HURLEY: May I ask a question? I'm just to make  
3 sure that order is kept and to be the chairman, right?

4 MR. TOMA: Correct.

5 Are there any more nominations for moderator?  
6 Maybe a co-chairman to spell off Katy?

7 DELEGATE: I ask for unanimous consent.

8 MR. TOMA: We have a motion for election of Katy  
9 Hurley nominated chairman and unanimous consent was asked  
10 for. Any objections. Katy Hurley will be the chairperson  
11 of the Gamma Group. And the staff will be at her and your  
12 disposal.

13 THE MODERATOR: Thank you.

14 MR. KELSEY: May I ask a question? Can we call you  
15 Katy?

16 THE MODERATOR: Right.

17 Regarding the agenda, there's been a suggestion  
18 that we start with the first item there, alternative  
19 futures. Is that agreeable?

20 MR. HOLTHUS: Katy, why don't you sit at the end of  
21 the table so we can see you a little better?

22 THE MODERATOR: I guess so. This setup isn't very  
23 good. People can't see each other too well. I'll go down.

24 MR. HULBERT: Is it possible to turn all these tables  
25 sideways, at least see each other if we're going to talk

1 back and forth?

2 MK. HOLTHUS: I'd prefer that, but it's hardly worth  
3 the effort.

4 MK. HUSS: Maybe we can arrange that for some's  
5 meeting.

6 THE MODERATOR: I was thinking it would be some kind  
7 of a setup where we weren't lined up so much. Maybe we can  
8 do that during a break or something.

9 MS. HUNTER: Last time they had them in a U and I  
10 think a U works very well.

11 THE MODERATOR: I think so. I felt frustrated this  
12 morning because I couldn't see who was talking down there.

13 MS. HAYES: Madam Chairman, this morning our  
14 Facilitator mentioned that this process called tentative  
15 chairman would facilitate something and I forgot what that  
16 something was. The availability of resource people?

17 MR. TOMA: That's correct.

18 MS. HAYES: To float around between the five groups?

19 MR. TOMA: That's correct. That was the only reason  
20 for --

21 MS. HAYES: Do you know if that's working at all?

22 MR. TOMA: I think it's working someplace else. We  
23 haven't had many authors come in the room here. I asked  
24 them. I don't think they did. But we had other authors.

25 MS. HEDLAND: May I ask a question?

1 THE MODERATOR: Yes.

2 MS. HEDLAND: Direct services, finance, and resources.  
3 I guess I'm confused. Are these supposed to be all  
4 relating to talk in terms of alternative features and  
5 specifics? I'm a little be confused.

6 THE MODERATOR: I am too. I was working at the agenda  
7 and then in the first of the book they had it broken down  
8 into alternative futures which were a few papers on that. I  
9 found them most exciting papers myself. I don't know  
10 whether everybody had a chance to read those. Then the  
11 direct services, and the resources and finances is another  
12 group. What is the feeling of the group as far as your  
13 priorities? because I can see that we might get into one  
14 area and want to go a lot longer on that and maybe the  
15 whole group doesn't want to cover every single subject in  
16 here. Does anyone have any ideas on that?

17 MR. MATHIESEN: Madam chairman?

18 THE MODERATOR: Andy?

19 MR. MATHIESEN: I should like to suggest that we have  
20 probably the most thought-provoking author in the whole  
21 country right here in our group and that we do have an  
22 author, and I don't like to see that overlooked. Chuck  
23 Konigsberg over there has probably contributed the most  
24 thought-provoking thing that we should be thinking about  
25 here and thinking about the whole picture and we think

1 about all the little parts, I mean they're all in  
2 relationship to the whole, and that we can't get ourselves  
3 buried in thinking about one little thing without thinking  
4 about its consequence on the whole picture.

5 THE MODERATOR: Is it the feeling of the group then  
6 that you would like to question Mr. Konigsberg or to go  
7 from his paper?

8 MR. HARUN: I would.

9 THE MODERATOR: Chuck?

10 This is Mr. Konigsberg.

11 MR. KONIGSBERG: I appreciate what you're saying. I  
12 didn't come prepared.

13 THE MODERATOR: This is Mr. Chuck Konigsberg, if you  
14 don't know him, if any of you read his paper in the  
15 beginning on A 28.

16 Andy, do you wish to sort of lead off, as long as  
17 you brought it up?

18 MR. MATHIESEN: I'm better at taking things apart than  
19 I am at putting them together.

20 THE MODERATOR: Well, you got a paper.

21 MR. MATHIESEN: I think one of the first things we  
22 have to think about is, you know, like when you think about  
23 where you're going, I think about it I guess in terms of a  
24 puzzle. You know when you start to put a puzzle together  
25 you're dead without the picture, and we're not going to be

1 able to sit here and discuss bottom fishing and unemployment  
2 and all the rest of the things until we decide exactly what  
3 kind of a picture we want to fit the pieces to. Of course  
4 I have an idea what kind of picture I have, but, by god,  
5 I'm not sure I could describe it.

6 THE MODERATOR: That sounds like a good point. Anyone  
7 else have any comments?

8 MS. LINCOLN: (Georgianna) Madam chairman?

9 THE MODERATOR: Yes.

10 MS. LINCOLN: (Georgianna) I guess I am too confused.

11 THE MODERATOR: Would you say your name? Everybody  
12 state your name for the sake of the court reporter.

13 MS. LINCOLN: (Georgianna) On the agenda then are we  
14 saying we are going to this afternoon just take up finances --

15 THE MODERATOR: No, we're talking about alternative  
16 futures right now. It's the item before the two o'clock  
17 which we didn't get to this morning.

18 MS. HYLEN: Madam Chairman?

19 MS. LINCOLN: (Georgianna) Well, maybe if you could  
20 summarize exactly what our agenda is going to be for this  
21 next day and a half, so we could have some parameters on  
22 time. I'm not sure, are we just going to hear from  
23 different people? Are they going to come in and talk to us  
24 about, for example, the finances, those papers that were  
25 presented and the material that we had an opportunity to

1 read and come to some kind of conclusion at that time, or,  
2 you know, exactly how are we going to go through this next  
3 day and a half?

4 THE MODERATOR: Since I was just elected chairman by  
5 you, I have no idea what the scenario was by the planners,  
6 but it seems to me that we don't want to spend time having  
7 the people who wrote papers reciting the papers to us.  
8 You've all had an opportunity to read them. I think what  
9 our job is to react and to come up with some  
10 recommendations. Are you all in agreement with that?

