

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

1382 HESS HB 500 (#2) - HB 501

382

Jane Nyson
S.R. Box 241
Cape River 99504
694-3744

I'm Jane Nyson and have been
an Anchorage resident for 15 years.
I am a homemaker, part-time
teacher with the Anchorage School
District and am raising three
daughters aged 11, 12 and 14. (By
the way 2 of these children were
unplanned pregnancies but
wanted babies.)

In regard to bill 500, using
our money for the killing of
babies is something I can not
support. I realize, as so many
of our pro-abortion friends have
purported, that we taxpayers
may pay more, later on, to raise
a possible unwanted child than
we would have had to pay for
an abortion. We are willing to
do this - pay manulim's over -
if needed if this will save babies.

We are attempting to raise our
daughters to have compassion for
the poor, the handicapped and
the unfortunate. To do this they
help support, out of their allowances,
some orphan girls in India and
have periodically helped those less
fortunate children and women in
this city. We also read stories
and discuss how we can help.

what is put
together
becomes a standard

other people and try to develop an empathy and concern for others. Then we seek out opportunities to put our ideas to practice. "What is legal, is right," has been put forth today. The position the state is taking has the possibility of undermining what we are trying to teach our daughters - not only to be compassionate, but also to be responsible for their actions. (Doesn't keep them wanting to fund...)

In regards to S.B. 550, I am in favor of this bill. I can still remember almost exactly 15 years ago being told by one of our own local doctors that I was pregnant. My doctor gave me the little booklet that described and pictured the baby growing inside me. I would have wanted that baby yet to be born baby protected by law.

It won't be long before my three daughters will be wanting to start their families. I'd like to be assured that our laws are sufficient to protect their unborn babies as well as themselves.

September 30 1981

Crystal W Baker
Star Route Box 785
Chugiak, Alaska 99567

I am Crystal Baker from Chugiak and I am in favor of both bills. I will speak on abortion from a philosophical view.

Love and pity are two expressions of how we feel about our fellow man. Pity sees man in his desolation, broken and weak. Through pity man shares in the suffering wounded condition of his neighbor. Love is greater than pity, love sees not only the pitiable state, but the worth of the sufferer. Love contains pity, but pity can exist without love. Pity without love can renounce and destroy love, it can also sink to the level of contempt for the sufferer. There are those who profess brotherly love, who in fact possess nothing higher than contemptuous pity.

There is no question that many pro-abortionists have pity on those they designate as unwanted, or handicapped. They have spread their doctrine so well as to appear humane. The one who pities yet will kill babies has stopped short of love. They would see no difference in the Helen Kellers and O.J. Simpsons. They are not found serving next to the Anne Sullivans, Mother Therasas and Dr. Schweitzers. The one who pities is overwhelmed and paralyzed by human suffering. They are deluded, thinking they can free the world from suffering and create a utopia by killing babies.

This country once symbolized hope to the whole world, "Give me your tired, your poor your huddled masses yearning to be free.

Now our affluent society no longer darns socks, sends their shoes to the cobbler, huge graveyards for our abused cars abound. We throw out the worn while the poor prolongs its life through care and repair. FASTIDIOUSNESS IS IN AND LOVE IS OUT. We have created the Playboy and his mechanical bride. Our brave new world is becoming a wasteland with people tripped out on drugs, T.V. and easy chairs, there is no need for love.

Those willing to kill babies don't recognize the human wasteland they are creating, as they have never found a love stronger than pain. The concern is to make life comfortable and in pursuing that aim they succeed in desensitizing a feel for life.

Our Alaskan Native people are facing many problems. For many years their sense of family was an every year uphill struggle as we ripped their children from them and sent them off to school for nine months of the year.

Our Spanish and Black communities are growing, coming to this state with renewed hope, striving for a better future. Rather than helping hands, giving hope, the pro-abortionist's alternative to remove suffering is to destroy the sufferer, the epitome of contemptuous pity.

Often pro-life people point to the disadvantaged people who have overcome, making the point that we would have lost great musicians, athletes and artists as these people would have been killed under the criteria "Planned Parenthood" has for "every child a wanted child", but I quote Stanley Haurwas "There can be no love without respect and respect must be built on a perception of the other's right of existence as he is, not as he has worth for me.

In 1857 the U.S. Supreme Court declared Black people non-persons. A war was fought, men died to right that wrong. Again the U.S. Supreme Court has declared a group of American citizens non-persons, and open season has been declared on the most helpless to defend themselves --the pre-born baby.

I quote Abraham Lincoln "Fellow citizens- we cannot escape history. - We of this congress and this administration will be remembered in spite of ourselves. No personal significance or insignificance can spare one or another of us. The fiery trial through which we pass will light us down -in honor or dishonor to the latest generation. We even here hold the power and bear the responsibility."

Gentlemen we must protect our posterity from this holocaust and stop killing our babies. Thankyou.

This is a copy of my testimony given before the committee at Anchorage on September 14, 1981.

Patricia M. Long
716 "O" Street
Apt. 6
Anchorage,
Alaska 99501

House Committee on Health, Education and Social Services
Alaska State Legislature
P.O. Box 4-1539
September 13, 1981

Dear Committee Members:

I wish to make a comment on HB500 and HB550. I oppose both proposed measures and would urge the committee to weigh heavily the implications of passage of the proposed bills.

Having been an Alaskan resident since 1977, I share the concerns of the committee members for the health and welfare of the people of Alaska.

I object to HB500 because this bill would cause discrimination on the basis of economic status. HB550 sets the precedent of putting the fetus on the same legal status as one who works and owns property in the state. Another law in HB550 is that exemptions concerning second degree murder are added to the end of the bill rather than being written into the text. This would allow for the easy removal of the exemptions from the bill which would jeopardize the rights of women and doctors.

I strongly urge the House Committee members

to review the implications of HB500 and HB550.

Respectfully submitted,

Handwritten signature of Patricia M. Long in cursive script.

9/11/81

JoAnne Dunec
1507 Atkinson
Anchorage, AK 99504

House Committee on Health, Education + Social
Services, Alaska State Legislature
P.O. Box 4-1539
Anchorage, AK 99509

Dear Committee members:

I am opposed to both House Bill No. 500 and 550. The first, House Bill No. 500 is illogical; it costs taxpayers far more to raise unwanted children of poor people (who are directly affected by the bill) than to have state funded abortions. It makes more sense to tackle the problem in a different way such as funding organizations such as Family Planning and Planned Parenthood or funding a positive campaign about birth control measures. House Bill No. 500 simply compounds an already existing problem rather than makes an attempt at solving it.

I also question the logic behind House Bill No. 550. Surely our present murder statutes are adequate as they are now. There are also other laws in Alaska concerning violent crime which currently adequately in effect.

The fact that House Bill No. 550 has been introduced at the same time as House Bill No. 500 leads one to the obvious conclusion that H.B. No. 550 is

designed to pave the way to make abortions not only illegal, but to add abortion to the murder statutes! This opens a myriads of questions - is a fetus a person subject to all the laws of a person? Can you try a fetus in court? Can a fetus commit crimes? When does a fetus become a being which can support itself without the help of the mother's body? Until that time a fetus is not much different than any other organ, such as a kidney, lung, or heart - save that it has potential to become self-supporting. Is a doctor performing murder when he or she removes something which cannot sustain itself? I certainly do not think so.

Also, what rights do we have to our bodies and what rights do other people have to our bodies? Do others have the right to say we cannot have a part of our bodies removed, ^{if} defective or not; and to say that such removal is an act of murder? By the same token do others have rights to take parts of one's body so that others might live? Is that murder as well? To whom?

House Bill No. 550 is too vague on some critical issues which will have far-reaching effects into the lives of many who are innocent of criminal acts; the bill should be dropped.

- back you sincerely O. J. A.

William Hamilton Hays
714 O Street
Anchorage, Alaska

To: The House Committee on Health, Education
and Social Services
Alaska State Legislature
P.O. Box 4-1539

Dear Committee Members;

I would like to make known my objections
to HB 550 and HB 500. I strongly urge
all members of the committee to vote against
these proposed measures.

I have resided in Alaska since 1978 and
consider Anchorage my home. I have worked
with several private companies since my
arrival and have extensive contact with private
citizens. At the present time I am self-employed
as an artist showing my works in three galleries
in Anchorage. I do not have any children at
this time but feel that this legislation is
directly related to my freedom of choice in the
matter.

HB 500 is necessarily a discriminatory bill
in that those who have the funds will continue to
obtain abortions. Those who are not as fortunate
will be forced to have unwanted children in a
situation that will cost all of us more in the end.
This is especially true considering that federal
funds are not available to the poor at this time,
for abortions. These state funds are the only
alternative available to the poor should they
decide an abortion is necessary. Please don't
take that option away!

I feel that HB 550 establishes the dangerous precedent of putting the fetus on the same legal status as one who works and owns property in the state. The committee might do well to remember that each person has a god-given right to decide when a being has a soul and/or is a responsible human being. This bill would take away that right by establishing legal precedent that the fetus (or zygote) is the same as a mature woman or man.

Another major flaw in HB 550 is the fact that the exemptions concerning 2nd degree murder are tacked onto the end of the bill rather than being written into the text of the bill. This allows for the easy removal of exemptions from the bill that would be dangerous to women and doctors.

It is my wish that the committee members recall that our constitution gives each person the freedom to choose in matters that are personal in nature. Don't take away my freedom to choose

Sincerely,
William J. J. J.

Re HB 500, HB 550

Alex Swiderski
1124 H St
Anchorage, Ak 99501

To Members of the Health and Social
Services Committee

I am a resident of Alaska and have been since 1977. I am also an attorney practicing here. I offer this letter as testimony in opposition to HB 500 and HB 550 and I urge the committee to reject the bills.

It is apparent that ~~from~~^{as} preventing poor women from obtaining abortions will mean greater social costs to the public in supporting unwanted children in terms of hospitalization and birthing costs as well as well welfare support costs.

The purported purpose of HB 550 is to protect pregnant women from assault that results in the death to the fetus subject to prosecution under the ~~prosecution~~ murder statute. The danger is that the language will misinterpret to reflect legislative intent that a fetus is to be considered the same as a person. The real purpose of the bill to protect pregnant women ~~may~~ can be as well accomplished by direct legislation providing for whatever

sanctions the legislature deems appropriate.
As one ^{who} practices criminal law I find that
the statutes which are ambiguous or have
secondary goals or effects are most
subject to attack and present the
greatest problems in prosecution.

In addition I suspect that HB 300
has serious constitutional problems.

Thank you for your consideration
My Guide

Janice J. Peterson

1263 Annapolis Dr.

Anchorage, AK 99504

9/11/81

Re: HB 500 + H. B 550

To: Members of the House Health + Social
Services Committee:

I am a resident of Alaska and wish to submit testimony opposing both HB 500 and HB 550. I believe that a woman has the right to terminate an unwanted pregnancy and that the state has no standing to deny her that right.

I personally feel that it would be an unreasonable and unacceptable burden to force a woman, ^{who does not want a child} to carry a pregnancy to term only because she is poor or because she is threatened with accusation of murder if she seeks an abortion. Neither bill addresses the question of emotional hardship on the woman and/or the father in dealing with an unwanted pregnancy. Having happily carried a pregnancy to term myself, I know that it can be both physically and emotionally exhausting, uncomfortable and painful. My discomfort was eased by the fact that I really wanted that child, no matter what;

of a woman who does not wish to be pregnant but who is being forced by the state to carry her pregnancy to term! What about the long-term effects of such resentment and rage on such a woman and/or the father? Why should the rights of a fetus supersede the needs and rights of the parents?

HB 500, which would deny medical assistance for abortion, is constitutes blatant discrimination against the poor. This is so obvious that it seems ridiculous to even have to point it out.

It seems to me also that we already have enough unwanted, neglected and/or abused children. Certainly ~~some~~ a certain percentage of women forced into bringing an unwanted pregnancy to term will feel compelled to keep ~~so~~ the child; I feel such a child is a probable target for abuse.

It is obvious that the decision to have a child or terminate a pregnancy is a difficult one; I find it hard to believe that any woman would or could ~~not~~ take such a decision lightly. However, I believe that the woman herself is the only one capable of making that decision; the state has no right to make it for her.

Janice J. Peterson

9/13/41

Linda Carr
478 Aurora
Anchorage Ak 99503

Dear Committee Member:

I am unable to testify
on 9/14/41 regarding \$15,000
and \$500, but I would like
to offer this written testimony.

I am an Alaska resident
and have been for four years.
I am also a member of the
Alaska Bar Association and
a practicing attorney.

I came to Alaska because
I believed it to be a state
which respected the freedom
of individual choice. I think
it would be a tragedy if
the religious beliefs of a
minority of Alaskans were
forced upon the rest of us
by statute.

Thank you for your
consideration,

Linda M. Carr

Re: HB 500
and HB 550

C. J. Sipe
1142 1/2 St.
Anchorage AK
99501

September 11, 1981

To Members of the House
Health & Social Services Committee:

I am a resident of this state, an attorney practicing here since 1975. I wish to submit testimony opposing both HB 500 and HB 550, and I urge this committee to vote against these proposals.

Although my own Catholic upbringing and current ethical beliefs would dictate against abortion for myself in most, if not all possible circumstances, I believe our state government should maintain the right of women and men to choose abortion when their own consciences and the advice of their physicians so recommend.

HB 550 uses ^{objectionable} language that purports to put a fetus in the same category as other, born living human beings, and talks about the activities of medical personnel as "aiding & abetting." Also, the exceptions for consent of the mother are too easily eliminated later in the legislative process.

p. 2 - 5ip letter

HB 500 contains dangerous ambiguities about requiring all "reasonable methods for saving the life of the fetus. Could this be interpreted to require a pregnant woman to wait until 6 months to have the abortion, even though that delay would be dangerous to her health but not ~~dangerous~~ ^{fatal} to her life?

