

ALASKA LEGISLATURE COMMITTEE FILES 1983-1984 86/2

2300 HHESS SCR 12 - SJR 26

THE SUNDAY OREGONIAN

MAY 17, 1981

Health insurance plan rewards well patients

A Beaverton doctor who sees "about 10,000 patients a year" has come up with a new health care insurance plan that "pays people not to be sick."

"My office is loaded with people who come in and the company says they are sick and have to see a doctor before they can come back to work," Dr. Charles K. Chapman said in an interview. "Individuals take sick leave and use their medical insurance at a cost to both the individual and the company. It costs the individual sick-leave time and the company the loss of the employee's services for a day."

Noting that most health insurance is prepaid, Chapman said: "The only way to derive benefit from the prepaid plan is to use the benefits, whether needed or not. 'It's paid for, so I may as well use it' seems to be the all too-human response."

Chapman has a program called the *Americare Plan, which "rewards you for being well." Basically, the plan returns a part of the premium to the individual for not using the insurance.

Using \$1,000 in premiums as an example, Chapman explained that it is divided into two \$500 parts. The first part of the premium is used to purchase a \$500 deductible major medical plan from any major insurance program. "This functions as any standard insurance plan would," he said, "covering costs in excess of \$500."

The remaining \$500 is deposited in a local bank as a "pool." This, according to Chapman, is the key to the plan because "the consumption or maintenance of these monies is in the hands of the patient." If the insured does not use any of the "pool" fund, he receives \$250 back in cash the first of December, the anniversary date of the plan.

"Thus, his self-restraint is rewarded in the most tangible form that Americans understand — cash payment," the doctor said.

If the insured used \$120 for health expenses, he would be returned \$190 in cash or 50 percent of the \$360 unused in the pool fund.



DR. CHARLES K. CHAPMAN

Money in the pool is used first. When that is exhausted, the major-medical part is tapped. If the pool is used completely, the insured does not receive any "reward."

Each participant is issued a credit card that is used when there are medical expenses.

"Charges at the doctor's office, lab costs and other expenses are charged against the account and the doctor is paid immediately," he said. "No forms. No hassles."

The company realizes productivity gains, he said. "With up to 50 percent less lost time due to illness, the potential impact to worker and organization productivity is staggering. The premium savings could be a drop in the bucket compared with the money made here."

It also represents a boost to the local economy because the program funds are held in local banks.

*Prior to July 1981, Amerigard Inc. was known as Americare Inc.

1 Department of Administration to report its findings to the governor and the
2 legislature before January 16, 1984.

3 A COPY of this resolution shall be sent to the commissioner of the
4 Department of Administration.

STATE OF ALASKA
FISCAL NOTE

Revision Date _____, 1983

I. REQUEST

Bill/Resolution No.: SCR 12
 Title: Health Insurance Task Force
 Sponsor: Josephson
 Requestor: _____

II. FISCAL DETAIL

Agency Affected: Administration
 Program Category Affected: Gen. Admin. Servs.
 BRU, Program of Subprogram(s) Affected: Retirement & Benefits

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 83	FY 84	FY 85	FY 86	FY 87	FY 88
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL		25.0				
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC						
TOTAL OPERATING		25.0				
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Source)						

POSITIONS: NONE

FULL-TIME						
PART-TIME						
TEMPORARY						

III. SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

IV. ANALYSIS: Attach a separate page for any Analysis

Prepared By: J.K. Humphreys, Director Phone: 465-4460
 Division: Retirement & Benefits Date: 4-7-83
 Approved by Commissioner: Lisa Rudd, Commissioner Date: 4-7-83
 Department: Administration

Distribution:

- Original to Legislative Finance
- Copy to Office of Management and Budget (for Legislature introduced bills)
- Copy to Department (for Governor introduced bills)
- Copy to Sponsor
- Copy to Requestor (if different from Sponsor)

State of Alaska

Fiscal Note

SCR 12

IV Analysis: It is assumed that organizations represented on the task force would have Juneau representatives and there would be no travel and per diem expenses.

The \$25.0 expenditure is for benefit consultation and research.


Position Paper

Senate Concurrent Resolution No. 12

The Department of Administration is aware of so-called "stay well" programs and has already done some preliminary research on the feasibility of similar plans for the State of Alaska. We believe that SCR 12 might be fruitful if it were amended.

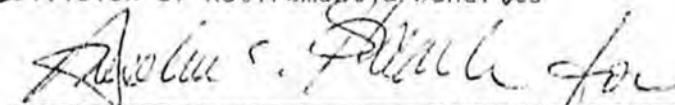
First, rather than establishing a task force to perform the original research work and develop alternatives, we suggest that this department develop the report which then could be circulated among and discussed with all concerned parties. Second, it is important that the scope of the report be broadened to include other possible cost containment alternatives such as modifying our existing cafeteria style Supplemental Benefits System. The approach should be well integrated and take into account possibilities such as federal taxation of employer-paid health insurance premiums and consider the tax consequences of any cash distributions under the program.