11 And as far as the agenda, this was a suggested  
12 agenda that we discuss finances this afternoon and tomorrow  
13 morning resources and in the afternoon direct services, and  
14 then at -- we're supposed to go into the evening, but this  
15 group can decide and change that agenda right now, and  
16 that's what I'm asking for you.

17 MS. HEDLAND: Madam Chairman, I guess I do object to  
18 the agenda in terms of finances. If we're going to talk  
19 about the financing of what our priorities are in terms of  
20 alternative, it would be to know what our priorities are,  
21 and it seems like we -- is it something --

22 THE MODERATOR: I agree, go ahead.

23 MS. HEDLAND: -- about the questionnaire, you know,  
24 being the kind of reason you come to these conferences. I  
25 guess I kind of agree with that. After we talk about

1 finances on the basis of the papers that are presented in  
2 this book, and we don't even know what our goals are for  
3 alternative futures, I just don't think we can -- I would  
4 rather we didn't start with finances because we don't know  
5 financing of what.

6 THE MODERATOR: Gary.

7 MR. HOLTHUS: I'd like to suggest that we start with  
8 the alternative futures and that we ask ourselves  
9 alternatives to what? Not just alternatives among all the  
10 various options that are out there, but alternatives to the  
11 present. And I'd like to propose an alternative future for  
12 Alaska that I would like to see, and then if you could  
13 react to that and then we could move on to maybe others,  
14 that others would like to propose, so that we have some  
15 ideas out there that we're aiming toward maybe. Then we  
16 know where we want to put our money. If that's a  
17 legitimate procedure.

18 THE MODERATOR: Yes, go ahead.

19 MR. HOLTHUS: If I were going to live in Alaska 25  
20 years from now or 50 years from now, one of the futures  
21 that I would like for the state is that it be a just place.  
22 That's kind of a big term I guess, but it seems to me at  
23 present there is a great disparity still in educational  
24 opportunity, in health services, in protective services, in  
25 justice systems, and so on between urban Alaska and rural

1 Alaska. And until we get a little more equity established,  
2 we're going to have a state that has some basic injustices.

3 So I'd like to see a just future. That would  
4 include those kinds of justices as well as the legal kinds  
5 of justices. That's just one thing. And when I say that,  
6 I don't mean that resource development and other things are  
7 not important, but they've been overlooked in the papers  
8 and the agenda and I think they're important.

9 So if we start there, then I'm sure they'll get  
10 in and we can talk about those kinds of issues. If we  
11 don't start there, I'm afraid they'll get shuffled aside,  
12 and all the other issues that are important, too.

13 THE MODERATOR: Anyone else?

14 Andy?

15 MR. MATHIESEN: I'll get more specific now. When it  
16 gets down to in this book here about the general consensus  
17 of the ten-year-ago group, many of the consensus that they  
18 arrived at at that time are pretty valid today. There's a  
19 gross amount of inconsistencies in here, but as far as, you  
20 know, to start with, here's one "It's a given right for  
21 each Alaskan to choose the environment in which he chooses  
22 to live." I think that's, you know, a pretty good  
23 statement of feeling.

24 And as far as values that go here, back a couple  
25 pages more, I'm going to quote here again. It says what

1 you're striving for. \*Primary among values was a regard  
2 for the environment and protecting it as well as keeping a  
3 certain quality of life in Alaska which all present found  
4 vital. A brainstorming session gave these qualities of  
5 what was meant: scenic view, unspoiled wilderness, limited  
6 population, inflow, freedom, no crowding, right to  
7 participate, independence, ability to escape bonds of  
8 poverty, grandeur, serenity, vigorous work, good place to  
9 raise kids, show place for the world.

10 "In reverse, by the same method, the group  
11 indicated these things are not wanted: cluttered highways,  
12 traffic congestion, pollution of any kind, poor schools,  
13 too many people, poverty, over-exploitation of natural  
14 resources, stateside exploitation, colonialism,  
15 restrictions on individual, high cost of living, racial  
16 problems, slum and urban sprawl."

17 Okay, if that was a goal ten years ago, I doubt  
18 if there are many in here that would probably disagree that  
19 this probably is still not a good thing to shoot for, but  
20 we can't very well shoot for that thing when the same group  
21 of people say "We urge the State Legislature to pursue  
22 aggressive policy of regional economic development." It's  
23 impossible.

24 THE MODERATOR: Go ahead, Bev?

25 MS. ISENSEN: I don't see necessarily a conflict,

1 because when you talk about regional economic development  
2 in one area, regional economic development may just be to  
3 see that people have a chance to catch fish and market it,  
4 if they want to, or to trap for furs and market it. And  
5 for one region that may be what they want.

6 for another region they may very well want  
7 something different. Fairbanks may want a petro chemical  
8 refining plant. That may be what the majority of people up  
9 there support. And I still think we have enough  
10 opportunity and enough diversity here to be able to pursue  
11 the idea of regional economic development, but not have it  
12 mean that there's a factory on every river or a pipeline  
13 from every pool of oil or gas. So I don't see a conflict  
14 in those statements.

15 THE MODERATOR: Andy Hope?

16 MR. HOPE: Madam Chairman, I think the approach to  
17 regional development ten years ago might have been laudible,  
18 but I think there's a lot of defects in that approach. I  
19 think in the future I think we should take more a localized  
20 approach, develop the local resources, the local economies,  
21 and the local levels of government, and I think this would  
22 be fostered more by a sense of self-determination.

23 I think the regional approach, you know, back in  
24 1968, '69, their approach was to regionalize the high  
25 schools in the rural areas and then we took on the regional

1 approach in the Land Claim Settlement Act to regionalize  
2 the corporations. And what happened was, all the  
3 governmental, mainly Federal Government programs were  
4 regionalized into bureaucratic centers, and at the expense  
5 of services to some of the local communities, some of the  
6 smaller villages.

7 So I think that in the future we should try to  
8 foster development of our local resources, more revenue  
9 sharing, more funding put to development of local governing  
10 bodies in our communities. And this would include the  
11 higher education programs, too, because now you have to go  
12 to the urban centers for education, too, Fairbanks and  
13 Anchorage. And the Rural Education Affairs Department was  
14 created about four or five years ago and it's been  
15 developing at a snail's pace, and there hasn't been too  
16 much offered to the villages, outside of the cross-cultural  
17 development program, and I'd say probably 80 percent of the  
18 native students that have graduated from the University of  
19 Alaska have graduated through the Cross-Culture Education  
20 Development Program, even though 99 percent of the funding  
21 for that program came from the Federal Government.