These bills should be tabled. They contain many problems, including the probable unconstitutionality of HB 500.

Thank you for your consideration.

Connie J. Lipe

September 12, 1981

House Committee on Health, Education, Social Services
Alaska state Legislature
PO Box 4-1539
Anchorage, Ak 99509

Dear Committee Members:

My wife, Myrna Roque has written a more lengthy statement to you concerning HB 500 and 550. We are both strongly opposed to these bills and wish to see these bills tabled by the committee.

I wish to go on record as being totally in agreement with all the comments my wife has made in opposition to these bills.

Respectfully yours,

Ernest Roque
Ernest Roque
Anchorage resident

Sept. 12, 1981

House Committee Health, Education and Social Services
Alaska State Legislature
PO Box 4-1539
Anchorage, Alaska 99504

Dear Committee Members,

Since I work and have a family, I will be unable to testify in person at the hearings you are holding next week on HB 500 and 550. Therefore, please consider my written objections to these two bills.

I am 51 years old, have lived in Alaska over 22 years where I have raised my family. I have a daughter who is 27 years old.

I feel fortunate that I have lived in a state that offers so much personal opportunity and personal freedom. I am especially glad that I live in a state that guarantees a specific right to privacy and allows all women (and their husbands) the personal choice to be, parent, or not, to bear children or not. For this reason I must strongly oppose both HB 500 and 550.

HB 500 is an obvious attempt to deny poor women the right to choose an abortion. If we are going to guarantee medical assistance to all Alaskans, it is inherently unfair to cut out this assistance to poor women in this one area. If HB 500 were ever enacted, we would virtually be forcing all poor women who became pregnant to bear the child to full term and then face

Cent
Letter to House Committee (HES)

the organizing decision of either raising an unwanted child or child that cannot be financially supported or giving the child away. Just because many states are now subjecting parents to such inhumane treatment does not mean Aeara should follow suit.

I am also opposed to HB 550 because it attempts to regulate an answer to the question

"when does life begin" by making a "fetus" equivalent to a person". I have my own beliefs concerning the sanctification of a new life, but I certainly do not expect ~~expect~~ everyone else to share my religious convictions in this area, and I cannot believe that the state would attempt to impose a certain set of convictions on any citizen.

Please take these amendments into good.

a Long-Term Decision
Myname Request

C:richards, Aeara

Health, Education and Social Services Committee
State of Alaska Legislature
Box 1539
Anchorage, Ak. 99509

Dear Committee Members:

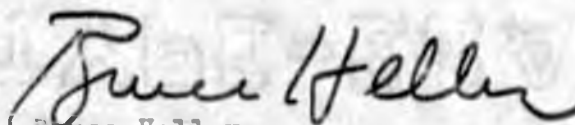
As an attorney here in Alaska and also as a citizen I wish to express my strong opposition to House Bills 500 and 550. The United States Supreme Court in Roe v. Wade has already stated unambiguously that the right to an abortion is protected under the federal constitution. While the court in that decision made a great deal out of the mother's privacy rights it is noteworthy that there is no express right to privacy contained in the United States Constitution. It is surprising that these bills are being proposed in a state that has extended such privacy rights farther than any other state. (See State v. Ravin) Not only do we have an express right to privacy in Alaska but the courts here have shown no reluctance to strike down legislation of the type that is being proposed. In addition to the privacy aspect, the equal protection implications of denying abortions to those women who can't afford private abortions are as disturbing as they are obvious.

One has also to wonder about the purpose behind HB 550. While its purported intention is to extend the protection of the criminal code to the fetus, there are statutes already on the books that serve that purpose. If, for example, someone slugged a woman and a fetus was aborted as a result, the serious bodily harm would bring this act within the felony assault statutes. So if we already have an arsenal for prosecuting people who "kill" a fetus in this fashion, why is it necessary to specifically proscribe such conduct? The answer, I think, lies in the interest of the proponents of this bill to establish a philosophical/religious precedent, rather than a legal one. Once it is statutorily recognized that a fetus has a status separate from that of its mother, the next step is to outlaw abortion entirely. The exceptions contained in Sec 3 of the bill are of little comfort, for that part can easily be eliminated later on. In other words, any discerning reader of HB 550 will recognize it for what it is: an obvious attempt (despite the disingenuousness of Sec. 3) to lay the groundwork for the ultimate prohibition of abortion.

The views of those opposed to abortion are not shared by the vast majority of women in this country, the ones affected by this attempt to foist religious preferences on the body politic. Please show your commit-

ment to the separation of church and state by rejecting these bills.

Very truly yours,

A handwritten signature in cursive script that reads "Bruce Heller". The signature is written in dark ink and is positioned above the typed name and address.

Bruce Heller
1624 W. 14th Ave.
Anchorage 99501

Kirk Wehner
Box 851
Anchorage AK,
99510

House Com. on Health Education - Social Services

AK. St. Legislature.

Box 4-1539

Anch. AK. 99509

Dear Committee Members.

I understand you are considering HB 550 &
HB 500. I am opposed to both bills,

As a 30 year resident, I was proud
when the legislature overturned Miller's veto
of the legalized abortion (remember that)
and I feel that this type of legislation
is going back in time.

I feel very strongly about the general
thrust of the "right-to-life" "moral majority"
types who are pushing this and will actively
seek to convince others not to vote for
candidates who support such garbage.
I am hoping you throw this
anarchic legislation where it belongs.

Sincerely, Kirk Wehner

1622 W. 14th Ave.
Anchorage, Ak. 99501
September 8, 1981

Dear Representatives Beirne, Cato, Malone, Martin and Smith:

I am writing to express my strong opposition to House Bill No. 500,
" an act limiting the use of state money to pay for abortions".

It is my opinion that reproductive control over her own body is every woman's right. To force a woman to bear children because she has not the economic means available to terminate her pregnancy is unthinkable in a free society.

From 1977 through 1979, I served as manager of Alaska Feminist Federal Credit Union. Working in a setting that was geared to serve the special economic needs of women, I encountered many women seeking funding for abortions. During that period, many Anchorage doctors would not accept Medicaid patients for abortions, because the state was not paying doctors' billings in a timely manner. Consequently, many women who were eligible for Medicaid were unable to obtain abortions because of the reluctance of doctors to provide services for which there would be a delay in payment. These women had no other source of income with which to pay for an abortion, and their desperation was obvious.

The State of Alaska failed to meet the needs of those women because of the slowness of the bureaucracy. That was sad enough. Let's not make that failure a matter of policy.

Very truly yours,



Nora M. Elliott

September 11-1981 -
LILIANE DAMMOND
PO Box 642
Cordova AK 99587

House Committee on Health, Education & Social
Services
Alaska State Legislature
PO Box 4-1539
Anchorage AK 99509

Dear Committee Members:

I wish to make public comment on
HB 550 and HB 500. I strongly oppose both these
proposed measures and would urge the committee
to vote against them.

HB 500 is an appalling attempt to effectively
deny poor women the right to choose an abortion.
By preventing them from obtaining an abortion
there will be greater social costs to the public
in supporting an unwanted child.

As for HB 550 there are already tough
laws in AK concerning violent crime. Perhaps
a more comprehensive legislative approach to
Domestic Violence should be considered.

Sincerely

L Dammond

September 10, 1981

Catherine D. Evans
2544 Forest Park Drive
Anchorage, Alaska 99503

House Committee on H.E.S.S.
Alaska State Legislature
P.O. Box 4-1539
Anchorage, Alaska 99509

I would like to present the following testimony regarding House Bills 550 and 500.

House Bill 550

This bill is totally unnecessary. There are existing laws to prosecute aggravated assault, mayhem etc., which carry severe penalties. Any assault on a pregnant woman which results in the destruction of the fetus can be prosecuted under these laws.

The bill is written in a careless and ambiguous manner. Passing it in this, or any, form will only further infringe on our personal freedoms without comparable benefits to society.

For example; If a woman trips down the stairs resulting in the death of the fetus, is she guilty of "aiding and abetting" the crime of murder? It is ludicrous! Yet under this law she could be prosecuted. This situation would result in a reign of terror for all pregnant women.

This law serves no positive purpose. Please act responsibly. Do not let this bill past your committee.

House Bill 500

Please consider the following:

1. By legislating morality in this manner we would only be forcing those women who could not afford the \$500 for an abortion to be burdened with raising yet another child.
2. The answer to the poverty, crime vicious circle cannot be found by buying more prisons and social workers but through ensuring that each child born will be loved and wanted.

3. Passing this bill would encourage a horrible black market circle of "abortioners" feeding on the fear and ignorance of the poor and disadvantaged. Those with money would be able to afford the luxury of safe, sterile clinics - in Alaska or elsewhere.

I urge you not to let this bill pass your committee. It causes discrimination against the poor in the cruelest way.

Thank-you for your time and consideration.

Sincerely,

Catherine D. Evans

Catherine D. Evans

Sept. 11, 1981

Fran Diamond
6611 E. 12th St.
Anchorage AK. 99504

House Committee on H.E.S.S.
Al. State Legislature
P.O. Box 4-1539
Anchorage AK. 99509

Dear Committee members,

I am opposed to HB 550 & HB 500.
As a health care provider for Anchorage, I
am in favor of state funded abortions
with a stipulation that every woman
be committed to a effective form of
birth control following the abortion.
Women like men, deserve freedom of
choice and responsibility for their action.

I am offended that HB 550 makes the
exception to murder apply to a person who
chooses an abortion by a medical officer as
the end to HB 550. It is not related to
the former Sec. 152.

11 September 1981

Sally Kneeland
309 W. Manon
Anchorage, Ak. 99501

House Committee on Health,
Education & Social Services
Alaska State Legislature
P.O. Box 4-1539
Anchorage, Ak. 99509

Dear Committee Members:

I want to publicly express my opposition to HB 500 and HB 550. I urge the committee to table both measures.

As a professional social worker, I am acutely aware of many problems associated with poverty. I believe that HB 500 would unfairly limit the options for poor women faced with unwanted pregnancies. Although abortion would still be legal, the prohibitive cost effectively denies it as an option for poor women, unless state assistance is available.

The language in HB 550 seems to define a fetus as a living human being. A fetus is not a viable human being able to sustain life outside the womb, and to define it as such could possibly be used as a basis for later limitation of abortion rights.

I hope you will take no action on either of these bills.

Sincerely,

Sally Kneeland, MSW

September 11, 1981

House Committee on HESS
Alaska State Legislature
p.o. Box 4-1539
Anchorage, AK 99509

Dear Committee:

I will be working and unable to attend the public hearing on Monday, September 14, regarding HB 500 and HB 550. Let this letter be my testimony on the subject bills.

I am against both HB 500 and HB 550. A medical abortion is the right of every woman. It should be available to any woman who has determined it necessary, whether she is rich or poor. If a woman is eligible for State assistance, an abortion should be paid for by the state, just as any other medical procedure is. Period.

HB 550 gives a fetus the same status as a person, a serious constitutional question, which cannot be resolved with the mere addition of three words, "or a fetus."

This bill is supposed to protect pregnant women--or at least provide for penalties upon an aggressor--if a fetus is killed as the result of an assault on her person. Commendable. But imperfect reasoning would have us believe that passage of this bill would provide both deterrent and punishment. Look closer. More often than not, this is a domestic crime. If we are concerned with domestic violence, then address the issue with a comprehensive approach, in a very different type of bill.

Let it be known that I am personally affronted with the wording in Sec. 3(a)(2) and (3)...solicited, aided, abetted...as if the mother participated in a criminal act! And I heartily disagree that the only "acceptable" justification for an abortion would be the doctor's determination that the mother would certainly die of childbirth. A woman will decide for herself. Legislation should not interfere with her right to choose.

Sincerely,

Cheryl M. Rhoads

Cheryl M. Rhoads, mother of three children.

3RA Box 2040-C
Anchorage, AK 99507

P.O. Box 1093
Anchorage, AK 99510
September 11, 1981

House Committee on HEALTH, EDUCATION,
AND SOCIAL SERVICES

Re: Hearing on HB 500 and HB 550

I am unable to attend the Committee's hearings on these bills and would like to submit these comments as written testimony.

These bills present two issues. For HB 550, "is abortion murder?" For HB 500, "should the state fund "elective" abortions?"

To address the question "is abortion murder," it is necessary to distinguish "life" from "human life." Every sex cell is "life" just as every zygote is "life." The issue is when "human life" begins. Fertilized eggs per se are not "human life" since fertilized eggs may not produce human life due to genetic defects which cause miscarriage or stillbirth or tubal pregnancies. The issue is exactly where in pregnancy human life begins.

It is obviously an extremely controversial question. People's beliefs here do not follow any lines of gender, class, status, religion, or political affiliation. A moral consensus on the issue is lacking.

When a moral consensus is lacking, political regulation is extremely unwise, as our experience with Prohibition shows. Political regulation is then an offensive invasion of the privacy of individuals, both in terms of the attack on personal beliefs, and the attempt to regulate a person's physiological functions.

The attempt to prohibit state funding for "elective" abortions is simply an attempt ~~tax~~ by student ideologues of a particular persuasion to punish the vulnerable. By manipulating the dependence of the poor on the good graces of public funds, these ideologues ensure that the poor abide by their controversial value system. Again there is an invasion of privacy, this time the privacy of a special class of people, poor women seeking medical treatment. This too is both unwise and unfair state policy.

I strongly oppose both HB 500 and HB 550. I urge the committee to table them both, if in fact they are even properly before the committee.