The department could support such an amended resolution but cannot support the existing version. Technical groundwork must be laid before informed decisions on alternative can be made.



J.K. Humphreys, Director
Division of Retirement & Benefits

4/8/83
Date



Lisa Rudd, Commissioner of Administration

4/8/83
Date

SCAR

26

SPEECH
May 18, 1983

SENATE CONCURRENT RESOLUTION NO. 26
Local School Advisory Boards

SCR 26 IS AN EFFORT TO ENABLE TEACHERS THE OPPORTUNITY TO PROVIDE INPUT TO THE DECISION MAKING PROCESS AND POLICIES OF LOCAL SCHOOL BOARDS. AS IT IS NOW, TEACHERS HAVE VERY LITTLE ACCESS TO THE DECISIONS MADE ON PROGRAM, CURRICULUM, AND EVEN TEACHING MATERIALS AND TEXTBOOKS THAT ARE USED IN THE CLASSROOM.

LEGISLATION COULD PROVIDE A PROCESS WHEREBY TEACHERS, ADMINISTRATION, AND THE COMMUNITY ALL HAVE A SAY IN THE QUALITY OF EDUCATION THAT STUDENTS WILL RECEIVE.

IT IS REASONABLE TO ASSUME THAT TEACHERS HAVE KNOWLEDGE AND EXPERTISE IN THE AREA OF EDUCATION, AND THAT THEIR DIRECT DEALING WITH STUDENTS GIVES THEM THE ADDITIONAL ADVANTAGE OF BEING AWARE OF STUDENTS NEEDS AND CAPABILITIES. BECAUSE OF THIS ADVANTAGE, TEACHERS WOULD BE AN INVALUABLE ASSET ON A LOCAL ADVISORY BOARD, WHICH WOULD REPORT TO LOCAL

SCHOOL BOARDS, AND THEREBY HAVE A MORE DIRECT EFFECT ON
POLICIES THAT AFFECT THEM AND STUDENTS.

THE QUALITY OF EDUCATION NEEDS TO BE A HIGH PRIORITY
WITH THIS LEGISLATURE AND PROVIDING FOR LOCAL SCHOOL
ADVISORY BOARDS IS ONE STEP IN THE RIGHT DIRECTION.



NEA - ALASKA

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May 4, 1983

Senator Frank Ferguson
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Frank,

Thanks for your call inviting a response and suggestions (legislative and otherwise) to the National Commission on Excellence in Education report: "A Nation at Risk". I have attached a copy of the report because my comments and suggestions are specifically referenced to it.

Our Board will be discussing the Report at our meeting in Juneau, 13 and 14, May, and you are more than welcome to participate at anytime your schedule permits.

Absent a specific policy statement from our Board I can comfortably predict an extremely positive response from the Board and from teachers generally to the Report since so much of it keys in on specific concerns that we have perceived as serious problems for quite some time. The bottom line is that "quality education costs money" and the federal government has had a substantial obligation to help. Their current effort is only 7.4 cents out of each dollar spent for education.

If we could achieve Congressional support (including our delegation) for the American Defense Educational Act, that figure would rise substantially.

Re: The Report....

1. We agree with the need for fundamental reform. The point on page 2 relative to public education having to deal with personal, social and political problems not being resolved at home and by other institutions is a very serious one. This suggests that it is incumbent on all of us to better articulate the role of public education to the public, and enlist their support.

2. The statistical data on pages 4 and 5 is not defensible and can be changed...with a broad base of support. The point on page 8 that teachers become the scapegoats is well taken and clearly demonstrates the need for better understanding and a broader commitment to support public education. We have no problem with accountability if we could have a more meaningful role in certification, determination of the substance of teacher preparation programs, determination of who enters the profession, and use and disbursement of resources.

3. We agree with the general conclusion that standards and expectations have become minimal requirements rather than guidelines toward excellence. Expectations and aspirations need reinforcement from all segments of the education/public community.

4. I personally think the results of the Gallup poll referenced on page 12 suggest that the general public is willing to make meaningful commitments, including financial, to public education. Someone needs to make the "call" for the support and commitment - perhaps you are the one to do it.

5. More specifically, regarding findings:

a) Teachers have little, if any, access to decisions on substance; program, curriculum, even teaching materials and textbooks. Legislation could make this a trilateral process: the public (community), the profession (teachers) and the administration/board.

b) Teachers have a lot more to offer on expectations than is currently being realized but whatever the suggestions that are made, they must receive support and reinforcement from boards/administration and from parents.

c) Teachers desperately want more time to teach and be freed from administrative tasks and other minutiae which seem to increase yearly. A partial answer is to legislate that class size, load, pupil-teacher ratios and "other" assignments are negotiable issues.

d) In terms of making the teaching profession more attractive, while it is true that our salaries are higher than "outside", I think there is still need for concern in that they don't seem to be attractive enough for Alaskans to make the commitment to teaching as a career/profession and at the entry levels they still require part-time jobs to supplement income. Additionally, legislation can provide teachers a more meaningful role in professional decision making. The policy statement in the Public Employees Relation Act: AS 23.40.070 - with meaningful implementation would bring a better focus to this issue.