22 Now, the Federal Government has been way ahead of  
23 the State government in some aspects. I think in the  
24 native communities, like when the Indian Self-Determination  
25 and Education Assistance Act passed, that has provided the

1 resources to develop a lot of local leadership in the  
2 native community at the local level. So I think -- and  
3 with the funding from the Cross-Culture Education  
4 Development Program. I think they have been have been way  
5 ahead of the state in those two programs, in developing  
6 local resources and local human resources. So I would make  
7 the pitch for increased development of local government,  
8 local resources.

9 THE MODERATOR: Increased development of what?

10 MR. HOPE: At the local level.

11 Celia Hunter, you had your hand up a minute ago.

12 MS. HUNTER: Yes. I think I'm among the initial  
13 papers here Bill Spear wrote one that really expressed a  
14 lot of the things that I would like to get into this  
15 discussion, and he's talking about the two economies that  
16 we presently have in Alaska, the one which is very  
17 traditional, the very exploitive one that's based on  
18 industries and is operated primarily by middlemen, not by  
19 local people necessarily. Then he's talking about the  
20 second economy which is developing to a considerable extent.

21 I think that if anybody here attended the  
22 Alternative Energy Conference here in Anchorage two or  
23 three weeks ago, you saw and evidenced there a vitality and  
24 enthusiasm and a sense of comradery developing among people  
25 who are looking at the situation in Alaska from "What can I

1 do personally to make Alaska a better place to live in?  
2 And how can we utilize the talents and the abilities of the  
3 people who are here, not dragging in a lot of outsiders,  
4 because they happen to be able to weld a pipeline better  
5 than anybody else, but developing that kind of economy  
6 which will utilize the skills that we have present?

7 I think I'd just like to read a little bit from  
8 Bill's statement here. He's talking about, he's telling  
9 about the second economy, "The Neo-Capitalist-Buddhist-  
10 Bio Bush-Trickle-Up economy," which I think is a very fine  
11 title.

12 THE MODERATOR: What page is that?

13 MS. HUNTER: On page A 13. And he's talking about the  
14 fact that the consumers for that economy are right here.  
15 He said, "The impetus for this development will be the  
16 still struggling appropriate/alternative technology group  
17 whose values are self-sufficiency and independence rather  
18 than materialism and conspicuous consumption. The economy  
19 will be primarily productive, beginning initially with  
20 local food production, housing and renewal energy systems.  
21 Gardening, indoor and out, subsistence hunting and fishing  
22 (watch for a referendum which will seek to avoid race war  
23 by excluding all nonresident hunting) will expand into  
24 preservation, barter and eventually marketing. The  
25 businesses will be microand vary in organization. This

1 economy will be characterized primarily by a much more  
2 integrated relationship between the man-made and natural  
3 environment, provision of many more economic needs locally,  
4 less capital-intensive and more labor-intensive systems of  
5 production which will have more personal involvement,  
6 decentralization of systems and less emphasis on jobs with  
7 more emphasis on livelihoods."

8 I think fundamentally, you know, when we start  
9 talking about living in Alaska, there are an awful lot of  
10 us who are living in Alaska. We may be a part of this --  
11 excuse me, I'll go back to the initial two statements on  
12 the questionnaire, in which they were trying to put  
13 subsistence on one side, jobs and a money economy on the  
14 other. I think that there are a lot of us who are  
15 definitely in a money economy. You can't be. I know, even  
16 the kids who go out and live in the bush for eight months  
17 out of the year have to get a job somewhere to earn the  
18 money to live in the bush. You can't live in the bush for  
19 nothing anymore. It's just not there.

20 But the whole point is that if we weren't able to  
21 get the highest-paying jobs, we take a less-paying job, we  
22 would start doing something with our hands to provide that  
23 somebody would buy or that somebody would wire us the  
24 necessities of life for, in order to stay here. This is  
25 what we mean by a livelihood. I think when we try to

1 divide the future of Alaska up and say that either we're  
2 going to be the happy savage living out in the boonies or  
3 we're going to be the corporate three-piece-suit type  
4 downtown, we really are overlooking what is actually  
5 happening, which is one of the most hopeful things that  
6 I've seen happening in Alaska in a long time.

7           And I think it's creating more self-sufficiency  
8 among bush people because they are getting into gardening,  
9 they're doing a lot more of their own -- you take a fellow  
10 like Dan Denslow, who has got a wind generator. And he is  
11 running tools, power tools, with a wind generator. You can  
12 get along with power tools, but, gee, you don't have to go  
13 pay an electric bill to run your little tools.

14           I think this is one of the things we need to keep  
15 in mind as we look at the future of Alaska, how to make it  
16 possible for those of us who are here to continue to life  
17 here.

18           THE MODERATOR: Thank you, Celia.

19           Karen?

20           MS. HEDLAND: I have this one last observation. Gary's  
21 comment was that we should think about a just community 25  
22 years from now, and the first speaker talked about  
23 regionalization, the second speaker cited local control and  
24 Celia just mentioned individuality, and personal, you know,  
25 endeavors, which shows where we're at really in terms of

1 who is supposed to make a habit.

2           You know, somebody mentioned the Federal  
3 Government and somebody mentions the state government and  
4 somebody mentions the individual government. To me you  
5 sort of have to focus in on, you know, who is the one  
6 responsible for this just community, which is a real  
7 interesting way to begin, but the only thing that struck me  
8 was that the first three people thought it should be  
9 regional and then local and then personal. Always it's  
10 going to come back to the same question: Who is  
11 responsible in the long run? To me that's kind of where we  
12 have to start, you know. Alaska is exciting, but what do  
13 we do? Do we give every individual so much money and every  
14 community so much money? Who pays for it?

15           MR. MURRAN: I've been listening to these things.  
16 There's a proposal by Gravell and possibly other  
17 legislators in which we formed a public corporation that  
18 will benefit individual Alaskans. I really oppose that,  
19 because I don't think the state should be involved in  
20 forming a corporation. If it fails, if that corporation  
21 don't make any money, to appropriate more money to a point  
22 where it's another ineffective agency, even if you call it  
23 a corporation, I oppose that. I oppose that very much so,  
24 for purposes, because I don't think a state should be  
25 involved in forming a corporation for benefit of the State

1     disbursing monies to individual Alaskans. I really oppose  
2     that.

3             And also, there's also hesitancy on the part of  
4     the governor to give monies for developing the gas line to  
5     the Lower 48, our neighbors down there.