Sincerely yours,


Matthew Zencey

Patricia A. Baird
1720 East 27th
Anchorage, AK 99504

House Committee on H.E.S.S.
Alaskan State Legislature
P.O. Box 4-1539
Anchorage, Ak 99509

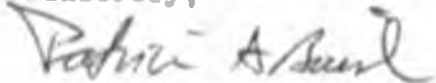
Dear Committee Members:

11 September 1981

I wish to offer written comment on HB 500 and HB 550. I am strongly opposed to both these bills. HB 500 is clearly discriminatory against poor women. Studies have shown that if legal abortion sources are not available, a majority of women who would have had abortions legal, will still have abortions but these will be illegal. Many illegal abortions as we all know are often performed in septic conditions by unskilled people, and are probably life-threatening to the woman. Rich women will always find legal abortion services, even if they must leave the country to do so. By denying state funds to poor women, you are discriminating on the basis of wealth and you will be personally responsible for any deaths or permanent damage to women who seek illegal abortions.

HB 550 is an unnecessary bill. There already exist strong laws in Alaska concerning violent crime and we do not have to list separately every type of victim of violence. This bill also sounds like a not-too-subtle way to make a fetus equivalent to a person with rights. This would raise serious legal questions that could go so far as to make IUD's illegal. The wording "or a fetus" must be eliminated from this bill. Likewise, the exemptions that are listed at the end of the bill could easily be moved. I urge you to reject both HB 500 and HB 550.

Sincerely,



Patricia A. Baird, Ph.D.
Biologist.

September 13, 1951

Subject of letter: HB 500 & HB 550

Respectfully submitted to the members of the House Committee
on Health, Education and Social Services.

Committee members:

As indicated by your presence in this committee and the
influence it brings, your commitment to the health and
well being of the citizens of this state is evident. It is
also evident in this time of financial dilemma that
certain compromises will be made in the health and
welfare of the Alaskan people.

Therefore, I would urge that you weigh carefully and
dutifully the effect of the legislation you have before you.

As I am sure you will agree, freedom of choice
is a cornerstone of our political philosophy. I am
further certain that you do not purposefully intend
to limit this basic privilege only to those capable
of purchasing it. The financial needs presented by
House Bill 500 are recognized. It is also, however, hoped
that you will examine alternatives that will not
reduce the basic American freedom to a purchasable
commodity.

I further urge you to weigh heavily the implications to
the Alaskan families, the children of your children, and to all of us

that would result by further restricting his freedom of choice by House Bill 550. It is recognized that a compromise must be reached between the rights of two life forms, the mother and the child. Because of this lack of compromise, I am opposed to House Bill 550 in its current form. I share your concern in this matter and would request that a transcript of the committee hearing be mailed to the address below.

I have been a resident of the State of Alaska since August 1976 and am currently studying chemistry at the University of Alaska, Fairbanks Campus.

Along with many other residents of the state, urge the consideration of alternatives to House Bill 500 and 550.

Respectfully,

Mark Walter

Mark Walter
 SK 10817
 Fairbanks, Alaska 99701

JOHN RANDALL
817 N. FLOWER
ANCHORAGE, ALASKA
99504

9-12-81

HOUSE COMMITTEE ON HEALTH, EDUCATION & SOCIAL SERVICES
ALASKA STATE LEGISLATURE
P.O. BOX 4-1539
ANCHORAGE, ALASKA
99509

DEAR COMMITTEE MEMBERS:

I WISH TO MAKE PUBLIC COMMENT ON HB 500 &
HB 550. I STRONGLY DISAGREE WITH BOTH THE CONTENT
& THE WORDING OF THESE PROPOSED BILLS & URGE YOU TO
EITHER TABLE THEM INDEFINITELY OR GIVE THEM 'NO' VOTES.

I AM A LAND & CONSTRUCTION SURVEYOR BY TRADE &
MAKE MY INCOME BY WORK & BY ADMINISTERING THE RENTAL
UNITS I'VE BOUGHT WITH THE MONEY I HAVE EARNED WORKING.
I AM 34, HAVE LIVED HERE 8 YEARS & FEEL MODERATELY
SUCCESSFUL.

WE ALL KNOW THAT ASIDE FROM ABSTINANCE OR STERILISATION
THERE IS NO METHOD OF BIRTH CONTROL THAT WORKS 100% OF THE
TIME. TEN YEARS AGO I WAS JUST OUT OF SCHOOL & PRETTY
BROKE. MY LOVER & I WERE CONSCIENTIOUS & YET SHE BE-
CAME PREGNANT BY ME. WE HAD BEEN TOGETHER FOR 2 YEARS,
CAME FROM CLOSE FAMILIES & HAD CAREERS TO LOOK FORWARD TO.
AS LOVING AS WE WERE, HAVING A CHILD THEN DID NOT FIT OUR
PLANS, AND AFTER MUCH SOUL SEARCHING SHE ELECTED TO HAVE
AN ABORTION. WE WERE LUCKY SHE HAD MEDICAL COVERAGE
THAT, TOGETHER WITH ALL OF THE MONEY WE HAD, ALLOWED
HER TO GET A SAFE ABORTION IN A GOOD HOSPITAL. WE
HAVE NEVER REGRETTED OUR DECISION.

OF COURSE TIMES HAVE CHANGED. THE COST OF MEDICAL INSURANCE HAS INCREASED; THE NEED FOR AN ABORTION IS SELDOM ADDRESSED. NOW, A COUPLE IN THE CIRCUMSTANCES I'VE JUST DESCRIBED WOULD NEED FINANCIAL ASSISTANCE. HB 500 WOULD DENY THIS AID. IN MY OPINION THIS IS IMPOSING A BIASED MORALITY OF THE STATE GOVERNMENT ON ITS CITIZENS. ESPECIALLY THE POOR, AS THESE ARE THE ONES WHO HAVE THE MOST DIFFICULTY GETTING LOANS. FROM A FINANCIAL POINT OF VIEW, HB 500 PROVIDES A FALSE ECONOMY SINCE A CHILD BORN INTO A POOR FAMILY USUALLY COSTS GOVERNMENT A GOOD DEAL OF MONEY OVER A PERIOD OF ABOUT 18 YEARS.

HB 550 SEEMS TO ME HASTILY & POORLY PUT TOGETHER. EVEN SUPERFLUOUS SINCE THERE ARE PLENTY OF LAWS ADDRESSING THE CRIMES OF ASSAULT & MURDER. WHAT WORRIES ME IS THIS BILL IMPLIES A FETUS, HOWEVER DEVELOPED, IS THE SAME AS A HUMAN BEING. AND EVEN THOUGH THERE ARE THE EXCEPTIONS OF SECTION 3 TACKED ON THE END OF THE BILL, HB 550 INSINUATES A WOMAN WHO CHOOSES TO HAVE AN ABORTION, FOR WHATEVER REASONS, IS INVOLVED IN A CRIMINAL ACT. AGAIN, THIS IS AN IMPOSITION OF A MORALITY BY THE STATE. IT'S OUT OF PLACE.

THANK YOU FOR YOUR PATIENCE.

SINCERELY,

John H. Randall

H B

501

COMMITTEE REPORT

HOUSE

4/14/81

(5)

FURTHER: FINANCE:

Date: May 11, 1981

Mr. Speaker: HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had HB 501

"An Act making a special appropriation to the Department of Education for the university within walls program; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for _____ same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

**MEMBERS SIGNING
DO PASS**

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

**MEMBERS HAVING
OTHER RECOMMENDATIONS:**

[Handwritten Signature]

CHAIRMAN

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 501

Title An Act making a special appropriation to the DOE for the university within walls

Requested by House Hess

Date 5/4/81

program; and providing an effective date.

II. FISCAL DETAIL

Agency Affected Department of Education

Program Category Affected Elementary and Secondary Education

BRU, Program, or Subprogram(s) Affected Adult and Continuing Education

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		1,330.0	1,463.0*	1,609.3	1,770.2	1,947.3
TOTAL						

FUNDING (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
GENERAL FUND		1,330.0	1,463.0*	1,609.3	1,770.2	1,947.3
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
FULL TIME						
PART TIME						
TEMPORARY						

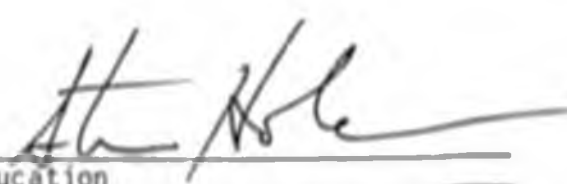
III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

See attached.

*Assumes 10% annual inflation rate.

IV. DATE May 4, 1981

PREPARED BY Steve Hole
AGENCY Department of Education
PHONE 465-2800

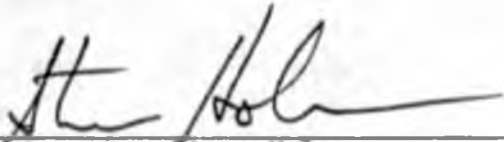


May 4, 1981

Department of Education Position Paper on HB-501

The department supports the bill.

The entire appropriation would be contracted to the University of Alaska for the operation of the program on a developmental basis. The contract arrangement would permit a close interface between the University and the programs operated by the department.



Steve Hole

BUDGET PRIORITIES FOR UNIVERSITY WITHIN WALLS, CENTER FOR EDUCATIONAL
REHABILITATION STUDIES, UNIVERSITY OF ALASKA, JUNEAU

PERSONNEL:

1. Upgrade existing faculty, promotions	\$20,000
2. Increase part-time instructor to 100% as Counselor/Support Services Coord.	20,000
3. Increase part-time secretary to 100%	15,000
4. Assoc Prof-Voc Ed Coord. (Palmer)	47,000
5. Instructor (Tutor/Counselor)(Fbx)	29,000
6. Asst Prof-Ak Native Studies (Anch)	37,000
7. Secretary/Support Svcs (Anch)	25,000
8. Asst Prof-Learning Ctrs (Jno)	37,000
9. Asst Prof-Native Arts (Fbx)	37,000
10. Instr-Voc Ed (Eagle River)	29,000
11. Instr-Voc Ed (Fbx)	29,000
12. Instr-Community Programs (Anch)	29,000
13. Instr-(Tutor/Counselor) (Eagle River)	29,000
14. Instr-(Tutor/Counselor) (Downtown Anch)	29,000
15. Instr-Voc Ed (Jno)	29,000
16. Media Specialist	29,000
17. Assoc Prof-Hist (Anch)	45,000
18. Assoc Prof-Lit (Jno)	45,000
** Interns (ex-offenders)(2) (special program)	40,000
Fringe @ 25%	150,000

NON-PERSONNEL:

Staff & Program Development	35,000
Media Development	15,000
Supplies	70,000
Tuition Assistance	35,000
Services	30,000
Travel	25,000
Space	30,000
Special Projects/Evaluation	15,000
Incentives	25,000

OVERHEAD UAJ @10% 100,000

EQUIPMENT:

for start-up for Learning Centers and
Voc Ed programs 200,000

1,330.0

INFO - Jen, Hilg DOE

JUSTIFICATION FOR DOE/UAJ COOPERATING ARRANGEMENT FOR "UWW" PROGRAMS

1. The "UWW" program has grown out of several grants from DOE including a model program grant from the Governor's Grant DOE/CETA. "Up 'N' Out with the Arts" 1979-80.
2. The "UWW" program has also had grants to initiate vocational training in the system, Food Service Training 1981.
3. The "UWW" program should also be working closely with ABE/DOE for adequate ABE programs in the system.
4. By working with DOE in the developmental stages of "UWW", the grants in ABE, Voc Ed, Adult Ed, Community Ed, can be coordinated to provide maximum cost-effectiveness and use of both state and federal funding.
5. DOE will not require or request any additional staff or funding to monitor a major "UWW" contract. They have adequate staff to do so. Actual evaluation is part of the program cost and evaluators would be contracted with, either through DOE or through a third party.
6. DOE has been designated as the state liaison agency to the new Correctional Education Office at the U.S. Department of Education. This gives them a responsibility for linking of agencies working in this area in the state with the federal programs.
7. This arrangement is regarded as a temporary one during the period of development. There is a flexibility offered by the program being funded under a contract that is not available if it were to be directly funded through the University. It would, however, over the next three years be picked up as a regular program of the University for purposes of staff.
8. It must be clear, however, that the line item would be a continuing item and that legislative intent were clear that this would be a program managed by UAJ as part of the partnership UAJ/Division of Adult Corrections "UWW" developing school and that it would not be an RFP single year item.
9. It should be clear then that this arrangement allows for development and subsequent cost savings by not getting locked into a permanent faculty at this time; it also allows for coordination with DOE ABE, Voc Ed, Adult Ed programs; it provides a mode of professional monitoring by a third party during the development phases; it will require no additional funding and will allow for maximum use of available funding because of cooperation with present developmental grant areas.



University of Alaska, Juneau

11120 Glacier Highway

Juneau, Alaska

99803

(907) 789-2101

CENTER FOR EDUCATIONAL REHABILITATION STUDIES/"UNIVERSITY WITHIN WALLS-ALASKA"

April 3, 1981

TO: Jerry Hiley, Adult Education, DOE

FM: Randall Ackley, Dir-CEDRS/UWW-UAJ

RE: Possible cooperating agreements of UAJ/DOE

I would urge that we discuss possible ramifications of any cooperating agreements between UAJ and DOE as soon as possible, and I would hope that Commissioner Lind and Chancellor Paradise can meet to look the situation over.

I am including some draft documents on our proposed program. These include:

1. CEDRS-UAJ Goals & Objectives 1982-87.
2. Position Paper, March 1981.
3. Draft paper to be published in LEARN/ALASKA, "University Within Walls."
4. Draft proposal for the "University Within Walls-Alaska" project.