6. Relative to the recommendations, we concur in whole or in part with nearly all of them and this is the general area which probably represents the greatest legislative potential. The only real caution is that we really can't legislate "attitudes" and this component will require everyone working more closely to goals and objectives defined through a common effort.

a) Tougher standards in high school require State Board direction, State Department of Education assistance, and public support. NEA and teachers concur. The American Defense Education Act also addresses this issue.

b) We support higher standards for college admission but caution against nationwide standardized tests as a primary criteria. We should use a variety of diagnostic measures which uniquely address our circumstance here in Alaska.

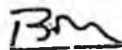
c) We support the need to look at alternatives attendant to the use of time, the school day and the school year. Again, the options must address the unique circumstances here in Alaska.

d) Needless to say, we support the call for higher salaries as an incentive to make the profession more attractive to quality people. However, salaries alone won't do it. There must be a greater role for teachers in professional decision making as there is in other professions. Point 4 on page 25 seems to be a key. In my opinion this represents an area for greater activity on the part of our Department of Education.

NEA and NEA-Alaska have a lot of human and professional resources, resources to put into a common effort and we are prepared to do so. While we are an interest group with responsibility to advocate the interests of our members we also are committed to quality public education and will embrace the opportunity to have a greater and more meaningful role in working to achieve it.

Frank, I would really appreciate the opportunity for further discussion of this Report and its potential. Thanks.

Sincerely,



Robert Manners
Executive Secretary

RM/st

enclosure

Embargoed until 26 April, 4:00 PM

PREPUBLICATION COPY

April 19, 1983

An Open Letter to the American People

A NATION AT RISK:

THE IMPERATIVE FOR EDUCATIONAL REFORM

A Report to the Nation

and the

Secretary of Education
United States Department of Education

by

The National Commission on Excellence in Education

April 1983

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NOTE: Page numbers on appendices will change since report ran longer with additions.

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INTRODUCTION

Secretary of Education T. M. Bell created the National Commission on Excellence in Education on August 26, 1981, directing it to examine the quality of education in the United States and to make a report to the Nation and to him within 18 months of its first meeting. In accordance with the Secretary's instructions, this report contains practical recommendations for educational improvement and fulfills the Commission's responsibilities under the terms of its charter.

The Commission was created as a result of the Secretary's concern about "the widespread public perception that something is seriously amiss in our educational system." Soliciting the "support of all who care about our future," the Secretary noted that he was establishing the Commission based on his "responsibility to provide leadership, constructive criticism, and effective assistance to schools and universities."

The Commission's charter contained several specific charges to which we have given particular attention. These included:

- o assessing the quality of teaching and learning in our Nation's public and private schools, colleges, and universities;
- o comparing American schools and colleges with those of other advanced nations;
- o studying the relationship between college admissions requirements and student achievement in high school;
- o identifying educational programs which result in notable student success in college;
- o assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and
- o defining problems which must be faced and overcome if we are successfully to pursue the course of excellence in education.

The Commission's charter directed it to pay particular attention to teenage youth, and we have done so largely by focusing on high schools.

Selective attention was given to the formative years spent in elementary schools, to higher education, and to vocational and technical programs. We refer those interested in the need for similar reform in higher education to the recent report of the American Council on Education, To Strengthen the Quality of Higher Education.

In going about its work the Commission has relied in the main upon five sources of information:

- o papers commissioned from experts on a variety of educational issues;
- o administrators, teachers, students, representatives of professional and public groups, parents, business leaders, public officials, and scholars who testified at eight meetings of the full Commission, six public hearings, two panel discussions, a symposium, and a series of meetings organized by the Department of Education's Regional Offices;
- o existing analyses of problems in education;
- o letters from concerned citizens, teachers, and administrators who volunteered extensive comments on problems and possibilities in American education; and
- o descriptions of notable programs and promising approaches in education.

To those public-minded citizens who took the trouble to share their concerns with us--frequently at their own expense in time, money, and effort--we extend our thanks. In all cases, we have benefited from their advice and taken their views into account; how we have treated their suggestions is, of course, our responsibility alone. In addition, we are grateful to the individuals in schools, universities, foundations, business, government, and communities throughout the United States who provided the facilities and staff so necessary to the success of our many public functions.

The Commission was impressed during the course of its activities by the diversity of opinion it received regarding the condition of American education and by conflicting views about what should be done. In many ways, the membership of the Commission itself reflected that diversity and difference of opinion

during the course of its work. This report, nevertheless, gives evidence that men and women of good will can agree on common goals and on ways to pursue them.

The Commission's charter, the authors and topics of commissioned papers, a list of the public events, and a roster of the Commission's staff are included in the appendices which complete this volume.

A NATION AT RISK

Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of mithering, unilateral educational disarmament.

Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. This report, the result of 18 months of study, seeks to generate reform of our educational system in fundamental ways and to renew the Nation's commitment to schools and colleges of high quality throughout the length and breadth of our land.

That we have compromised this commitment is, upon reflection, hardly surprising, given the multitude of often conflicting demands we have placed on

our Nation's schools and colleges. They are routinely called on to provide solutions to personal, social, and political problems that the home and other institutions either will not or cannot resolve. We must understand that these demands on our schools and colleges often exact an educational cost as well as a financial one.

On the occasion of the Commission's first meeting, President Reagan noted the central importance of education in American life when he said: "Certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges." This report, therefore, is as much an open letter to the American people as it is a report to the Secretary of Education. We are confident that the American people, properly informed, will do what is right for their children and for the generations to come.

The Risk

History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer.

The risk is not only that the Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. It is not just that the South Koreans recently built the world's most efficient steel mill, or that American machine tools, once the pride of the world, are being displaced by German products. It is also that these developments signify

April 19, 1983

a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. If only to keep and improve on the slim competitive edge we still retain in world markets, we must rededicate ourselves to the reform of our educational system for the benefit of all--old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the "information age" we are entering.

Our concern, however, goes well beyond matters such as industry and commerce. It also includes the intellectual, moral, and spiritual strengths of our people which knit together the very fabric of our society. The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.

For our country to function, citizens must be able to reach some common understandings on complex issues, often on short notice and on the basis of conflicting or incomplete evidence. Education helps form these common understandings, a point Thomas Jefferson made long ago in his justly famous dictum:

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.

Part of what is at risk is the promise first made on this continent: All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.

Indicators of the Risk

The educational dimensions of the risk before us have been amply documented in testimony received by the Commission. For example:

- o International comparisons of student achievement, completed a decade ago, reveal that on 19 academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.
- o Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.
- o About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent.
- o Average achievement of high school students on most standardized tests is now lower than 26 years ago when Sputnik was launched.
- o Over half the population of gifted students do not match their tested ability with comparable achievement in school.
- o The College Board's Scholastic Aptitude Tests (SAT) demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.
- o College Board achievement tests also reveal consistent declines in recent years in such subjects as physics and English.
- o Both the number and proportion of students demonstrating superior achievement on the SAT's (i.e., those with scores of 650 or higher) have dramatically declined.
- o Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40 percent cannot draw

inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.

- o There was a steady decline in science achievement scores of U.S. 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.
- o Between 1975 and 1980, remedial mathematics courses in public 4-year colleges increased by 72 percent and now constitute one-quarter of all mathematics courses taught in these institutions.
- o Average tested achievement of students graduating from college is also lower.
- o Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation. The Department of the Navy, for example, reported to the Commission that one-quarter of its recent recruits cannot read at the ninth grade level, the minimum needed simply to understand written safety instructions. Without remedial work they cannot even begin, much less complete, the sophisticated training essential in much of the modern military.

These deficiencies come at a time when the demand for highly skilled workers in new fields is accelerating rapidly. For example:

- o Computers and computer-controlled equipment are penetrating every aspect of our lives--homes, factories, and offices.
- o One estimate indicates that by the turn of the century millions of jobs will involve laser technology and robotics.
- o Technology is radically transforming a host of other occupations. They include health care, medical science, energy production, food processing, construction, and the building, repair, and maintenance of sophisticated scientific, educational, military, and industrial equipment.

Analysts examining these indicators of student performance and the demands for new skills have made some chilling observations. Educational researcher Paul Hurd concluded at the end of a thorough national survey of student achievement that within the context of the modern scientific revolution "We are raising a new generation of Americans that is scientifically and technologically illiterate." In a similar vein, John Slaughter, a former Director of the National Science Foundation, warned of "a growing chasm between

a small scientific and technological elite and a citizenry ill-informed, indeed uninformed, on issues with a science component."

But the problem does not stop there, nor do all observers see it the same way. Some worry that schools may emphasize such rudiments as reading and computation at the expense of other essential skills such as comprehension, analysis, solving problems, and drawing conclusions. Still others are concerned that an over-emphasis on technical and occupational skills will leave little time for studying the arts and humanities that so enrich daily life, help maintain civility, and develop a sense of community. Knowledge of the humanities, they maintain, must be harnessed to science and technology if the latter are to remain creative and humane, just as the humanities need to be informed by science and technology if they are to remain relevant to the human condition. Another analyst, Paul Copperman, has drawn a sobering conclusion. Until now, he has noted:

Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents.

It is important, of course, to recognize that the average citizen today is better educated and more knowledgeable than the average citizen of a generation ago--more literate, and exposed to more mathematics, literature, and science. The positive impact of this fact on the well-being of our country and the lives of our people cannot be overstated. Nevertheless, the average graduate of our schools and colleges today is not as well-educated as the average graduate of 25 or 35 years ago, when a much smaller proportion of our population completed high school and college. The negative impact of this fact likewise cannot be overstated.

Hope and Frustration

Statistics and their interpretation by experts show only the surface dimension of the difficulties we face. Beneath them lies a tension between hope and frustration that characterizes current attitudes about education at every level.