6             People may think that we are helping the big  
7     multi-oil corporation, multi-nation corporation, for  
8     purposes of generating them for the bigness, you know, but  
9     I think everybody should know that our United States  
10    government, as far as energy needs are concerned, there's a  
11    very definite problem. It's a problem because of  
12    international situations in which our oil from Iran, as you  
13    pretty well know, is being cut out, and I think if it helps,  
14    if Alaskan gas line helps to develop, to deviate by so many  
15    percentage points on a nationwide basis, then it will help,  
16    help not only Alaska, but also the people in the Lower 48,  
17    dependency on oil of foreign people.

18            THE MODERATOR: Thank you.

19            Getting back, Gary?

20            MR. HOLTHUS: No, go ahead, Carl.

21            THE MODERATOR: Excuse me, Mr. Jack.

22            MR. JACK: First let me clarify the statement I'm  
23    going to make, is that the State of Alaska is operating on  
24    the State Constitution and in the State Constitution there  
25    are basically two entities to provide the services. The

1 first one is a borough and the second is municipalities,  
2 second-class municipalities.

3 So those are the governments which by democratic  
4 process essentially dictate the lives of individuals in the  
5 future, unless constitutional convention occurs to alter  
6 these two types of government to provide these services.

7 So in looking at the index of -- or what we're  
8 going to be discussing within the next two days, I see two  
9 major areas in which the services will be provided. One is  
10 the type of government that will be utilized either based  
11 on the existing State statutes utilizing the borough  
12 government and the municipalities. So the type of  
13 government I think is going to play a major role in paving  
14 the road of what's going to be happening within the next  
15 ten years.

16 Tied to that here I see education, transportation,  
17 law and justice, resources. We can talk about all of these,  
18 but if we don't first identify the type of government to  
19 manage these in the financing part of it, then I don't  
20 think we're going anywhere. So to me the most important  
21 ones that should be addressed are the types of government  
22 and, secondly, the financing end of it to support these  
23 services either direct or developing of the natural  
24 resources.

25 THE MODERATOR: Thank you.

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Gary.

MR. HOLTHUS: I think maybe it would help if we could clarify the difference between ends and means. It seems to me what we're asking when we propose alternative futures is the establishment of some ends that we want to reach. When we talk about economic systems and development of whatever kind and government systems, whether they're regional or state or local, we're talking about means to accomplish those ends. So it seems to me, at least for a little while, we ought to stick with this business of what our ends are that we want to accomplish, and then figure out how we structure the economic system and the justice system and the government and whatever to accomplish those ends.

THE MODERATOR: The young man from Fairbanks.

MR. HARUN: I agree, and going back to your -- you're Greg there?

MR. MATHIESEN: Andy.

MR. HARUN: Andy. Andy mentioned, he made a statement more to the effect that he --

THE MODERATOR: Can't hear you, Kevin.

MR. HARUN: He looked at the past meeting and described what some of the goals were of Alaskans ten years ago. I personally agree with those goals as enumerated there. I think, for instance, personally I want a life-style that has the values of friendliness, of freedom,

1 of open space, things that Alaska has quite a bit of, and  
2 other places don't have very much of.

3 Now, Andy sort of was leading to the question of,  
4 "Well, is economic development inimical to what we want? I  
5 also want economic development. I also want to have a  
6 livelihood. I also want that open space. I also want that  
7 freedom. I want everything. I want my log cabin and be  
8 able to go to Kentucky Fried Chicken." That's the problem  
9 with Alaska right there, is that we seem to want everything  
10 at once.

11 Now, they're not all mutually exclusive. We can  
12 find common ground. Now, I guess what my feeling is that  
13 the fundamental problem we're going to be facing over the  
14 next ten years is what to do with all this money. Money in  
15 itself can be a problem. It can be a curse as well as a  
16 blessing. And that money frankly scares me, because I  
17 don't know what we're going to do with it. What I see, I  
18 see some trends in the state that I'd like to see us going  
19 in a different direction, and to tie in with what the other  
20 speakers were saying, what Sue was saying and Gary, what  
21 the fellow here from Sitka was saying about regional and  
22 local education and economic development, I think we really  
23 need to decentralize the process. I think that's one of  
24 the most fundamental issues before us, is the structure,  
25 the structure of government, how services are allocated.

1           And I think as much as possible, we're a very  
2 diverse state, as is evidenced in this room, and I think  
3 that should be one of the goals that we should pursue in  
4 general, is decentralization. That goes for everything:  
5 power structures, economic development. We need to tailor  
6 it to fit the locale and into what people want.

7           Who am I to say what somebody else wants  
8 somewhere else? I know personally what I want. And within  
9 my own region we have diversity. I think within my region  
10 I'd like to pursue that diversity. But I think that should  
11 be a fundamental goal.

12           Along with that you have a corollary, and that is,  
13 I think, self-sufficiency. I think all of our different  
14 regions are going to have to become somewhat self-  
15 sufficient in doing what they do best, be it fishing, be it  
16 agriculture, be it tourism. We have to be able to take on  
17 a little bit on our own rather than having the State  
18 provide things for us.

19           These billions of dollars every year could be a  
20 curse, because it could be the State doing things for us.  
21 I think that money should be channeled into self-  
22 sufficiency and the decentralization, and that's basically  
23 my philosophy where the money should go.

24           MR. HURLBERT: I'd just like to make a suggestion  
25 about the process, a process suggestion. Since we have a

1 flip chart, and if you could act as a recorder. --

2 MR. TOMA: Sure.

3 MR. HURLBERT: See, what we're basically going  
4 through is a basic area of concern. Would it be possible --

5 THE MODERATOR: I thought he was doing that, putting  
6 down --

7 MR. TOMA: I was using the blackboard for a moment  
8 until we came to some consensus.

9 MR. HURLBERT: If we're just doing a general survey  
10 of concerns, would it be possible to put the concerns on  
11 the pages, the flip chart, and then just tape those to the  
12 wall as we go? And then we'll have a group memory of  
13 what's going on.

14 THE MODERATOR: Can we do that?

15 MR. TOMA: Sure

16 MR. HURLBERT: Because there's an awful lot of  
17 information by memory of people.

18 MS. HYLEN: Madam Chairman, it's good for every group  
19 to do justice, I mean have their own planning and so forth,  
20 but sometimes one group's planning comes over onto another  
21 group who may not quite agree with that. Take some of the  
22 areas like outside of Anchorage, probably outside of  
23 Fairbanks. The people are living in a big community, but  
24 when they have their recreation, they spill over into other  
25 areas and take over. Now, maybe that other area doesn't

1 quite agree that they want all of these people. What do we  
2 do about that?