The mode I would recommend is that a contract be drawn up between DOE and UAJ for services in accordance with the attached documents, that DOE appoint a liason person to work with Division of Adult Corrections and UAJ on these programs, and that we would obtain a "Letter of Support" from the Director of Corrections stating that the Division would support the proposed program.

Your liason officer would monitor the program as well as provide a direct communications link between your office and UAJ. I would serve as the liason person from our program myself.

As you know, we have been working together the past few years. I have been working very closely with your office and staff with the "Up 'N' Out" program as a model program in 1979-80 and have been working with Ms Ryals for the "Food Service" program this year. We sincerely appreciate the cooperation and support your office has provided and our conversations have been extremely useful for planning and development purposes.

I will be meeting with you on Monday, April 6, in your office. Thank you.

cc: Dr Paradise
Mr Caulkins
Mr Campbell
Dr Cassel

POSITION PAPER

HOUSE BILL NO. 501

"An Act making a special appropriation to the Department of Education for the university within walls program; and providing for an effective date."

The Act would provide the University of Alaska, Juneau, with \$1,330,000 for continuing education within the state prison system on a statewide basis.

Current Practice

The Division of Adult Corrections has a contractual agreement with the University of Alaska, Juneau, to provide continuing education within the system and the program is functioning to various degrees in all correctional facilities.


This association has resulted in the development of Adult Basic Education classes and GED programs in all nine of the state institutions. Additionally, with the assistance from the CETA Division of the Department of Community and Regional Affairs, the beginnings of a "University Within Walls" program was developed and is now providing college level courses at the Eagle River, Juneau, Fairbanks, and Ridgeview facilities. Courses include: English, math, psychology, history, accounting, principals of business law, and small business management. Vocational programs have been developed with the assistance of the Department of Education and CETA. The current programs include: food service, computer operator training, auto repair and alcohol counselor aide training.

The University has been able to develop some programs as a result of various grants. These grants presently provide an "Arts in Prison" program including arts and crafts, theatre production, and a native arts workshop program.

Department Position

The Department of Health and Social Services concurs with the concept of the bill and supports its intent.

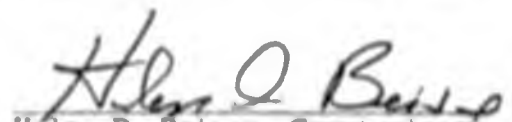
Recommended by:


Charles F. Campbell, Director
Division of Corrections

Date:

7-27-81

Approved by:


Helen D. Beirne, Commissioner

Date:

5/1/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill No. 501
 Title An act making special appropriation for the University Within Walls Program.
 Requested by Fuller, Duncan and Miller Date 4/14/81

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services
 Program Category Affected Offender Confinement, Reformation & Supervision
 BRU, Program, or Subprogram(s) Affected Adult Confinement

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

The enactment of this bill would have a programmatic effect on the Division of Adult Corrections. There would be no fiscal impact on the Division of Adult Corrections budget, however, as the funding is designated to be appropriated to the Department of Education.

IV. DATE April 23, 1981 PREPARED BY Boyd C. Lingo
 AGENCY Division of Adult Corrections, DHESS
 PHONE 465-3778

Original: Legislative Finance
 cc: Budget and Management
 Brian Spencer (First Legislative Counsel) MR Approval 11/16/81 Date 4/27/81

UNIVERSITY OF ALASKA, JUNEAU-CENTER FOR EDUCATIONAL REHABILITATION STUDIES
DIVISION OF CORRECTIONS--"UNIVERSITY WITHIN WALLS"

The "UNIVERSITY WITHIN WALLS" project is a partnership program of educational, vocational, and recreational rehabilitation for the state's nine adult correctional centers. It is designed to serve as a comprehensive, holistic program integrated with Corrections array of programs. Delivery of services will be provided, under the direction and coordination of UAJ, by a variety of agencies, offices, and local college campuses and schools, as well as by the staff of the program itself. Services will include, but not be limited to, college courses, adult education, high school courses, college degrees and certificates, short-term training, arts & recreational activities, job development, career exploration, and many other services and activities. The program is designed to serve all incarcerated adults and adults who have "graduated" from the program to the outside.

STAFF:

CERS-UAJ:

Director (Dr Randall Ackley): Reports to the director of continuing education at UAJ and has direct access to the Chancellor of UAJ; also works directly with the Assistant Director of Corrections for Programs (Mr Walt Jones, acting), and has direct access to the Director of Corrections (Mr Charles Campbell). Has total responsibility for the program and directly supervises the program UAJ staff and serves as a staff assistant for education to the Director of Corrections.

State Arts in Prisons Coordination (Ms Jane Linden): Reports to the Director of the Center; has primary responsibility for the state-wide Arts in Prisons Program.

Program Development Specialist (Ms Joan Wauters, temporary): Reports to the Center director; has primary responsibility for Special Projects and for program and curriculum development.

Program Secretary/Instructor (Ms Bev Andison): Reports to Center director; has usual administrative duties; has primary responsibility for support services; teaches in program as required.

Artists in Residence (Ms Sheila Hickerson, Ms Molly Smith): Two half-time, permanent artists report to the Center director and to the Arts in Prisons program for all program activities; have primary responsibility, under the coordination of the Coordinator, for creative writing and theatre (respectively) on a state-wide basis.

UW Local Coordinators: Local corrections staff reporting to the center superintendent or his designee; full or part time with education; serve as local coordinators for the UW program and serve as voting members of the UW Planning Council.

UNIVERSITY WITHIN WALLS/ALASKA-CORE PROGRAM FOR MORAL EDUCATION & DEVELOPMENT:

I. NEED OR PROBLEM: Even our Chief Justice of the Supreme Court, Warren Burger, has recognized that American prisons are failures and has issued a statement urging that our prisons become rehabilitation centers rather than antiquated prison housing facilities. To detail the need from our own experience, we wish to establish who is incarcerated, possible reasons for their incarceration, and what can be done to improve their chances of breaking out of the cycle of incarceration and re-incarceration:

1. Sixty percent of the incarcerated offenders were unemployed when sentenced.
2. Sixty to eighty percent were involved in alcohol or drug related crimes.
3. Between 40-50% were members of minorities, 90% of these Native or Eskimo.
4. Over 95% were men, almost all of these were between 18 and 25.
5. Most are school drop-outs, most are below their actual grade levels.
6. Most were typical prisoners, egotists with low self-esteem, simplistic hedonists, immature in moral abilities, and hostile to all institutions.

So, they are poor, minority or bottom socioeconomic people, young, heavily involved in alcohol or drugs, undereducated; the disadvantaged of America. Their characteristics are not totally different from the average American, but the totality of these characteristics makes them prime candidates for lives of incarceration and trouble. Reasons for these people being as they are are readily apparent:

1. The 1980 per capita income was \$10,000 and the official philosophy of our country is one of equality, both of opportunity and of justice. We also have balancing our millionaires the permanently unemployed, the permanently seasonally unemployed. Unemployment in Alaskan villages reaches 60%, unemployment among minority youth is the highest in the country. The disparity and powerlessness to change the world produces, in some, anxiety, frustration, and finally complete demoralization which ends in alcoholism, drug addiction, and crime.
2. If Feiffer is accurate in his judgment of American education (see cartoon), our schools are intentional failures. If he is wrong, they are unintentional failures.

In either case, drop-outs and high school illiterates are dominant among the poor and minority groups. These people cannot function without an education.

3. Confusion, anxiety, feelings of powerlessness are endemic in our population.

Moral systems are immature if existent. Groups such as Native Americans have had, in some cases, their cultures destroyed within two or three generations with no functional substitution. Our young are retreating to simplistic pragmatism and reactionarism, when they are not joining the demoralized poor and minorities in retreating to drugs, alcohol, or crime.

Disparity between "classes", disparity between public philosophy and public practice, rapid change through technology, abandonment of major sectors of the population in education and employment, exploitation of Native Americans and other minorities; all produce our current prison population, as well as our current general population. Those in prison combine more of the problems or are more completely without power than those without but they all participate in this general social malaise.

There are three possible responses to the situation:

1. Develop a more egalitarian society with respect for all peoples.
2. Develop an holistic educational program that does not fail with the "problem" people.
3. Transform prisons into rehabilitative schools which help rather than destroy people.

Since the first seems a longer range task than we can begin in this context, we have attempted to work with the second and third. Offenders have a recidivism rate (the rate they return to prison for new crimes) of 41% overall; the rate for repeaters is 65-70%. We cannot prevent people from entering prison by changing society, but we hope to break the cycle of incarceration and re-incarceration once they enter our program. Two programs have had success in this area. A program in British Columbia based upon Lawrence Kohlberg's theories of moral development has had major successes in increasing the quality of life of ex-offenders. Our pilot program in Juneau has had 40-50% of the population participating (compared to 20% at other

at other institutions), and has had about 90% successful program completion. We believe that we can combine the experience of these two programs and make a major move towards institutional transformation that will justify continued development and implementation of our program on a state-wide basis in all nine correctional centers. The program will also stand as a model school for other correctional use and possible use as a secondary or post-secondary alternative for present failed models. :

We have had the opportunity through CETA programs to develop a pilot in Juneau and we have had the additional opportunity because of legislative concern to develop a strong planning and development group. The planning group has met three times as a state-wide group, and the last workshop focused upon this proposal. The November '80 workshop included the Director of Corrections, representatives from the state Department of Education-Adult Education, State Library, superintendents, faculty members from participating institutions, education officers, and UMW faculty and staff. We also have had opportunities to present this proposal at various conferences and receive responses from experienced educators in various fields. Also, Dr Stephen Duguid, former director of the British Columbia program, was the consultant to the November workshop and is available for participation in the Alaska program. We also now have access to two outstanding people in the area of Native education, Dr Dauenhauer and Nora Dauenhauer. With Dr Ackley, the project director, this makes a very able team for both Kulibergian moral education and innovative Native higher education.

II. FEASIBILITY AND APPROPRIATENESS OF PROJECT ACTIVITIES: The "Up 'N' Out" program began as a pilot program in Juneau with CETA funding. After two years this has given way to a state-wide program, "University Within Walls". The present program consists of vocational, educational, and recreational rehabilitation in all nine institutions; however, funding has been limited and delivery of a full spectrum

"see-saw" effect of custody-treatment prevails. With the present program, we can only develop the "World of Work" component which will provide opportunities for preparation for the World of Work through OJT, Coop Ed, short and long term training, Prison Industries, career education. We have planned for an holistic school which can be implemented if we obtain additional funding for 1981-82. The next phase of the "University Within Walls-Alaska" program would include:

1. UWW-Alaska Core Program for Moral Education & Development.
University Literature & History program w/Kohlbergian pedagogy.
Alaska Arts in Prisons Program
Support Education
2. World of Work Program (as above)
3. Quality of Life Program (designed to provide a rehabilitative context as the dominant quality of all nine institutions, special "bridge" programs for re-entering student/offenders, career development & placement, ...)
4. UWW-Alaska Learning Centers (in all nine institutions)
Staffed by tutors with DOC education officers as managers, serving as centers for support education, resource centers providing electronic media storage & access, tutorial support,

In order to implement this program we would need additional funding. We expect some additional funding from the state. This would provide the World of Work component and basic funding for the Learning Centers. If we are to develop the essential core of the program and if we are to provide maximum efficiency of the Learning Centers, we would need a core of key faculty who would be specifically and uniquely qualified for this program. This would mean, through the Fund, adding three Master Teachers (History & Faculty Development, Native Studies & Native Advising, Literature & Curriculum Development), a Coordinator of Learning Center Development, and an Administrative Coordinator who would relieve the Project Director of daily administrative duties so that he could be fully employed in program development and evaluation. These key people have been identified as mentioned above: Dr Duguid, History and evaluation specialist; Dr Dauenhauer, Literature and Native education curriculum specialist; Ms Nora Dauenhauer, Tlingit, Native Studies. This group would provide the required program enhancement to make the major step needed

Eagle River (2), Anchorage (2), Palmer. Each is unique and would have variations of the program; however, all would utilize the basic concept and the Core Program. Delivery would be through the electronic media and live at the Learning Centers. Both the "Open University" and "Extended Classroom" concepts would be fully employed utilizing the developing University of Alaska Instructional Teleconferencing Consortium which will be in place in the cities and towns where our institutions are located by next year. The total incarcerated population is 800+ and growing rapidly.

III. CLARIFICATION AND EVALUATION OF OUTCOMES: We would have several different category of outcome measurements:

- 1a. Implementation in all nine institutions, proposed 100%.
- 1b. Participation by 40-50% of all incarcerated offenders in 1981-82.
- 1c. Participation by Native population at same levels as non-Natives, 40+%.
- 1d. Success rate of entering participants, 75%.
- 2a. Job placement of successful participants, 100%.
- 2b. Increased quality of life upon re-entry, 90%.
- 2c. Reduced recidivism of successful participants, reduced by 1/3.
- 3a. Improved attitudes and levels of cognitive and moral development.
- 3b. Improved communications skills and general skills.
- 3c. Attainment of career skills required for current job market, 100%.

We would use the simple evaluations as above and also utilize Dr Duguid's model either as previously used in Canada or modified to include additional information.

Fresh idea: 'University Within Walls' to rehabilitate inmates

One of the nice things about living in a young state such as Alaska is that fresh ideas have a chance to fly. Among the most important right now is a plan to turn prison inmates into productive citizens through new educational approaches.

There is reason to believe it will work.