We have heard the voices of high school and college students, school board members, and teachers; of leaders of industry, minority groups, and higher education; of parents and State officials. We could hear the hope evident in their commitment to quality education and in their descriptions of outstanding programs and schools. We could also hear the intensity of their frustration, a growing impatience with shoddiness in many walks of American life, and the complaint that this shoddiness is too often reflected in our schools and colleges. Their frustration threatens to overwhelm their hope.

What lies behind this emerging national sense of frustration can be described as both a dimming of personal expectations and the fear of losing a shared vision for America.

On the personal level the student, the parent, and the caring teacher all perceive that a basic promise is not being kept. More and more young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation.

On a broader scale, we sense that this undertone of frustration has significant political implications, for it cuts across ages, generations, races, and political and economic groups. We have come to understand that the public will demand that educational and political leaders act forcefully

and effectively on these issues. Indeed, such demands have already appeared and could well become a unifying national preoccupation. This unity, however, can be achieved only if we avoid the unproductive tendency of some to search for scapegoats among the victims, such as the beleaguered teachers.

On the positive side is the significant movement by political and educational leaders to search for solutions--so far centering largely on the nearly desperate need for increased support for the teaching of mathematics and science. This movement is but a start on what we believe is a larger and more educationally encompassing need to improve teaching and learning in fields such as English, history, geography, economics, and foreign languages. We believe this movement must be broadened and directed toward reform and excellence throughout education.

Excellence in Education

We define "excellence" to mean several related things. At the level of the individual learner, it means performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them. Excellence characterizes a society that has adopted these policies, for it will then be prepared through the education and skill of its people to respond to the challenges of a rapidly changing world. Our Nation's people and its schools and colleges must be committed to achieving excellence in all these senses.

We do not believe that a public commitment to excellence and educational reform must be made at the expense of a strong, public commitment to the equitable treatment of our diverse population. The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other either in principle or in practice.

To do so would deny young people their chance to learn and live according to their aspirations and abilities. It would also lead to a generalized accommodation to mediocrity in our society on the one hand or the creation of an undemocratic elitism on the other.

Our goal must be to develop the talents of all to their fullest. Attaining that goal requires that we expect and assist all students to work to the limits of their capabilities. We should expect schools to have genuinely high standards rather than minimum ones, and parents to support and encourage their children to make the most of their talents and abilities.

The search for solutions to our educational problems must also include a commitment to life-long learning. The task of rebuilding our system of learning is enormous and must be properly understood and taken seriously: Although a million and a half new workers enter the economy each year from our schools and colleges, the adults working today will still make up about 75 percent of the workforce in the year 2000. These workers, and new entrants into the workforce, will need further education and retraining if they--and we as a Nation--are to thrive and prosper.

The Learning Society

In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the

general quality of one's life. Also at the heart of the Learning Society are educational opportunities extending far beyond the traditional institutions of learning, our schools and colleges. They extend into homes and workplaces; into libraries, art galleries, museums, and science centers; indeed, into every place where the individual can develop and mature in work and life. In our view, formal schooling in youth is the essential foundation for learning throughout one's life. But without life-long learning, one's skills will become rapidly dated.

In contrast to the ideal of the Learning Society, however, we find that for too many people education means doing the minimum work necessary for the moment, then coasting through life on what may have been learned in its first quarter. But this should not surprise us because we tend to express our educational standards and expectations largely in terms of "minimum requirements." And where there should be a coherent continuum of learning, we have none, but instead an often incoherent, outdated, patchwork quilt. Many individual, sometimes heroic, examples of schools and colleges of great merit do exist. Our findings and testimony confirm the vitality of a number of notable schools and programs, but their very distinction stands out against a vast mass shaped by tensions and pressures that inhibit systematic academic and vocational achievement for the majority of students. In some metropolitan areas basic literacy has become the goal rather than the starting point. In some colleges maintaining enrollments is of greater day-to-day concern than maintaining rigorous academic standards. And the ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education.

Thus, we issue this call to all who care about America and its future: to parents and students; to teachers, administrators, and school board members;

to colleges and industry; to union members and military leaders; to governors and State legislators; to the President; to members of Congress and other public officials; to members of learned and scientific societies; to the print and electronic media; to concerned citizens everywhere. America is at risk.

We are confident that America can address this risk. If the tasks we set forth are initiated now and our recommendations are fully realized over the next several years, we can expect reform of our Nation's schools, colleges, and universities. This would also reverse the current declining trend--a trend that stems more from weakness of purpose, confusion of vision, underuse of talent, and lack of leadership, than from conditions beyond our control.