3 MS. HAYES: I have a couple remarks. I hope I don't  
4 forget the second one, but the other is to support the  
5 question you raise, and that is there are some regional  
6 concerns to every local community. And where it's logical,  
7 the two need to communicate, so that you're not duplicating  
8 or abusing the energy and resources that can be shared with  
9 other communities who have a similar schedule or concern.  
10 So it seems like though I agree that the local strength is  
11 very important of any community, they still are connected  
12 within a regional area. Perhaps in problems of energy or  
13 whatever, there are some of those connections.

14 What I want to stress is within the next ten  
15 years or as time moves on for future Alaska, is that we  
16 give recognition and respect to private entrepreneur  
17 services. Very, very important. I'm not as impressed when  
18 conglomerate oil companies come to Alaska as I am to  
19 encouraging and giving due respect to a private citizen  
20 providing services for a local, regional or state-wide area.  
21 For instance, contracts for construction: Describe the  
22 kinds of wood you will need. Oak, for instance. This  
23 disallows Alaska resources. It has to come from somewhere  
24 else in the Lower 48, not because it's the best, but  
25 because that's the way the specifications are written.

1 Specifications need to give respect to our local areas, and  
2 where we can encourage intra-Alaska resource and services,  
3 I would like to see Alaska do that and give a lot of  
4 excitement to that.

5 THE MODERATOR: Thank you. Gary -- or, I thought,  
6 Gary, you had your hand up. Oh, it was Andy.

7 MR. MATHIESEN: Madam Chairman, you know, it's nice to  
8 discuss these things, but we can't continue. I guess we  
9 can; we've done it for ten years. We're going to still  
10 continue to skirt the real issue. We have not established,  
11 like Gary says, the end or the picture that we want. We  
12 must do that. I don't know. Like the money isn't a  
13 problem. The problem is worrying about what they're going  
14 to spend the money on to keep it from distorting the  
15 picture that we want.

16 We've already tried to set up the picture that we  
17 want. I don't know why we don't get down to nailing it  
18 down.

19 THE MODERATOR: Well, I gathered that what we're doing  
20 now is reacting to Gary's suggestion and we're coming up  
21 with different ideas of achieving this. Am I right, or is  
22 this --

23 MR. MATHIESEN: Well, we can't achieve an idea until  
24 we identify what the idea is.

25 THE MODERATOR: Well, his suggestion is that we have a

1 just future in all areas, education and justice.

2 MR. MATHIESEN: I think that's too broad really. I  
3 think that's pretty broad and --

4 THE MODERATOR: Okay. Karen?

5 MS. HEDLAND: I think there's some validity. Some of  
6 u are saying, just like you did, we've done this for ten  
7 years, we've rediscussed and rediscussed, but if we were  
8 just to get reactions as to what is a just community in  
9 your mind 25 years from now and how would you go about  
10 providing it, we would have to point to specifics. For  
11 instance, you know, everybody says they're not concerned  
12 about money, but we all know that's not true, because in  
13 the back of the heads is, "Where is the money coming for  
14 small businesses? Where is the money coming for jobs?"

15 We talked about contracts and so forth. So  
16 that's not true; we are concerned about money. Part of it  
17 is, what is a just distribution of the State's wealth in  
18 terms of encouraging the economy? because, like it or not,  
19 you got to have a line with it.

20 The other thing is, what is just in terms of  
21 education? It's the same thing. We're preparing for 25  
22 years from now. I think that's kind of an interesting way  
23 to approach it, is to find out what is just in other people's  
24 minds, because what's just to me might not be equitable in  
25 somebody else's head, and it's kind of an interesting

1 concept. And, sure, it may be broad, it may be vague, but  
2 at least it gives us something to talk about. What is  
3 failure? What is trust? And it's kind of interesting when  
4 we approach it that way.

5 THE MODERATOR: John Kelsey.

6 MR. KELSEY: Madam Chairman, I get the feeling we're  
7 trying to reinvent the round wheel. Ten years ago it seems  
8 to me we were involved in the same discussions. I applaud  
9 the various suggestions of what we should do. I think each  
10 and every one of us that have made a suggestion has merit.

11 I would like to get back to what Gary said  
12 earlier, and that is, offer an alternative. I suggest that  
13 one of our alternatives is fiscal responsibility. I submit  
14 that we have been an irresponsible fiscal period beginning  
15 with the \$9 million, and I think I represent a good number  
16 of people in the state when I say that I think that we're  
17 unhappy with the way that they spent our money and that we  
18 should use that as a lesson to go from this point on.

19 I submit that one of our alternatives is fiscal  
20 responsibility, and apply it to all of the various programs  
21 that are being promoted. I'm not against any of them,  
22 because I think they all have merit, but I think we're  
23 going to have to go back to what Andy said earlier, and  
24 Gary, is that we have to apply some good business judgment  
25 in the use of that money.

1 I'll use one example. I know the Anchorage  
2 people are interested in a causeway across the way, and I  
3 think that's probably commendable, but I do think that we  
4 should approach it on the basis of, if we put up the money,  
5 then you should have to charge the Alaska Railroad, the gas  
6 pipeline, the various people who are going to utilize it at  
7 all, so that the money is paid back and then is available  
8 for the fishermen or the agricultural people, so they can  
9 use it in their programs. I think it's a responsibility we  
10 have not only to ourselves, but the future generations.

11 I submit that fiscal responsibility should be one  
12 of our alternatives as to what we're doing now.

13 THE MODERATOR: I'll let Bev speak.

14 MS. ISENSEN: John, I wonder if you couldn't define  
15 that further and give more examples and maybe you could  
16 define a little further why you think the money was not  
17 well spent, why people notice things like the school  
18 instructional programs which the State has helped finance  
19 in the rural and the urban areas. How does that fit with  
20 the definition of fiscal responsibility, or doesn't it?

21 MR. KELSEY: Well, my response to that, Bev, is that I  
22 don't say that any one program is bad. I think there are  
23 certain social programs that you're going to have to fund  
24 that are, you know, that you can't pay back, but there are  
25 too many give-away programs. And if we look at foreign aid

1 as a prime example, when we start giving money away, we  
2 automatically gain the animosity of those same people  
3 eventually. I think that we should do it on a business  
4 like manner. I agree that there are times when there are  
5 certain projects that you can't get your money back, but I  
6 think we should limit it, like a sensible business would  
7 approach their problems, and I think we've been totally  
8 irresponsible in the past in this, and I think we have to  
9 address that at this point.