The Center for Educational Rehabilitation Studies at the University of Alaska-Juneau and the Alaska State Division of Corrections are involved in a joint venture aimed at developing a cohesive program for all of the state's prisons.

"Moral education" is how Dr. Randall Ackley, director of the university center in Juneau, describes the theme.

"Offenders who sit in prison and wallow in their punishment have twice the chance of returning to prison after release, compared with prisoners who attend school," Ackley said. "We want to help prisoners become employable and raise their self image, which he keep them out of jail."

"Moral education" is not just another abstract sociological concept — nor does it mean preaching.

Alaska's ambitious new program is based on work by Lawrence Kohlberg, director of the Center for Moral Development and Education at Harvard University. Kohlberg says there are stages of moral development — and people can be brought to a higher level of moral development through education.

"Moral development and cognitive development go hand in hand," Ackley said.

What is cognitive development? It's the way you think.

"One thing you can do," Ackley explained, "is to involve people in governing themselves. You can teach traditional courses in a way that uses examples from art and history in case studies and have the students analyze them."

Ackley envisions the day when virtually all of Alaska's prison inmates will be involved in some aspect of the program. Along with classroom work, the students are being trained for jobs on the outside. "They will not only be able to think better but will also be able to move into jobs," Ackley said.

ALASKA



STANTON H. PATTY

Times staff reporter

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"Yes, I am," Ackley said. "Society at large is the pessimistic thing, with white-collar crime and political crime on the upswing."

In a way, Alaska's new direction in corrections began seven years ago when the University of Alaska-Juneau began offering courses at the state prison in Alaska's capital.

A few classes in welding and such basics as reading, writing and math grew into participation there by about 40 inmates. Last year 5 inmates in Juneau completed an associate-of-arts degree through the university and 11 received high-school diplomas.

A variety of subjects is available now — from art and creative writing to business and native studies — in Juneau, Anchorage, Fairbanks, Chitina and Nome.

There even are cases where prisoners are assisting instructors and volunteering to teach classes.

It was the success of the Juneau program that led to the state-wide plan — and who knows where it will end?

Keep in mind that just about all inmates are going to be leaving the prisons some day.

"They can go out worse than when they went in with traditional prisons," Ackley said. "If this program works, they will be better than they were — they can become important, productive people."

"University Within Walls" is the name of the state-wide project Ackley is directing. Is he optimistic?

If things work out, the taxpayers will be delighted, too. It costs about \$125,000 to build each prisoner space in an institution, Ackley said.

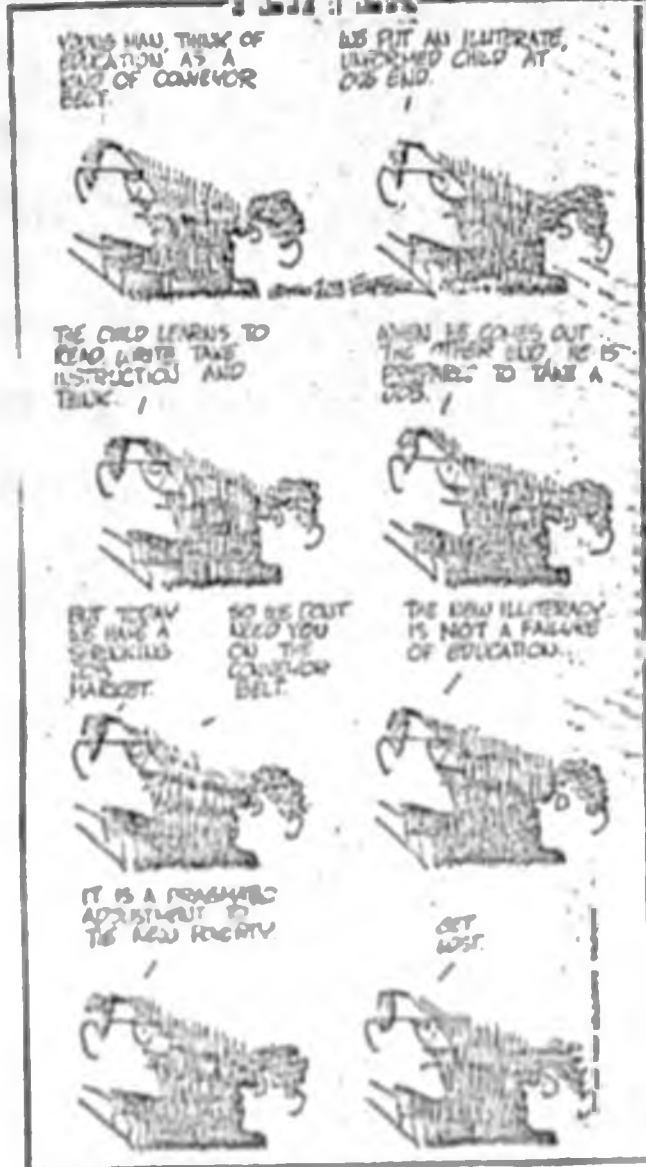
"However," he added, "offering an educational program so that a prisoner can learn to function in society or gain a skill so that he can get a job upon release may cost as little as \$2,000 a year."

Instead of referring to Alaska as the "last frontier," maybe we should be calling it the "new frontier."

The Interior Department has granted the right-of-way across more than 400 miles of federal land in Alaska for the proposed natural-gas pipeline out of Prudhoe Bay.

But don't start rushing to Alaska yet for construction jobs. Many more things, including financing, still must fall in place before the

FEIFFER



WASHINGTON (AP) — Chief Justice Warren E. Burger is pushing for federal judgeships to be created more frequently and for prison inmates to be rehabilitated rather than just housed.

"The haphazard way in which judgeships are created, in large numbers after long periods of adding none at all ... underscores the dire need for some better means of allocating new judgeships at the district and circuit level," Burger said in a 23-page year-end statement released Sunday.

Burger, who as chief justice heads the federal court system, said the 152 new judgeships created by Congress in 1978 did little to ease the workload of individual judges. Almost all the new judgeships have been filled.

"Despite the addition of additional federal judges ... the average caseload handled by each judge continues to increase, thereby necessitating a concomitant increase in each judge's productivity," he said.

In his comments on prison conditions, Burger said the need for "fundamental change" in the nation's criminal justice system was reaffirmed by February's riots at the New Mexico state penitentiary in which 23 people died and a more recent outbreak at Washington State Prison.

"Specifically, we must focus more attention on the conditions of incarcerated persons," the chief justice said.

BASIC JUSTIFICATIONS FOR THE "UWW" PROGRAM IN ALASKA:

1. Graduates of the University program at Matsqui federal prison in Canada had an increase in their standard of living after release which allowed them to pay back in taxes the total cost of their education within three years.
2. Since the cost of custody alone in the Alaskan prison system is \$25,000 per year, a modest success keeping one prisoner out of prison for one year who would normally return to prison will pay the cost of five prisoners in the education program. So, if the program succeeds with only one out of five prisoners, it will be paying for itself.
3. If the program is more successful than this and can cut back the present increase in prison population through rehabilitation cutting back in the requirement for additional bed space which costs \$125,000 per bed space; by cutting back in one bed space, the program will have saved the funds required for thirty students for a year.
4. The total cost of crime starting with the cost of victims, police, courts, and incarceration, not including the cost of the individual and his/her family makes it imperative that a program of rehabilitation be tried if there is any chance of success. The fact that the Matsqui federal prison project over a six year period had a recidivism rate of 16% compared to the matched group rate of 54% and that the standard of living and attitudes of the graduates was remarkably changed makes it more than a slight chance of success and makes it clear that it would be foolish in any terms to ignore the opportunity to save the state the cost of crime by increasing the chances of rehabilitation in the system.
5. The facts about our prison population are significant. We have the young people from minority and poor segment of our population. They are unemployed (60% at time of sentencing), have had no vocational training (nearly 100% do not have training), and have inadequate general skills. They are also plagued with problems of alcohol and drugs. The basic tool of our society for socialization has been schooling. Schools have not worked for this group of people because our schools are designed for middle class young people. We are designing a school which is to be 100% more effective than traditional schools and which has a goal of not less than 80% success. We would be the only contemporary school program operating in a prison system in the U.S., to the best of my knowledge. If not the only one, certainly one of a very few.
6. A major facet of our program is that we do not screen out a major segment of the prison population, we are designed to work with the total spectrum of prison population. Most programs ignore the bottom groups.
7. With the utilization of the "Learning/ALASKA" system, we will be able to cut back costs of education by 20%. Our costs per student will be substantially lower than the operating costs in Rural Education. By using "open university" and "extended classroom" delivery systems through the "Learning/ALASKA" network for teleconferencing, etc.; we will be able to maximize access and minimize costs.
8. We are meshing with outside employers so that our graduates will be able to move into jobs upon release. This is a very important capability and required if a program is to be successful. We are now working with three Native cooperations, with the Longshoremen's Union, and with computer operator employers in the Anchorage area. We would want to develop this program area as we learn more about it.

CIRI COOK INLET REGION INC.

March 23, 1981

Dr. Randall Ackley
Center for Educational Rehabilitation Studies
University of Alaska, Juneau
11120 Glacier Highway
Juneau, Alaska 99803

Dear Dr. Ackley:

The continuing failure of our American prisons to rehabilitate incarcerated people has been a great tragedy of the American social system.

Statistical figures reflect, too, a disproportionately large number of offenders who are minorities with problems of unemployment, alcohol and under-achievement and drop out problems, a situation not unlike that in Alaska.

It has been only within recent years that programs such as the "University Within Walls" have come into existence in an attempt to transform prisons from simply places of incarceration that destroy people to places providing educational opportunities which can enable an individual to move toward becoming truly rehabilitated and a contributing member of society.

It is therefore, heartening to know that the University of Alaska, Juneau has started the Center for Educational Rehabilitation Studies in order to give our incarcerated citizens in Alaska the opportunity for rehabilitation through education that they may never have had.

Cook Inlet Region, Inc. strongly endorses and supports the goals of the UAJ "University Within Walls," based upon the dedicated efforts of your staff, the present program and the proposed plans for expanding the program in the future.

Randall Ackley
March 23, 1981
page two

This program which is providing an alternative for incarcerated people should be strongly supported through financial assistance and public endorsement.

Sincerely,

COOK INLET REGION, INC.


Roy M. Huhndorf
President

RMH:bng

cc: Alaska Senate and House Members of:
Finance, Health, Education and Social Services,
and Judiciary Committees

UNIVERSITY WITHIN WALLS STATUS REPORT, APRIL 7, 1981

INST.	TOTAL # STUDENTS F/S	#GED F/S	#CLG REG F/S	COMPLETED F/S	SCH REG. F/S	COMPL. F/S	CERT. AWARDED	DEGREES AWARDED	AAIP-F/S	ALC CLASSES' F/S
FBX	44/42	20/19	24/23	19/	213/228	180/	12	0	39/26	0/0
K	14/1	14/1	0/0				0	0	4/0	0/0
J	41/36	4/6	37/30	21/	451/521	382/	1	1	28/29	22/29
ER	65/65	40/40	25/25	15/	100/100	75/	0	0	0/0	10/15
ANCH	17/17	17/17	0/0				2	0	27/0	0/0
N	22/9	8/2	11/4	11/	33/26	33/	2	0	9/3	0/0
P	47/38	25/10	0/0				10+	0	0/0	22/28
R	9/8	3/3	9/8		18/9	18/	25alc	0	0/0	0/0
							3	0	9/8	0/0
ANCH ANX	NO REPORT									
TOTALS	259/217	131/98	106/90	66/	815/884	688/	30+	1	116/61	54/72
					55/59	45/				
					FTE	FTE				

75001

BUDGET PRIORITIES FOR UNIVERSITY WITHIN WALLS, CENTER FOR EDUCATIONAL REHABILITATION STUDIES, UNIVERSITY OF ALASKA, JUNEAU

PERSONNEL:

1. Upgrade existing faculty, promotions	\$20,000
2. Increase part-time instructor to 100% as Counselor/Support Services Coord.	20,000
3. Increase part-time secretary to 100%	15,000
4. Assoc Prof-Voc Ed Coord. (Palmer)	47,000
5. Instructor (Tutor/Counselor)(Fbx)	29,000
6. Asst Prof-Ak Native Studies (Anch)	37,000
7. Secretary/Support Svcs (Anch)	25,000
8. Asst Prof-Learning Ctrs (Jno)	37,000
9. Asst Prof-Native Arts (Fbx)	37,000
10. Instr-Voc Ed (Eagle River)	29,000
11. Instr-Voc Ed (Fbx)	29,000
12. Instr-Community Programs (Anch)	29,000
13. Instr-(Tutor/Counselor) (Eagle River)	29,000
14. Instr-(Tutor/Counselor) (Downtown Anch)	29,000
15. Instr-Voc Ed (Jno)	29,000
16. Media Specialist	29,000
17. Assoc Prof-Hist (Anch)	45,000
18. Assoc Prof-Lit (Jno)	45,000
** Interns (ex-offenders)(2) (special program)	40,000
Fringe @ 25%	150,000

750.0

NON-PERSONNEL:

Staff & Program Development	35,000
Media Development	15,000
Supplies	70,000
Tuition Assistance	35,000
Services	30,000
Travel	25,000
Space	30,000
Special Projects/Evaluation	15,000
Incentives	25,000

OVERHEAD UAJ @10% 100,000

350.0

EQUIPMENT:

for start-up for Learning Centers and Voc Ed programs 200,000

200.0

1370.0

The attached budget would provide a basic program of training and education in the state's jails and prisons with populations of 100 or more incarcerated offenders.

The program would include:

Program of Social Education for the World of Work.