The Tools at Hand

It is our conviction that the essential raw materials needed to reform our educational system are waiting to be mobilized through effective leadership:

- o the natural abilities of the young that cry out to be developed and the undiminished concern of parents for the well-being of their children;
- o the commitment of the Nation to high retention rates in schools and colleges and to full access to education for all;
- o the persistent and authentic American dream that superior performance can raise one's state in life and shape one's own future;
- o the dedication, against all odds, that keeps teachers serving in schools and colleges, even as the rewards diminish;
- o our better understanding of learning and teaching and the implications of this knowledge for school practice and the numerous examples of local success as a result of superior effort and effective dissemination;
- o the ingenuity of our policymakers, scientists, State and local educators, and scholars in formulating solutions once problems are better understood;
- o the traditional belief that paying for education is an investment in ever-renewable human resources that are more durable and flexible than capital plant and equipment, and the availability in this country of sufficient financial means to invest in education;
- o the equally sound tradition, from the Northwest Ordinance of 1787 until today, that the Federal government should supplement State, local, and other resources to foster key national educational goals; and

- o the voluntary efforts of individuals, businesses, and parent and civic groups to cooperate in strengthening educational programs.

These raw materials, combined with the unparalleled array of educational organizations in America, offer us the possibility to create a Learning Society, in which public, private, and parochial schools; colleges and universities; vocational and technical schools and institutes; libraries; science centers, museums, and other cultural institutions; and corporate training and retraining programs offer opportunities and choices for all to learn throughout life.

The Public's Commitment

Of all the tools at hand, the public's support for education is the most powerful. In a message to a National Academy of Sciences meeting in May, 1982, President Reagan commented on this fact when he said:

This public awareness--and I hope public action--is long overdue. . . . This country has lost an American respect for education. . . . Our challenge now is to create a resurgence of that thirst for education that typifies our Nation's history.

The most recent (1982) Gallup Poll of the Public's Attitudes Toward the Public Schools strongly supported a theme heard during our hearings: People are steadfast in their belief that education is the major foundation for the future strength of this country. They even considered education more important than developing the best industrial system or the strongest military force, perhaps because they understood education as the cornerstone of both. They also held that education is "extremely important" to one's future success, and that public education should be the top priority for additional Federal funds. Education occupied first place among 12 funding categories considered in the survey--above health care, welfare, and military defense, with 55 percent selecting public education as one of their first three choices. Very clearly, the public understands the primary importance of education as the foundation

for a satisfying life, an enlightened and civil society, a strong economy, and a secure Nation.

At the same time, the public has no patience with undemanding and superfluous high school offerings. In another survey, more than 75 percent of all those questioned believed every student planning to go to college should take 4 years of mathematics, English, history/U.S. government, and science, with more than 50 percent adding 2 years each of a foreign language and economics or business. The public even supports requiring much of this curriculum for students who do not plan to go to college. These standards far exceed the strictest high school graduation requirements of any State today, and they also exceed the admission standards of all but a handful of our most selective colleges and universities.

Another dimension of the public's support offers the prospect of constructive reform. The best term to characterize it may simply be the honorable word "patriotism." Citizens know intuitively what some of the best economists have shown in their research, that education is one of the chief engines of a society's material well-being. They know, too, that education is the common bond of a pluralistic society and helps tie us to other cultures around the globe. Citizens also know in their bones that the safety of the United States depends principally on the wit, skill, and spirit of a self-confident people, today and tomorrow. It is, therefore, essential--especially in a period of long-term decline in educational achievement--for government at all levels to affirm its responsibility for nurturing the Nation's intellectual capital.

And perhaps most important, citizens know and believe that the meaning of America to the rest of the world must be something better than it seems to many today. Americans like to think of this Nation as the preeminent country for generating the great ideas and material benefits for all mankind. The citizen

is dismayed at a steady 15-year decline in industrial productivity, as one great American industry after another falls to world competition. The citizen wants the country to act on the belief, expressed in our hearings and by the large majority in the Gallup Poll, that education should be at the top of the Nation's agenda.

Findings

We conclude that declines in educational performance are in large part the result of disturbing inadequacies in the way the educational process itself is often conducted. The findings that follow, culled from a much more extensive list, reflect four important aspects of the educational process: content, expectations, time, and teaching.

Findings Regarding Content

By content we mean the very "stuff" of education, the curriculum. Because of our concern about the curriculum, the Commission examined patterns of courses high school students took in 1964-69 compared with course patterns in 1976-81.

On the basis of these analyses we conclude:

- o Secondary school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. In effect, we have a cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main courses. Students have migrated from vocational and college preparatory programs to "general track" courses in large numbers. The proportion of students taking a general program of study has increased from 12 percent in 1964 to 42 percent in 1979.
- o This curricular smorgasbord, combined with extensive student choice, explains a great deal about where we find ourselves today. We offer intermediate algebra, but only 31 percent of our recent high school graduates complete it; we offer French I, but only 13 percent complete it; and we offer geography, but only 16 percent complete it. Calculus is available in schools enrolling about 60 percent of all students, but only 6 percent of all students complete it.
- o Twenty-five percent of the credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and mathematics, and personal service and development courses, such as training for adulthood and marriage.