10 THE MODERATOR: I think what Gary was suggesting, his  
11 suggestion about the just future, had to do with the more  
12 human and personal qualities, and what you're talking about  
13 is more fiscal and getting down into finances and specifics.  
14 I think that those are two different areas. I hope I'm not  
15 wrong in interpreting what you're saying, but I think that  
16 maybe we're here to sort of dream of it and look into the  
17 crystal ball and come up with -- maybe some of us want to  
18 be practical and some of us want to dream, so I'd like to  
19 keep it on those two levels rather than getting specific as  
20 to the fiscal. I think that would come more under the  
21 finances.

22 THE MODERATOR: Yes, Gary.

23 MR. HOLTHUS: I sort of agree with what you're saying,  
24 but I like what John says. I mean part of my dream for the  
25 future, what makes a just future, is a certain amount of

1 fiscal responsibility. I think that's a perfectly  
2 legitimate end to try and work for. I think where the  
3 discussion and the argument comes is over what we mean by  
4 responsibility and how we achieve responsibility. So John  
5 and I may differ on what we invest in maybe, or something  
6 like that, but I don't think we disagree on that as a goal  
7 or an end that ought to be accomplished.

8 Certainly our economic system is fraught with all  
9 kinds of irrelevant responsibility and that we need to put  
10 an end to, and, you know, that includes some of the most  
11 obvious kinds of investments that we make with the money  
12 that we have.

13 THE MODERATOR: Anyone else before Kevin?

14 MR. HARUN: I just want to make a question, ask a  
15 question.

16 THE MODERATOR: Okay.

17 MR. HARUN: We're discussing fiscal matters here. As  
18 a follow-up to what the gentleman from Valdez is saying, we  
19 need a specific to go along with it, as a suggestion.

20 MR. KELSEY: I'd like to respond to that. I fully  
21 intend to, when we get into finances, to come up with some  
22 specifics to probably answer what you're saying and maybe  
23 Beverly at the same time. I totally agree with Gary. I  
24 have no quarrel with what he's saying. I just think that  
25 you have to apply fiscal responsibility to the goals that

1 you may want to achieve. And it gets back to what Andy was  
2 talking about earlier. If you don't do that, then your  
3 alternatives really are worthless. That's my only point.  
4 When we get to finances I think we'll have some specifics  
5 we can talk about.

6 THE MODERATOR: Does anyone else have another --

7 MR. MATHIESEN: I just want to add that a just future  
8 is not limited to fiscal responsibility.

9 MR. KELSEY: No, no.

10 MR. MATHIESEN: A just future to me, for instance, is  
11 that my children's children are going to be able to enjoy  
12 at least some part of Alaska the same way I do, and if  
13 fiscal responsibility denies that, then we weren't  
14 physically responsible. That's one of my major concerns  
15 and why I'm here, because I think what we call fiscal  
16 responsibility will soon deny us the pleasure of living  
17 here, the way we're going about it.

18 THE MODERATOR: Why don't you come up with a  
19 suggestion that we can put up here as to what you feel  
20 would help to sustain that for your children?

21 MR. MATHIESEN: Well, it's kind of difficult in just  
22 about two shakes of a lamb's tail. For instance, as an  
23 expansion, you know, you see an expansion of a network of  
24 roads. My god, that's going to deny what she goes down to  
25 Sleetmute for. That's going to deny what I spent 50 years

1 in Petersburg for, but what it's going to do, it's going to  
2 make a really good gung-ho highway department and that type  
3 of thing. I mean --

4 THE MODERATOR: Maybe we should take that very subject  
5 right now as to how do you feel about the development of  
6 roads?

7 MR. MATHIESEN: Expand that out to education.  
8 Education is a big thing in here. All right.

9 THE MODERATOR: Let's start with the roads.

10 MR. MATHIESEN: I think everybody knows here, excuse  
11 me, that the Eskimo culture for, godsakes, has been the  
12 most successful culture known to man. Are we up there  
13 learning anything about it? Hell, no. We're up there  
14 trying to destroy it and make them fit to ours. I mean  
15 we're so farfetched in what we're trying to accomplish,  
16 it's embarrassing to even be a part of it sometimes.

17 MR. MURRAN: Thank you for the Eskimo culture.

18 Okay, here's the thing that -- my concern. Like  
19 I come from a small village of Hooper Bay. And talking  
20 about equal and just legislation, where I come from there's  
21 been a lot of gripes from the City government to the State  
22 government demanding an opportunity for them to get a good  
23 road, a good airport, a clinic, the road systems, the  
24 sidewalks, and many other things, and yet both the State  
25 government and our immediate representatives have not been

1 effective representatives of our people in legislature. An  
2 equal and just legislation, that is not an equal and just  
3 legislation. And mostly they say that Anchorage  
4 legislators are far more powerful than most legislators.  
5 They get most of these monies for the programs and not  
6 enough money left over for proposed legislation.

7 This is something which I think should be brought  
8 up on what you mean by just and equal legislation. I'm  
9 concerned because I'm demanding to know why our legislators  
10 are not responsive to our problems in that particular  
11 village, and other villages are experiencing the same  
12 problem in their areas.

13 THE MODERATOR: Bev?

14 MS. ISENSEN: I don't know how much money Hooper Bay  
15 gets, but I do know that for every dollar from the State  
16 treasury that comes into Anchorage, \$11 goes into Bethel.  
17 And there has not yet been any perfect formula devised that  
18 accounts for differences in population, differences in  
19 costs of projects and differences in needs, but I think  
20 that we are improving our performance when it comes to  
21 trying to see that those areas which have the greatest need  
22 and the least resources are getting more and more of what  
23 they need. Never having been to Hooper Bay, I don't know  
24 what you had there ten years ago.

25 MR. MURRAN: Excuse me. What's your responsibilities

1 with the State government?

2 MS. ISENSEN: Well, at what point do you think that  
3 the local government -- what kind of responsibilities do  
4 you think they ought to take? What kind of saying do you  
5 think they ought to have in determining what the life-style  
6 is like there?

7 MR. MURRAN: Well, what I'm trying to say, excuse me,  
8 Madam Chairman, --

9 THE MODERATOR: That's all right.

10 MR. MURRAN: What I'm trying to say, when there's an  
11 appropriation of monies, like eventually like  
12 appropriations for a great big bridge to Kenai, maybe  
13 hundred-million-dollar bridge or something, like he was  
14 talking about, and possibly federal building or something  
15 to that nature, those buildings they need in Anchorage,  
16 basically what actually our needs are, our municipal needs,  
17 municipality needs in the government of Hooper Bay are not  
18 very high as far as dollar signs are concerned versus the  
19 municipality needs of Anchorage, but still they are  
20 definite needs?