World of Work Program (Voc Ed)

Spec' Programs

Learning Centers and Student Support Services

Estimated number of participants	300+	1981-82.
	500	1982-83

PROPOSAL DISCUSSED AT NOVEMBER STATE-WIDE MEETING IN ANCHORAGE 1980 *Weyl*

UNIVERSITY WITHIN WALLS "A MODEST PROPOSAL FOR 1981-86"

This is a proposal for discussion purposes only. The proposal was developed after visits to all nine correctional centers, after reading evaluations and reports on the Alaska Correctional System, after discussion with superintendents and educational officers, and reading on correctional education.

PROGRAMS: *Juneau would continue as the central program for general developmental purposes. The UWW Core Program would be developed as a pilot program here and at Eagle River. The Core Program would begin no later than Jan 82.

Juneau would also develop World of Work programs in auto, possibly in fisheries, further development in business. (esp. computers).

Juneau would experiment with rehabilitative Quality of Life by developing an Honors Student Dorm and Study Area and development of community arts.

Juneau would develop a pilot program in Native Studies and continue development of the Re-entry package.

*Eagle River would also develop a pilot UWW Core Program and would develop as a co-ed UWW center.

The UWW World of Work would include continuation of the Computer Training Program, a Food Services Program, Small Engine Repair.

The UWW Quality of Life would be developed by Honors Student Dorms and Study Areas and by major development of correctional/community programs both in college offerings and in joint activities such as community theatre and music.

The UWW program would be integrated with the Phase Program to serve as a major rehabilitative activity in all phases.

Eagle River would be the major community/correctional center.

*Palmer would develop a modified UWW Core Program to be implemented by 82.

Palmer would be a major center for vocational/career training & education developing an array of programs in cooperation with Matsu Community College and UWW.

Palmer would also develop as a community/corrections center- being open to non-offender students and to the development of joint center/community activities such as theatre, music, literature.

Palmer would also look to develop the Quality of Life through an Honors Student Dorm; community activities would be a major factor in this area.

*Fairbanks would develop a UWW Core Program no later than 82.

Fairbanks would develop in the UWW World of Work several small scale vocational-technical programs tied closely with the job market.

Fairbanks would serve as the state center for Alaska Native Arts & Crafts programs.

PROGRAMS: *Anchorage will develop through small group activities and through the use of the Learning Resource Center (see below).

*Annex will also develop through small group activities and through the Learning Resource Center.

*Nome will develop a special program of Ak Native Crafts and a vocational short-term training program with the community college and Native corporation.

Nome will attempt to develop training in village studies and in individual businesses.

*Ketchikan will develop a modified program through its Learning Resource Center and will have high school and college classes through the Instructional Teleconferencing Consortium and the Extended Classroom UWW.

FACULTY & STAFF:

Juneau: Core faculty in Literature & History.
Tutors in Core program and in skills areas.
UWW Development Education/Testing Specialist (state-wide).

Eagle River: Core faculty in Literature & Native Studies.
Tutor in skills area.
Computer or Business teacher/job development specialist.
Community Program Coordinator-Anchorage (state-wide).

Palmer: Tutor in UWW Core.
UWW Career Education Coordinator (state-wide).

Fairbanks: Tutor in UWW Core.
UWW Ak Native Arts Coordinator (state-wide).

Nome: UWW Core Tutor/Program Coordinator.

Ketchikan: UWW Core Tutor.

Anchorage: UWW Core Tutor.

Annex: UWW Core Tutor.

Ctr Staff: Support Services Coordinator (state-wide).
Media Education Specialist.
Re-entry/Job Development Specialist (state-wide).
Asst for Native Student Development (trainee).
Asst for Community Arts (trainee).

LEARNING RESOURCE CENTERS:

All nine centers will have a Learning Resource Center which will include some form on library, classroom space, videotape players, computers for computer assisted instruction and computer classes, teleconferencing to be utilized for extended classroom instruction, television for educational television.

The UNIVERSITY WITH WALLS-ALASKA program is a partnership program of the Alaska Division of Adult Corrections and the University of Alaska. It is managed by the Center for Educational Rehabilitation Studies, University of Alaska, Juneau, and was initiated on a state-wide basis in August, 1980. Earlier programs have been in existence since 1973; however, the "Up 'N' Out" programs of 1978-79 and 79-80 have formed the early model for the new state-wide school.

1. **THE PROBLEM:** The U.S. is the most violent society in the world. Crime is the result of psychological aberration, demoralization through social problems, human diversity, and outmoded subcultures. There has been an increase in prison population in Alaska of 100% in five years. They are unemployed, young, undereducated and untrained, minority twice the general population, involved with drugs or alcohol; and the state, like the nation, has a recidivism rate of 70% for repeaters. They enter prison in trouble and leave it worse and more destructive. They may cost the state \$1,000,000 each over twenty years in incarceration costs alone. There is nothing significant being done to break the cycles of incarceration and re-incarceration.
2. **PROPOSED ACTIVITIES:** The project will meld a twelve year old Canadian program of "moral education" with the current phase of the Alaskan "UWW" school and will develop a network of delivery modes and resources through the University Instructional Telecommunication Consortium and a system of Learning Centers. Contemporary technology will be fully utilized to make the program both cost effective and responsive to individual needs and the restrictions of prisons. The program in phase 1 would include three prisons and one jail. Core faculty would be hired as Master Teachers in Alaska Native Studies and History and a Tutor/Counselor would be hired and trained as a first generation "new" resource.
3. **OUTCOMES:** A minor "career criminal" costs the state, in direct costs of incarceration, \$1,000,000 in twenty years. All incarcerated offenders cost \$23,000 per year for care and \$125,000 for construction of a bedspace. We plan to save not only victims and property by proving rehabilitation works, but we also plan to save the state money. We predict 100% job placement of graduates, increases of moral/cognitive levels of two phases after four terms, success rate of 60% in the first year and 70% in the second year, improved quality of living for ex-offenders for 75%, reduced recidivism after three years of 10%.
4. **APPLICANT'S CAPACITY AND COMMITMENT:** University of Alaska, Juneau has a eight year history of commitment to prison education. It has committed its money and its regular faculty. It has more than matched grant monies over the past three years. Its "Up 'N' Out" programs had success rates of 90%, graduated eight out of forty students in eighteen months, and had excellent evaluations. Results produced requests from the legislature and Division of Corrections for assumption of a state-wide responsibility in 1980. The budget has grown from \$35,000 state wide to over \$500,000 in three years. \$400,000 have been provided in state funds. The Center for Educational Rehabilitation Studies has been created to provide management and a cadre for state-wide programs.
5. **PLANS FOR WIDER IMPACT:** The offender population of Alaska is younger and slightly better educated than that of the "lower 48", reflecting the general Alaskan population. The prisons are smaller and there are no "state penitentiaries"; however, there is only one American model of prison and visitors are completely at home in the Alaskan version. There is no problem in taking a small working model and generalizing it to larger institutions. Many state prisons are very similar, including rural and medium security correctional centers. However, again, prisons remain prisons with small variation. Dr Ackley, the program director, has been invited to present papers and publish on the current program (Washington, D.C. April; University of Quebec, August; Correctional Education Association, July; University of Victoria, October, ...). The papers and the two books that Dr Ackley is collaborating on (with Dr Duguid of Canada and Sheila Nickerson of Alaska) will disseminate the program. The results will prove hard to ignore.

Fresh idea: 'University Within Walls' to rehabilitate inmates

One of the nice things about living in a young state such as Alaska is that fresh ideas have a chance to fly. Among the most important right now is a plan to turn prison inmates into productive citizens through new educational approaches.

There is reason to believe it will work.

The Center for Educational Rehabilitation Studies at the University of Alaska-Juneau and the Alaska State Division of Corrections are involved in a joint venture aimed at developing a cohesive program for all of the state's prisons.

"Moral education" is how Dr. Randall Ackley, director of the university center in Juneau, describes the theme.

"Offenders who sit in prison and wallow in their punishment have twice the chance of returning to prison after release, compared with prisoners who attend school," Ackerly said. "We want to help prisoners become employable and raise their self image, which helps keep them out of jail."

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ALASKA



STANTON H. PATTY
Times staff reporter

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A variety of subjects is available now — from art and creative writing to business and native studies — in Juneau, Anchorage, Fairbanks, Ketchikan and Nome.

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UNIVERSITY WITHIN WALLS/ALASKA-CORE PROGRAM FOR MORAL EDUCATION & DEVELOPMENT:

I. NEED OR PROBLEM: Even our Chief Justice of the Supreme Court, Warren Burger, has recognized that American prisons are failures and has issued a statement urging that our prisons become rehabilitation centers rather than antiquated prison housing facilities. To detail the need from our own experience, we wish to establish who is incarcerated, possible reasons for their incarceration, and what can be done to improve their chances of breaking out of the cycle of incarceration and re-incarceration:

1. Sixty percent of the incarcerated offenders were unemployed when sentenced.
2. Sixty to eighty percent were involved in alcohol or drug related crimes.
3. Between 40-50% were members of minorities, 90% of these Native or Eskimo.
4. Over 95% were men, almost all of these were between 18 and 25.
5. Most are school drop-outs, mos. are below their actual grade levels.
6. Most were typical prisoners, egotists with low self-esteem, simplistic hedonists; immature in moral abilities, and hostile to all institutions.

So, they are poor, minority or bottom socioeconomic people, young, heavily involved in alcohol or drugs, undereducated; the disadvantaged of America. Their characteristics are not totally different from the average American, but the totality of these characteristics makes them prime candidates for lives of incarceration and trouble.

Reasons for these people being as they are are readily apparent:

1. The 1980 per capita income was \$10,000 and the official philosophy of our country is one of equality, both of opportunity and of justice. We also have balancing our millionaires the permanently unemployed, the permanently seasonally unemployed. Unemployment in Alaskan villages reaches 60%, unemployment among minority youth is the highest in the country. The disparity and powerlessness to change the world produces, in some, anxiety, frustration, and finally complete demoralization which ends in alcoholism, drug addiction, and crime.
2. If Feiffer is accurate in his judgment of American education (see cartoon), our schools are intentional failures. If he is wrong, they are unintentional failures.

In either case, drop-outs and high school illiterates are dominant among the poor and minority groups. These people cannot function without an education.

3. Confusion, anxiety, feelings of powerlessness are endemic in our population.

Moral systems are immature if existent. Groups such as Native Americans have had, in some cases, their cultures destroyed within two or three generations with no functional substitution. Our young are retreating to simplistic pragmatism and reactionarism, when they are not joining the demoralized poor and minorities in retreating to drugs, alcohol, or crime.

Disparity between "classes", disparity between public philosophy and public practice, rapid change through technology, abandonment of major sectors of the population in education and employment, exploitation of Native Americans and other minorities; all produce our current prison population, as well as our current general population. Those in prison combine more of the problems or are more completely without power than those without but they all participate in this general social malaise.

There are three possible responses to the situation:

1. Develop a more egalitarian society with respect for all peoples.
2. Develop an holistic educational program that does not fail with the "problem" people.
3. Transform prisons into rehabilitative schools which help rather than destroy people.

Since the first seems a longer range task than we can begin in this context, we have attempted to work with the second and third. Offenders have a recidivism rate (the rate they return to prison for new crimes) of 41% overall; the rate for repeater is 65-70%. We cannot prevent people from entering prison by changing society, but we hope to break the cycle of incarceration and re-incarceration once they enter our program. Two programs have had success in this area. A program in British Columbia based upon Lawrence Kohlberg's theories of moral development has had major successes in increasing the quality of life of ex-offenders. Our pilot program in Juneau has had 40-50% of the population participating (compared to 20% at other

institutions), has had at least 50% Native participation (compared to almost nil at other institutions), and has had about 90% successful program completion. We believe that we can combine the experience of these two programs and make a major move towards institutional transformation that will justify continued development and implementation of our program on a state-wide basis in all nine correctional centers. The program will also stand as a model school for both correctional use and possible use as a secondary or post-secondary alternative for present failed models.

We have had the opportunity through CETA programs to develop a pilot in Juneau and we have had the additional opportunity because of legislative concern to develop a strong planning and development group. The planning group has met three times as a state-wide group, and the last workshop focused upon this proposal. The November '80 workshop included the Director of Corrections, representatives from the state Department of Education-Adult Education, State Library, superintendents, faculty members from participating institutions, education officers, and UMW faculty and staff. We also have had opportunities to present this proposal at various conferences and receive responses from experienced educators in various fields. Also, Dr Stephen Duguid, former director of the British Columbia program, was the consultant to the November workshop and is available for participation in the Alaska program. We also now have access to two outstanding people in the area of Native education, Dr Dauenhauer and Nora Dauenhauer. With Dr Ackley, the project director, this makes a very able team for both Kohlbergian moral education and innovative Native higher education.