Findings Regarding Expectations

We define expectations in terms of the level of knowledge, abilities, and skills school and college graduates should possess. They also refer to the time, hard work, behavior, self-discipline, and motivation that are essential for high student achievement. Such expectations are expressed to students in several different ways:

- o by grades, which reflect the degree to which students demonstrate their mastery of subject matter;
- o through high school and college graduation requirements, which tell students which subjects are most important;
- o by the presence or absence of rigorous examinations requiring students to demonstrate their mastery of content and skill before receiving a diploma or a degree;
- o by college admissions requirements, which reinforce high school standards; and
- o by the difficulty of the subject matter students confront in their texts and assigned readings.

Our analyses in each of these areas indicate notable deficiencies:

- o The amount of homework for high school seniors has decreased (two-thirds report less than 1 hour a night) and grades have risen as average student achievement has been declining.
- o In many other industrialized nations, courses in mathematics (other than arithmetic or general mathematics), biology, chemistry, physics, and geography start in grade 6 and are required of all students. The time spent on these subjects, based on class hours, is about three times that spent by even the most science-oriented U.S. students, i.e., those who select 4 years of science and mathematics in secondary school.
- o A 1980 State-by-State survey of high school diploma requirements reveals that only eight States require high schools to offer foreign language instruction, but none requires students to take the courses. Thirty-five States require only 1 year of mathematics, and 36 require only 1 year of science for a diploma.
- o In 13 States, 50 percent or more of the units required for high school graduation may be electives chosen by the student. Given this freedom to choose the substance of half or more of their education, many students opt for less demanding personal service courses, such as bachelor living.

- o "Minimum competency" examinations (now required in 37 States) fall short of what is needed, as the "minimum" tends to become the "maximum," thus lowering educational standards for all.
- o One-fifth of all 4-year public colleges in the United States must accept every high school graduate within the State regardless of program followed or grades, thereby serving notice to high school students that they can expect to attend college even if they do not follow a demanding course of study in high school or perform well.
- o About 23 percent of our more selective colleges and universities reported that their general level of selectivity declined during the 1970s, and 29 percent reported reducing the number of specific high school courses required for admission (usually by dropping foreign language requirements, which are now specified as a condition for admission by only one-fifth of our institutions of higher education).
- o Too few experienced teachers and scholars are involved in writing textbooks. During the past decade or so a large number of texts have been "written down" by their publishers to ever-lower reading levels in response to perceived market demands.
- o A recent study by Education Products Information Exchange revealed that a majority of students were able to master 80 percent of the material in some of their subject-matter texts before they had even opened the books. Many books do not challenge the students to whom they are assigned.
- o Expenditures for textbooks and other instructional materials have declined by 50 percent over the past 17 years. While some recommend a level of spending on texts of between 5 and 10 percent of the operating costs of schools, the budgets for basal texts and related materials have been dropping during the past decade and a half to only 0.7 percent today.

Findings Regarding Time

Evidence presented to the Commission demonstrates three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work.

- o In England and other industrialized countries, it is not unusual for academic high school students to spend 8 hours a day at school, 220

DAYS PER YEAR. IN THE UNITED STATES, BY CONTRAST, THE TYPICAL SCHOOL DAYS LAST 6 HOURS AND THE SCHOOL YEAR IS 180 DAYS.

O IN MANY SCHOOLS, THE TIME SPENT LEARNING HOW TO COOK AND DRIVE COUNTS AS MUCH TOWARD A HIGH SCHOOL DIPLOMA AS THE TIME SPENT STUDYING MATHEMATICS, ENGLISH, CHEMISTRY, U.S. HISTORY, OR BIOLOGY.

O A STUDY OF THE SCHOOL WEEK IN THE UNITED STATES FOUND THAT SOME SCHOOLS PROVIDED STUDENTS ONLY 17 HOURS OF ACADEMIC INSTRUCTION DURING THE WEEK, AND THE AVERAGE SCHOOL PROVIDED ABOUT 22.

O A CALIFORNIA STUDY OF INDIVIDUAL CLASSROOMS FOUND THAT BECAUSE OF POOR MANAGEMENT OF CLASSROOM TIME, SOME ELEMENTARY STUDENTS RECEIVE ONLY ONE-FIFTH OF THE INSTRUCTION OTHERS RECEIVED IN READING COMPREHENSION.

O IN MOST SCHOOLS, THE TEACHING OF STUDY SKILLS IS HAPHAZARD AND UNPLANNED. CONSEQUENTLY, MANY STUDENTS COMPLETE HIGH SCHOOL AND ENTER COLLEGE WITHOUT DISCIPLINED AND SYSTEMATIC STUDY HABITS.

FINDINGS REGARDING TEACHING

THE COMMISSION FOUND THAT THAT NOT ENOUGH OF THE ACADEMICALLY ABLE STUDENTS ARE BEING ATTRACTED TO TEACHING; THAT TEACHER PREPARATION PROGRAMS NEED SUBSTANTIAL IMPROVEMENT; THAT THE PROFESSIONAL WORKING LIFE OF TEACHERS IS ON THE WHOLE UNACCEPTABLE; AND THAT A SERIOUS SHORTAGE OF TEACHERS EXISTS IN KEY FIELDS.