21 And the problem areas of our people in sewage,  
22 sewage and also in road systems. Right now because of this  
23 disaster we have our road is nonexistent anymore, and the  
24 State about a few years ago just spent over \$800 million on  
25 the road and right now, according to their estimates, I

1 think it will take about \$2 million to appropriate that  
2 type of money to come up with a good dependable road system  
3 to the airport.

4 There's a lot of sewage health problems that  
5 derives from open sewage disposals. I think that those are  
6 basic human needs, the basic human village needs that ought  
7 to be addressed and be informed upon to our legislators and  
8 the State government.

9 THE MODERATOR: Thank you.

10 MR. JACK: Madam Chairman.

11 THE MODERATOR: Yes.

12 MR. JACK: I think we're somewhat getting away from  
13 the main subject matter before us. I notice that the last  
14 few comments we made relates to direct services, such as  
15 government, et cetera, education, which we are going to  
16 discuss within the next couple days. I think we should try  
17 to bring ourself to the subject at hand about alternative  
18 future.

19 At this time I would go on the record in  
20 supporting Mr. Holthus, Gary's, point of having an  
21 environment that is just for all the citizens and for the  
22 type of government to ensure that as one of the primary  
23 goals that should come out from the Gamma group.

24 THE MODERATOR: Thank you. I think -- go ahead.

25 MR. KADEN: In the Brookings report, it's the first

1 page after the last green page in the book, their alpha  
2 group set goals for the future of Alaska. I think that  
3 they might provide a good place from which to work, or  
4 maybe there can be some additional things added to that. I  
5 don't know if you -- everybody can look at it or I can read  
6 it out, I don't know.

7 THE MODERATOR: Go ahead.

8 Mk. JOHNSON: Would you say where it is again?

9 MR. KADEN: It's the first white page after the last  
10 green page in the Brookings report.

11 THE MODERATOR: It's the report of 1969.

12 Mk. KADEN: The future which maintains "A harmony  
13 between man and natural environment, strict controls on  
14 pollution and environmental degradation.

15 "One where the emphasis is on living, not just  
16 making a living.

17 "One which places technology and material  
18 development in the service of man, not vice versa.

19 "One where ethnic, racial and cultural diversity  
20 is a proud and cherished accomplishment; where  
21 discrimination has been eliminated or minimized and where  
22 all men are truly brothers; where the individual is freed  
23 from the terrible psychic burden of feeling superior to the  
24 fellow man for reasons of race, creed, wealth or position.

25 "One where good health is assumed as a right and

1 men are not expected to compete to achieve it.

2 "One where the arts, the contemplative life in  
3 other cultural pursuits receive equal attention with  
4 material activity.

5 "One where the political process achieves and  
6 deserves respect through participation of alert, active  
7 citizenry."

8 I think there are other things that could be  
9 added to that, but that seems to me to outline it pretty  
10 good set of goals for the future.

11 MS. LINCOLN: (Georgianna) I had my hand up ten  
12 minutes ago to call point of order. I still -- I'm uncomfortable  
13 with and I ask the question, again I guess, on our agenda.  
14 I know it's written here. You know, here it's 3:30 now and  
15 I don't know how long we're going to go, but we haven't yet  
16 gotten to the finances, and I read somewhere in this  
17 literature that a paper was written on mom, apple pie and  
18 something. I feel like the alternative futures are  
19 somewhat like that, mom, apple pie and alternative futures.  
20 We can go around and say, you know, what we think the  
21 alternative future for Alaska should be, and I feel  
22 frustrated in that, as I understand, and I might be wrong,  
23 is that there are facilitators or other people that are  
24 wandering in and out, and we have someone who was suggested  
25 to speak on a paper they wrote. I know that there are

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

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

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

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

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

5 THE MODERATOR: Oh, another conference is planned?

6 MR. LADNER: As I understand it.

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

8 THE MODERATOR: Oh.

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

14 THE MODERATOR: Down there?

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

1 goal also.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21           Thank you.

22           THE MODERATOR: Thank you, Chuck.

23           Anyone want to take a five-minute stretch?

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

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

3 THE MODERATOR: Chris?

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

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

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

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

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

2 THE MODERATOR: 15 minutes.

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

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

13 MR. HOPE: Break time.

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

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

1 consensus on, --

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

6 THE MODERATOR: Okay. Yes.

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

12 THE MODERATOR: I agree.

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

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

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

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

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

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

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

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

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

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

10 MR. TOMA: Into the ballroom?

11 THE MODERATOR: Yes.

12 MR. TOMA: I doubt it.

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

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

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

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

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

3 THE MODERATOR: First thing in the morning.

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

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

19 MR. TOMA: 30.

20 THE MODERATOR: 30?

21 MR. TOMA: Yes.

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

24 MR. HURLBERT: Seven.

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

1 room here.

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

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

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

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

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

8 Yes?

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

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

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

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

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

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

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

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

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

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

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

16 THE MODERATOR: We have a motion.

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

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

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

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

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

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

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

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

4 THE MODERATOR: No, no.

5 MR. TOMA: Every agenda is different

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

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

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

22 THE MODERATOR: Kevin?

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

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

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

12           THE MODERATOR: Yes?

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

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

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1 just go around until we have something.

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

8 MS. JONES: No.

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

12 MR. KELSEY: I call for the question.

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

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

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

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

20 MR. JACK: To adopt?

21 THE MODERATOR: I gave mine to someone.

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

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

25 THE MODERATOR: Wasn't it?

1           MR. KELSEY: She just restated it, I thought quite  
2 clearly.  
3           THE MODERATOR: What did you say?  
4           MS. JONAS: Bev made the motion after my statement,  
5 and my statement was that we adopt the Alpha goals for the  
6 purposes of discussion.  
7           THE MODERATOR: That's what I thought, okay, for  
8 purposes of discussion.  
9           MS. LONGPRE: Before I vote on the motion, would this  
10 be adopting the suggestions of the Alpha group, discussing  
11 adopting those goals and then discussing the means, or are  
12 we going to be adopting them and stating whether we agree  
13 with them as ends?  
14           THE MODERATOR: I really stated the motion incorrectly.  
15 Her motion was to adopt the Alpha group's goals for  
16 discussion purposes. So it's a stepping-off point.  
17           MS. LONGPRE: For discussion of what?  
18           THE MODERATOR: Goals --  
19           MS. LONGPRE: Goals --  
20           THE MODERATOR: -- which are ends.  
21           MS. LONGPRE: As ends?  
22           MS. KINGRA: Yes.  
23           THE MODERATOR: Ends. Is that understood? Do you all  
24 understand? Are you all in agreement?  
25           MR. KELSEY: Question.