11. FEASIBILITY AND APPROPRIATENESS OF PROJECT ACTIVITIES: The "Up 'N' Out" program began as a pilot program in Juneau with CETA funding. After two years this has given way to a state-wide program, "University Within Walls". The present program consists of vocational, educational, and recreational rehabilitation in all nine institutions; however, funding has been limited and delivery of a full spectrum

of educational opportunities has been impossible. Also, the trend towards the "see-saw" effect of custody-treatment prevails. With the present program, we can only develop the "World of Work" component which will provide opportunities for preparation for the World of Work through OJT, Coop Ed, short and long term training Prison Industries, career education. We have planned for an holistic school which can be implemented if we obtain additional funding for 1981-82. The next phase of the "University Within Walls-Alaska" program would include:

1. UHW-Alaska Core Program for Moral Education & Development.
University Literature & History program w/Kohlbergian pedagogy.
Alaska Arts in Prisons Program
Support Education
2. World of Work Program (as above)
3. Quality of Life Program (designed to provide a rehabilitative context as the dominant quality of all nine institutions, special "bridge" programs for re-entering student/offenders, career development & placement, ...)
4. UHW-Alaska Learning Centers (in all nine institutions)
Staffed by tutors with DOC education officers as managers, serving as centers for support education, resource centers providing electronic media storage & access, tutorial support,

In order to implement this program we would need additional funding. We expect some additional funding from the state. This would provide the World of Work component and basic funding for the Learning Centers. If we are to develop the essential core of the program and if we are to provide maximum efficiency of the Learning Centers, we would need a core of key faculty who would be specifically and uniquely qualified for this program. This would mean, through the Fund, adding three Master Teachers (History & Faculty Development, Native Studies & Native Advising, Literature & Curriculum Development), a Coordinator of Learning Center Development, and an Administrative Coordinator who would relieve the Project Director of daily administrative duties so that he could be fully employed in program development and evaluation. These key people have been identified as mentioned above: Dr Duguid, History and evaluation specialist; Dr Dauenhauer, Literature and Native education curriculum specialist; Ms Nora Dauenhauer, Tlingit, Native Studies. This group would provide the required program enhancement to make the major step needed

at this time. The nine institutions are in Nome, Ketchikan, Fairbanks, Juneau, Eagle River (2), Anchorage (2), Palmer. Each is unique and would have variations of the program; however, all would utilize the basic concept and the Core Program. Delivery would be through the electronic media and live at the Learning Centers. Both the "Open University" and "Extended Classroom" concepts would be fully employed utilizing the developing University of Alaska Instructional Teleconferencing Consortium which will be in place in the cities and towns where our institutions are located by next year. The total incarcerated population is 800+ and growing rapidly.

III. CLARIFICATION AND EVALUATION OF OUTCOMES: We would have several different category of outcome measurements:

- 1a. Implementation in all nine institutions, proposed 100%.
- b. Participation by 40-50% of all incarcerated offenders in 1981-82.
- c. Participation by Native population at same levels as non-Natives, 40+%.
- d. Success rate of entering participants, 75%.
- 2a. Job placement of successful participants, 100%.
- b. Increased quality of life upon re-entry, 90%.
- c. Reduced recidivism of successful participants, reduced by 1/3.
- 3a. Improved attitudes and levels of cognitive and moral development.
- b. Improved communications skills and general skills.
- c. Attainment of career skills required for current job market, 100%.

We would use the simple evaluations as above and also utilize Dr Duguid's model either as previously used in Canada or modified to include additional information.

FEIFFER

YOU'VE HAD THINK OF
EDUCATION AS A
KIND OF CONVEYOR
BELT.



HE PUT AN ILLITERATE,
UNBORN CHILD AT
OUR END.



THE CHILD LEARNS TO
READ, WRITES THE
ILLITERATE YOU AND
TALK.



WHEN HE COMES OUT
HE'S A LITTLE BIT
DIFFERENT TO THE A



THE
HABIT:

SO HE CAN
USE YOU
ON THE
COURT

THE NEW ILLITERATE
IS NOT A FAILURE
OF EDUCATION.



IT IS A PROMISED
ADJUSTMENT TO
THE NEW FORTY.



WASHINGTON (AP) — Chief Justice Warren E. Burger is pushing for federal judgeships to be created more frequently and for prison inmates to be rehabilitated rather than just housed.

"The haphazard way in which judgeships are created, in large numbers after long periods of adding none at all — underscores the dire need for some better means of allocating new judgeships at the district and circuit level," Burger said in a 23-page year-end statement released Sunday.

Burger, who as chief justice heads the federal court system, said the 138 new judgeships created by Congress in 1978 did little to ease the workload of individual judges. Almost all the new judgeships have been filled.

"Despite the allocation of additional federal judges — the average workload handled by each judge continues to increase, thereby necessitating a concomitant increase in each judge's productivity," he said.

In his comments on prison conditions, Burger said the need for "fundamental change" in the nation's criminal justice system was reaffirmed by February's riots at the New Mexico state penitentiary in which 23 people died and a more recent outburst at Washington State Prison.

"Specifically, we must focus more attention on the conditions of incarcerated persons," the chief justice said.

REASONS FOR ESTABLISHING LEARNING CENTERS

1. Utilizing only traditional classroom instruction limits the number and type of students participating in educational programs, as well as the variety of courses available at any one institution.
2. Traditional classes do not allow for the type of personal student/teacher interaction which students need, and correctional instructors are usually not able to hold "office hours." Thus, offenders get much less individual attention from instructors than regular college students when they actually need more because of past educational failures and low self-concepts.
3. Students are not able to progress at their own pace of learning in traditional classes. Especially in the area of basic skills, students can become easily discouraged or bored when expected to move at exactly the same rate of learning as the rest of the class.
4. Prison life is not conducive to study. The distraction of fellow offenders and noise of television in the dorms, in addition to the tensions caused by institutional regulations and surveillance, make it difficult for students to continue learning outside of classes.

OBJECTIVES OF LEARNING CENTERS IN CORRECTIONAL CENTERS

1. To involve more offenders in the educational process, especially Native students and others who are reluctant to participate in regular classes which put students in competition with each other.
2. To provide one-to-one student/teacher contact and individualized basic skill instruction. Working together on a daily basis with a resource teacher who knows students personally will encourage students to be more active in their education and progress faster than they can with just exposure to visiting instructors.
3. To utilize alternative means of instruction which can expand academic offerings at all the state institutions, and will also give students a choice of educational modes. These options will include televised lectures, teleconferencing, computer-aided instruction, and independent study through media resources.
4. To create an atmosphere within the correctional center which supports all students and encourages continual learning. The L.R.C. will not just be a place to use media equipment or learn basic skills; it should be an environment which stimulates intellectual inquiry and growth of all types.

SERVICES TO BE PROVIDED BY THE LEARNING CENTER

1. CORE COURSE INSTRUCTION: L.R.C. teachers will lead discussions based on televised lectures, supply additional resource materials to students, and help students with related academic assignments.

2. **OPEN UNIVERSITY/EXTENDED CLASSROOM:** Students will have access to a broad range of educational opportunities through live and taped educational television, video taped courses, computer assisted instruction, and will also have access to the "Extended Classroom" through state-wide teleconferencing. There will also be modularized individual instruction in a variety of areas.
3. **BASIC SKILL ASSESSMENT:** Pre- and post-testing of communication and computation skills. Initial assessment of all degree-seeking students will determine those who are ready for core courses, those who need supplementary basic skill instruction in addition to core courses, and those who need intensive basic skill instruction before beginning core courses.
4. **BASIC SKILL WORKSHOPS:** These college credit courses in reading, writing, and math will involve a Weekly Learning Contract drawn up between the student and L.R.C. teacher. Each week the student's work will be reviewed and new goals will be set. These courses may require a combination of small group work and individualized assignments. The total amount of time spent on basic skills in the L.R.C. would be determined by the demands of the individual's Weekly Learning Contract, not a prescribed number of hours.
5. **OPTIONAL SPECIAL INTEREST WORKSHOPS:** Credit and non-credit courses designed to attract new students and provide extra help in specific areas. Possible topics -- reading seminars in mysteries, science fiction, etc; spelling and vocabulary improvement; consumer awareness and life-coping skill workshops.
6. **DROP-IN TUTORING:** Individualized help for students who want guidance on a particular assignment or project (e.g., writing a research paper) rather than an entire L.R.C. course.

UNIVERSITY WITHIN WALLS-ALASKA

NOVEMBER 1980 PLANNING WORKSHOP-ANCHORAGE: (two day planning session)

Bev Andison	Program Secretary	CERS/UWV-UAJ
Stan Reed	Institutional Instr	Eagle River Corr. Ctr.-DOC
Kathy Boyd	Inst. Instr.	Ridgeview Corr Ctr.-DOC
Doreen Ransom	State Coord.	Volunteers in Prison-DOC
Sheila Nickerson	Writer in Residence	UWV-UAJ
Joey Wauters	Prog. Dev. Spec.	CERS-UAJ
Molly D. Smith	Artist in Residence	UWV-UAH
David L. Johnson	Inst. Instr.	Palmer Corr. Ctr.
Ardell Filip	Inst. Instr.	Fairbanks Corr. Ctr.
Richard Pearson	Supt.	Ketchikan Corr. Ctr.
Stanley Zaborac	Supt.	Palmer Corr. Ctr.
Steve Krause	Supt.	Eagle River Corr. Ctr.
Randall Ackley	Director	CERS/UWV-UAJ
Mary Jo Welch	Educ. Assoc.	Juneau Corr. Ctr.
Karen Ryals	Adult Voc Ed Supervisor	Dept of Ed
Sara Minton	Instructor	ABE. Anch Comm College
Pete Skeris	Counselor	Anchorage Corr. Ctr.
Carla Szitas	Program Coord.	U of Ak, Fbx Cont Ed
Dick Mohr	Research	Div of Corr
Jane Linden	State Coord	Arts in Prisons/UWV-UAJ
Susan LaGrande-Fisher	Arts Teacher	Volunteer
Linda Hawkins	ABE Coord	Anch Comm College
Bruce Kelly	Counselor	Anch Annex
Peggy Cummings	SoCentral Region Coord	State Library
Charles Campbell	Director	Division of Corrections
Steve Duguid	Consultant	Simon Fraser Univ.
Hollie Ploog	Atty	AK Judicial Council

PROPOSAL COMMITTEE, JUNEAU:

Randall Ackley	Director	CERS/UWV
Bev Andison	Program Sec	CERS
Jane Linden	Coord	AAIP
Marlene Richert (Tlingit)	Member	Citizens Adv Council-UAJ
Joan Wauters	Prog Dev Spec/Instr	CERS
Lynn Ravsten	Psychologist	UAJ
Sheila Nickerson	Writer in Residence	UWV
Mary Jo Welch	Educ Assoc	Juneau Corr. Ctr.
Nancy Spector	Adjunct faculty	UAJ-Juneau Corr. Ctr.

CONSULTANTS FOR PROPOSAL PREPARATION:

Dr Stephen Duguid, Simon Fraser Univ.
 Dr Richard Dauenhauer, Ak Pacific Univ.
 Nora Dauenhauer, Ak Pacific Univ.
 Carolyn Forche, Univ. of Arkansas
 Panel at UWV Intl Consortium conference in Toronto, panel at Ntl Conf of Instr Admin at New Orleans, participants from Correctional Education Assoc. regional meeting.
 Professor Lawrence Kohlberg of Harvard has advised us that their group may be available for assistance in program development depending upon state of project.

SUGGESTED LETTER OF INTENT FOR HB 501

It is the intent of the legislature that the Department of Education, Division of Vocational and Adult Education, contract with the University of Alaska, Juneau for development and operation of the University Within Walls program.

C. Applied Research and Alternative Funding:

1. The Center will conduct applied research as is necessary for the development of an effective, cost-efficient state-wide program of holistic habilitation/rehabilitation through education, training, and recreation.
2. The Center will seek alternative funding as required for program development and applied research and evaluation.

III. OBJECTIVES (1982-83)

A. Planning, Networking, and Evaluation:

1. The Center will coordinate the UMW-Ak planning council and ensure the development of detailed "Goals & Objectives" for the entire program and for each of the participating institutions.
2. The Center will ensure that support networks are developed and/or continued with DOE, school districts, Native corporations, BIA, Job Service, participating schools and colleges, and such other organizations, institutions and agencies as are required.
3. The Center will work closely with DAC and will develop and implement evaluation programs for staff, program, ex-offenders, and such other areas as may be required.

B. Program Delivery:

- 1a. The Center will provide a dean/director for the UMW-Ak School and such other staff as are required and requested by the contracting agency.
- 1b. The University Within Walls-Alaska School for Social Education & the World of Work will provide an holistic program of habilitation/rehabilitation through components for social education, preparation for the world of work, recreation, and support services and special projects as required.
 - (1) Social Education: UMW-Ak will provide a Core Program and Alaska Arts in Prison program for all state, adult institutions:

(a) Core Program for Moral Education: A program of university literature and history, and supportive courses, delivered by a cadre of Master Teachers and a staff of tutors to all institutions (4 Master Teachers, 10 Tutors - 200 students, 1200 SCH's).

(b) Alaska Arts in Prisons: (2 Coordinators, 6 AIR, 100 participants, ca. 1000 SCH's). AAIP will strive for professional quality arts education with an emphasis upon community participation.

LITERATURE: (9 groups, 50 participants)

At each institution, writing groups will be formed to contribute to the production of a twice yearly magazine of prison literature and art.

THEATRE: (3 groups, 30 participants)

Theatre groups will be formed in most institutions with special focus upon community projects.

VISUAL ARTS: (6 groups, 50 participants, 3 shows)

We will continue to develop visual arts with annual state-wide arts shows in major museums and in rural communities across the state.

NATIVE ARTS: (4 groups, 50 participants, 1 show)

Native Arts will be a major component in the project, with special focus upon Fairbanks, Juneau and Nome. A fulltime Coordinator/Artist-in-Residence will reside in Fairbanks.

COMMUNITY ARTS: (3 communities, 20 "outside" participants)

Special community-prison projects will be developed as feasible, including projects for writers in the community and in prison, and community theatre projects in Eagle River and Palmer.

VISITING ARTISTS: (6 "outside" & 10 "state" Visiting Artists, 100 Participants)

Bringing both local and visiting distinguished artists into the prisons will enrich the program. Currently, the program has a grant from the National Endowment for the Arts to bring writers into the state and into the prisons.

(2) World of Work Preparation: The UWW-AK School will provide preparation for the World of Work in cooperation with DAC and in complete coordination with existing and potential job market requirements.