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

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

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

10 (Delegates responding)

11 Those opposed?

12 (Delegates responding)

13 THE MODERATOR: Motion carried.

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

16 MS. KINGRA: Madam Chairman?

17 THE MODERATOR: Yes.

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

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

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

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

3 THE MODERATOR: Andy?

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

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

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

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

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

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

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

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

2 THE MODERATOR: Because they're long.

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

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

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

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

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

11 THE MODERATOR: Okay.

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

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

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

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

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

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

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

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

20 THE MODERATOR: Karen?

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

25 THE MODERATOR: Carolyn.

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

3 Mr. KADEN: No.

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

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

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

12 MS. JONES: I so move.

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

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

15 THE MODERATOR: All right.

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

19 Mr. TOMA: Future goals.

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

22 THE MODERATOR: But for discussion.

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

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

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

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

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

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

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

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

11 MR. KEENER: Yes.

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

16 Any discussion?

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

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

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

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

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

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

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

16 MR. KELSEY: Right.

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

18 MR. KELSEY: Right.

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

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

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

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

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

1 MS. HAYES: What amendment?

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

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

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

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

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

19 MS. HEDLAND: Second.

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

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

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

25 MS. HAYES: Question.

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

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

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

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

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

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

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

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

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

19 THE MODERATOR: Mr. Kelsey?

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

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

4 THE MODERATOR: Haden Kaden.

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

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

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

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

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

1 THE MODERATOR: The question. All for the question?  
2 All those in favor of calling for the question say aye?  
3 (Oral votes cast)

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

8 All those in favor say aye  
9 (Oral votes cast - unanimously carried.)

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

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

14 THE MODERATOR: Andy?

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

18 THE MODERATOR: No.

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

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

1 consensus, Andy.

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

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

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

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

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

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

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

25 THE MODERATOR: So go ahead.

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

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

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

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

8 MS. JOHNSON: Okay.

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

11 THE MODERATOR: No.

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

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

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

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

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

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

4 THE MODERATOR: No.

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

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

7 MR. KELSEY: before you do that --

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

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

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

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

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

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

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

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

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

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

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

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

2 THE MODERATOR: Haden?

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

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

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

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

12 Mr. KADEN: "Of Alaskans."

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

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

1 than a subsistence life-style.

2 THE MODERATOR: Carolyn?

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

6 (Laughter)

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

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

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

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

24 MR. MARSHALL: I second the motion.

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

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

6 MR. KADEN: "Preserves."

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

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

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

12 MR. HUSS: Maybe rather than --

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

17 MS. HYLEN: "In Alaska."

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

20 THE MODERATOR: Yes?

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

1 THE MODERATOR: Would you accept that, Haden?

2 MR. KADEN: Yes.

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

5 MR. KADEN: "Respects."

6 THE MODERATOR: "Respects"? Okay, "respects." We got  
7 "recognizing." "One which recognizes and respects the  
8 diversity of life-styles."

9 MS. LONGPRE: What about something that says that  
10 State citizens can choose the life-style that they would  
11 like to live? For instance a person may not be born into a  
12 subsistence life-style, being able to choose that as their  
13 life-style?

14 THE MODERATOR: That's what this states. That's what  
15 this statement says to me.

16 MS. HEDLAND: Question.

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

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

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

20 MS. LONGPRE: "Respects"?

21 THE MODERATOR: "Recognizes and respects the diversity  
22 of life-styles." Do you all have that?

23 MS. HYLEN: Question.

24 THE MODERATOR: "One which recognizes and respects the  
25 diversity of life-styles." All agreed? Any objection?

1           Adopted.

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

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

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

13           MS. HYLEN: It's redundant.

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

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

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

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

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

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

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

8           Mk. KELSEY: Another one is motherhood.

9           MR. KADEN: Sex.

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

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

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

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

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

22          MS. HEDLAND: Yes. Yes.

23          THE MODERATOR: Any objection?

24          MS. HUNTER: No.

25          THE MODERATOR: Okay.

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

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

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

7 THE MODERATOR: I agree.

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

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

11 MS. HUNTER: Yes.

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

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

16 THE MODERATOR: Carolyn?

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

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

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

1 MS. HYLEN: That's good.

2 MS. JONES: I have a little correction.

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

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

10 MS. HEDLAND: Second.

11 MR. LADNER: Outstanding.

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

14 MR. KELSEY: No chauvinists around here.

15 (Laughter)

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

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

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

22 THE MODERATOR: Beg your pardon?

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

1 THE MODERATOR: Yes.

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

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

5 MS. HUNTER: Yes.

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

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

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

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

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

16 MR. HUSS: I see.

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

19 MR. KELSEY: Right.

20 THE MODERATOR: That shortens that.

21 MS. LINCOLN: (Georgianna) Madam Chairman?

22 THE MODERATOR: Yes?

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

1 health and education is assumed as a right"?

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

4 MS. LINCOLN: (Georgianna) Special?

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

7 MS. KINGRA: Priority 1.

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

9 THE MODERATOR: Let's make education separate.

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

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

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

17 MS. HEDLAND: That's poetic.

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

19 MS. JONES: Contemplated by --

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

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

24 THE MODERATOR: I beg your pardon?

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

11

1 The wording somehow is all fouled up.

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

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

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

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

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

15 THE MODERATOR: Yes.

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

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

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

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

2 MR. MURKAN: Madam Chairman?

3 THE MODERATOR: Yes?

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

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

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

13 THE MODERATOR: -- from Hooper Bay?

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

17 THE MODERATOR: Okay.

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

19 THE MODERATOR: Okay.

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

1 looked at.

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

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

8 (Laughter)

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

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

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

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

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

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

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

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

2 THE MODERATOR: What the concern is.

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

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

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

11 THE MODERATOR: No. Yes?

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

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

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

3 MR. TOMA: Madam Chairman?

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

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

7 THE MODERATOR: Okay.

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

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

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

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

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

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

16 MR. TOMA: Right.

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

19 MS. HYLEN: I have a room.

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

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

25 THE MODERATOR: Yes.

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

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

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

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

14 (Adjourned 4:45 p.m.)  
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