(a) College Training & Education: (6 adjunct, 25 part-time faculty)

ER: 1 Univ Stds AA, 15 part, 5 grad/1 Cert, 15 part, 12 grads

F: 1 Univ Stds AA, 10 part, 3 grads/1 Cert, 10 part, 7 grads

J: 1 Univ Stds AA, 20 part, 5 grads/1 Cert, 20 part, 15 grads

P: 1 Univ Stds AA, 5 part, 0 grads/1 Cert, 5 part, 3 grads

Other: 1 Univ Stds AA, 15 part, 0 grads/1 Cert, 15 part, 4 grads

(b) Career Training & Education: (1Coord, 10 adjunct)

ER: 2 Cert, 20 part, 15 grads (CIS, FS)

F: 2 Cert, 20 part, 15 grads (FS, VRE)

J: 3 Cert, 20 part, 15 grads (FS, HORT, AUTO)

P: 4 Cert, 40 part, 35 grads (HORT, AUTO,....)

Other: none

(c) OJT/Coop Ed: (10 supervisors)

ER: 20 OTHER: 10

F: 10

J: 10

P: 50

(d) GED/ABE (1 Coord, 6 part-time, 100 participants, 40 cert.)

(3) Recreation, Quality of Life, and Holistic Health:

The UWW-Ak School will develop, in cooperation with DAC, support

for an habilitative quality of life in all institutions including recreation, nutrition, physical education, and required support.

- (4) Support Services and Special Projects: The UWW-Ak School will provide support services and special projects as are necessary to meet the needs of the incarcerated offender population:

(a) Student Services:

Advising & Counseling, Job Development & Placement, Testing & Placement, Library Services, Assessment & Re-entry, Records, Financial Aid, & such other services as needed, in cooperation with Student Services, UAJ.

(b) Special Projects:

Village Re-entry. F: 10, J: 10, other: 10.

Alcohol I&E: 200+

Other: 100

1c. Learning Center: 9 centers, 400 headcount.

- (a) Learning Center will supply the following services:

Library services, classroom space, study areas, computers and terminals, teleconferencing facilities, instructional television facilities, videocassette and audiocassette facilities, typewriters, carrels, and tutors and counselors for program support & delivery.

- (b) Full services will be available at ER, P, J, F, and limited services at Anchorage, Anx, P, K, with tutors at all centers.

1d. Ex-offenders and Community-based program:

- (a) Provide support for selected ex-offenders who have been successful participants in the program and need assistance to continue/complete programs, 10 financial assistance, 30 advising.

(b) Provide for student-release programs, 15 students.

(c) Develop a UWW-Ak House for furlough, parole and probation students, 10 students.

2. Consortium for Delivery: The Center will develop a consortium with UAJ, UAJ, TVCC, MatsuCC, KCC, ACC, UAA, and local school districts as adjunct instructional services providers for 300 students.

3. Program & Staff Development: Staff development, 30 permanent staff for 20 hours, 600+ student hours. Program development, continued development of "working model" as required to increase success ratio, cost-effectiveness, participation, quality. ✓

C. Applied Research & Alternative Funding:

1. Applied Research: 6 faculty part in Corr. Ed. applied research and publication.

2. Alternative Funding: Alternative funding to equal 10% of total budget and not less than \$90,000 exclusive of financial aid.

University of Alaska, Juneau

CENTER FOR EDUCATIONAL REHABILITATION STUDIES/"UNIVERSITY WITHIN WALLS-ALASKA"

POSITION PAPER, March 1981

The CENTER FOR EDUCATIONAL REHABILITATION STUDIES was created in July 1980 at the University of Alaska, Juneau. This was in response to a statement of legislative intent, by request of the Division of Corrections, and was approved by the University of Alaska Board of Regents. This gave the Center the primary responsibility for correctional education in Alaska.

In August 1980, the Division of Corrections contracted with the University of Alaska, Juneau to provide a program of educational, vocational, and recreational rehabilitation, "University Within Walls".

There have been four meeting/workshops to discuss and plan for the correctional education program. The first was a preliminary meeting in Anchorage at a superintendent's meeting, the second in Anchorage in Spring of 1980, then the first formal workshop in Juneau in August 1980 and finally a planning/staff development workshop in Anchorage in November 1980. Through these meetings the staff have been oriented to the evolving program and to the pilot model program at SCC/Juneau, there have been opportunities for staff development, and there have been planning sessions.

The CENTER has four responsibilities:

1. Plan, monitor, evaluate correctional education in Alaska.
2. Coordinate and manage correctional education in Alaska.
3. Seek out and secure alternative funding for program development.
4. Practical research as required for quality and most effective program development.

The UNIVERSITY WITHIN WALLS has only been able to maintain a pilot model program at SCC/Juneau with basic funding; however, it has also been able to begin the establishment of a state-wide network and to initiate programs through alternate funding. The UW program will have, when fully developed, four components:

1. Learning Centers at all state correctional centers with capability for offering a full-range of educational, vocational, and recreational opportunities through electronic instructional means. This will include teleconferencing, videotaped courses, computer assisted instruction, computer classes, audiotaped courses, and individualized multi-media packages. The centers will be staffed by tutor/counselors working closely with DAC educational staff.
2. Core Program of Social Education available at selected institutions at first and state-wide when funds are available, a program of basic studies designed for rehabilitation, including Arts in Prison, Reading-Writing-Arithmetic, and support workshops.
3. Vocational Education at all major centers with programs based upon the job market, availability of space and equipment, compatibility with Prison Industries, and capabilities of offenders.
4. Special Programs including support programs as needed for the total program and special programs for village people, Natives, students with alcohol and drug problems, and entry assessment and job development and placement for program graduates.

There will be a pilot "Learning Center" at SCC/Juneau this Spring, hopefully. Vocational Programs are being initiated at Juneau, Fairbanks, Ridgeview, Eagle River through grant funds this year; some pilot program will be initiated at Palmer also in cooperation with Matsu Community College. Funding for 1981-82 remains uncertain in this area.

Special programs in ALCOHOLISM IN ALASKA: AN INSIDE VIEW are being prepared in Juneau as a series of videotapes with instructor's manual, assessment and re-entry are also priority packages for 1980.

The ARTS IN PRISONS program has been in place in one form or another for several years both in Anchorage and Juneau. Major projects for 1980 are the community theatre projects at Eagle River and Palmer, the state-wide Arts Show to be displayed at the Alaska State Museum in Juneau, and the literary magazine, LEMON CREEK GOLD. There is a major effort being made to establish an Alaska Native Arts in Prisons program through outside funding.

The priorities that were established at the August Juneau workshop are being met (see report) and the plan for 1981-86 prepared at the November Anchorage workshop are being implemented as funds allow (see plan attached).

The NATIONAL EVALUATION PROGRAM Phase I Report "Correctional Education Programs for Inmates" prepared by the U.S. Department of Justice, National Institute of Law Enforcement and Criminal Justice, June 1979, indicated that the correctional education in 163 institutions was not truly adequate; however, the average is far higher than it is in Alaska:

Type of Program	% offering program	% inmates enrolled	Part-time averages	Full-time averages
ABE/GED	96%	23%	123.34	47.66
PSE	83%	10%	49.20	25.50
VOC	89%	19%	41.00	57.51
SOC	44%	15%	58.90	11.50
TOTALS		67%		

The Alaska programs have an average of 10% in ABE/GED, about 7% in PSE, and no VOC at present at significant levels. Funding nationally has been at \$905.59 per enrolled student. These figures are difficult to compare with Alaskan costs. Funding for model programs nationally during the period 1970-76 were between \$900 and \$4000, in "lower 48" dollars of the 70's.

Our existing programs have averaged at \$4500-5000 per full-time students. This is the cost in the SCC/Juneau model program, the Food Service program, and the Computer Operator program. We believe we can lower this cost to \$4000 per enrolled student through the establishment and development of Learning Centers.

"University Within Walls"

The "University Within Walls" program has one major goal, to bring the University of Alaska within the Walls of the state's adult correctional centers. It is being developed as a joint University/Department of Adult Corrections project and is unique in that it is being developed as a contemporary school realizing the potential of contemporary technology and research while losing nothing of the individual and human qualities of traditional education.

The program has many ancestors, short-lived grant projects; but its most immediate model is the "Up 'N' Out" programs initiated by Juneau-Douglas Community College with the support of its Campus President, Dr Vern Oremus, and the former Director of Corrections, Mr William Huston. We founded this program in 1978 as an attempt at making the program in place at the State Correctional Center/Juneau a more effective school. It was managed by Ms Sue Koester and provided a model that came to the attention of the new Director of Corrections, Mr Charles Campbell, and the "Rural Caucus" of the Legislature in 1980 when CETA legislation was modified so that offenders at the state prison were no longer eligible for training assistance. The 1980-81 "UW" program was simply an extension of the Juneau program to the other state correctional centers as funding would allow.

However, as the need to extend the program state-wide became clear, it also became evident that the extension of the program, as is, would be neither cost-effective nor practical. The prison population was too small and diverse. In searching for answers to the problems of cost-effectiveness and efficiency, several answers were found. The Canadian federal system in British Columbia had been developing a highly successful program over the past twelve years. It had not been done on a regional or province-wide basis, and it had not been successful with Native offenders.

Also, at this time, the new University of Alaska Instructional Telecommunications Consortium began its development and offered assistance to our new state-wide program.

Melding the Canadian program of social education and the Juneau program and seizing upon the potential of the Telecommunications Consortium and the many advantages of highly developed technology, the "UWW" program adopted a plan for a third phase Alaskan program including the five major components:

1. Social Education for the World of Work (a meld of the Canadian and Juneau programs).
2. World of Work Program (a pragmatic vocational training program utilizing the prisons' jobs and the prison itself as a vocational training laboratory wherever possible and matching with the job market as a "needs assessment".)
3. Special Projects (responding to special needs, or small pilot projects, such as Alcohol Information & Education, Village Re-entry, Alaska Native Studies/Students, etc.)
4. Learning Centers/Support Services (alternative delivery systems, tutoring, and student support services).
5. Center for Educational Rehabilitation Studies (established at UAJ to provide planning, management, and evaluation services and a program cadre).

The Social Education program is a standard, university, classroom program with a pedagogy designed to accelerate both moral and cognitive development. It is based upon the theories and programs of Dr Lawrence Kohlberg of Harvard and upon the British Columbia programs.

The World of Work Program, as mentioned, utilizes the prison kitchens, greenhouses, gardens, shops as training laboratories for the training of cooks, bakers, gardeners, auto mechanics, and bodymen. It also responds to the demands of the job market and trains office workers, computer operators, and alcohol counselors.

The Special Projects component responds to the needs of special groups

... "UWV-Ak"

or special needs of incarcerated adults. We provide the special support that can make our program work for a broader spectrum of prisoners than any other program in the nation.

The Learning Centers/Support Services component is a result of our understanding of the potential of technology and the need to provide more than a teacher if the program is to work with 80-90% efficiency. It is recognized, and usually accepted, that our schools "screen out" a percentage of students at each level of public education. Since our offender students are those who are the problems of society, we cannot afford to "screen out" too many students. We need to be successful if we are to protect people, property, and the ex-offenders themselves. The "UWV" program can be a last chance program for prisoners, their families, and for future potential victims of crime in America. It must be better than a screening device.

The Learning Centers are based upon both the "open university" and "extended classroom" models. The Centers will be staffed by generalists who will serve as instructional resource managers, tutors, discussion group leaders, and academic counselors. They will be able to direct students to an array of educational resources. These will include live classroom and laboratory instruction, videotaped or audiotaped records of the live instruction (both for review and for use in distant locations), videopackages, instructional television, multi-media packages, and teleconferenced classes taught at one location but available state-wide. Much of this electronic instruction would not be economically feasible without the JAITC. No single user could make the system cost-effective; however, by uniting as a multi-user consortium, delivery becomes possible and cost-effective. The "UWV" Learning Centers will make instruction accessible to all incarcerated offenders, both geographically and in time. Prisoners entering the prisons or being moved from one institution to another will not encounter delays which may exceed two or three months because of an academic calendar allowing entry and

p4 · "UW"

exit two or three times a year. Prisoners will be able to enter and exit at almost any time with delays of less than a month at any institution in the state. With easy entry and exit, prisoner students will also have a broad array of educational opportunities; and the Learning Center program will reduce the cost per student by 20%.

The other aspect of this component is Student Support Services. It is rare in prison programs that anything more than instruction is provided, and that is usually by a temporary, part-time teacher. Programs of that kind have a high failure rate and high drop-out rates, or must resort to very narrow entrance screening. The "UW" program will include all required support services. Prospective students will receive a battery of assessment tests which will produce an Educational Development/Job Placement Plan. The plan will include any developmental or special education, required training, and final job placement. Counselors will seek out students whenever a "red flag" goes up from a teacher, the student him/herself, or from any fellow students. Poor attendance, low grades, changes in attitude, all will produce an interview with a counselor. Tutoring may be provided, support education may be added. As students advance in the program, they will be given opportunities to learn about problem-solving, alcoholism and drug abuse, job interviews, keeping jobs, problems of violence, family & parenting, re-entry into society, re-entry into village life. The component is designed to recognize and respond to human individuality and the problems of prison life, and it will make the program 75-85% successful with a broad spectrum of offenders.

The Center was initiated at UAJ, in July 1980, to meet the needs of adult, incarcerated offenders, and in response to concerns of legislators and a need to increase access to education, as well as a request from the Director of Corrections. It is adding applied research to its work as part of evaluation. It is developing a staff development program to increase the efficiency of all faculty and staff. It is also developing as a broker and networker. The most efficient delivery system