O DO MANY TEACHERS ARE BEING DRAWN FROM THE BOTTOM QUARTER OF GRADUATING HIGH SCHOOL AND COLLEGE STUDENTS.

O THE TEACHER PREPARATION CURRICULUM IS WEIGHTED HEAVILY WITH COURSES IN "EDUCATIONAL METHODS" AT THE EXPENSE OF COURSES IN SUBJECTS TO BE TAUGHT. A SURVEY OF 1,350 INSTITUTIONS TRAINING TEACHERS INDICATED THAT 41 PERCENT OF THE TIME OF ELEMENTARY SCHOOL TEACHERS CANDIDATES IS SPENT IN EDUCATION COURSES, WHICH REDUCES THE AMOUNT OF TIME AVAILABLE FOR SUBJECT MATTER COURSES.

- O THE AVERAGE SALARY AFTER 12 YEARS OF TEACHING IS ONLY \$17,000 PER YEAR, AND MANY TEACHERS ARE REQUIRED TO SUPPLEMENT THEIR INCOME WITH PART-TIME AND SUMMER EMPLOYMENT. IN ADDITION, INDIVIDUAL TEACHERS HAVE LITTLE INFLUENCE IN SUCH CRITICAL PROFESSIONAL DECISIONS AS, FOR EXAMPLE, TEXTBOOK SELECTION.
- O DESPITE WIDESPREAD PUBLICITY ABOUT AN OVERPOPULATION OF TEACHERS, SEVERE SHORTAGES OF CERTAIN KINDS OF TEACHERS EXIST: IN THE FIELD OF MATHEMATICS, SCIENCE, AND FOREIGN LANGUAGES; AND AMONG SPECIALISTS IN EDUCATION FOR GIFTED AND TALENTED, LANGUAGE MINORITY, AND HANDICAPPED STUDENTS.
- O THE SHORTAGE OF TEACHERS IN MATHEMATICS AND SCIENCE IS PARTICULARLY SEVERE. A 1981 SURVEY OF 45 STATES REVEALED SHORTAGES OF MATHEMATICS

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teachers in 43 States, critical shortages of earth sciences teachers in 33 States, and of physics teachers everywhere.

- o Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects; fewer than one-third of U.S. high schools offer physics taught by qualified teachers.

Recommendations

In light of the urgent need for improvement, both immediate and long term, this Commission has agreed on a set of recommendations that the American people can begin to act on now, that can be implemented over the next several years, and that promise lasting reform. The topics are familiar; there is little mystery about what we believe must be done. Many schools, districts, and States are already giving serious and constructive attention to these matters, even though their plans may differ from our recommendations in some details.

We wish to note that we refer to public, private, and parochial schools and colleges alike. All are valuable national resources. Examples of actions similar to those recommended below can be found in each of them.

We must emphasize that the variety of student aspirations, abilities, and preparation requires that appropriate content be available to satisfy diverse needs. Attention must be directed to both the nature of the content available and to the needs of particular learners. The most gifted students, for example, may need a curriculum enriched and accelerated beyond even the needs of other students of high ability. Similarly, educationally disadvantaged students may require special curriculum materials, smaller classes, or individual tutoring to help them master the material presented. Nevertheless, there remains a common expectation: We must demand the best effort and performance from all students, whether they are gifted or less able, affluent or disadvantaged, whether destined for college, the farm, or industry.

Our recommendations are based on the beliefs that everyone can learn, that everyone is born with an urge to learn which can be nurtured, that a solid high

school education is within the reach of virtually all, and that life-long learning will equip people with the skills required for new careers and for citizenship.

RECOMMENDATION A: CONTENT

We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school:

(a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. For the college bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier.

Whatever the student's educational or work objectives, knowledge of the New Basics is the foundation of success for the after-school years, and, therefore, forms the core of the modern curriculum. A high level of shared education in these Basics, together with work in the fine and performing arts and foreign languages, constitutes the mind and spirit of our culture. The following Implementing Recommendations are intended as illustrative descriptions. They are included here to clarify what we mean by the essentials of a strong curriculum.

Implementing Recommendations

1. The teaching of English in high school should equip graduates to:
(a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and discuss ideas intelligently; and (d) know our literary heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.


2. The teaching of mathematics in high school should equip graduates to:
(a) understand geometric and algebraic concepts; (b) understand elementary probability and statistics; (c) apply mathematics in everyday situations; and (d) estimate, approximate, measure, and test the accuracy of their calculations. In addition to the traditional sequence of studies available for college-bound students, new, equally demanding mathematics curricula need to be developed for those who do not plan to continue their formal education immediately.
3. The teaching of science in high school should provide graduates with an introduction to: (a) the concepts, laws, and processes of the physical and biological sciences; (b) the methods of scientific inquiry and reasoning; (c) the application of scientific knowledge to everyday life; and (d) the social and environmental implications of scientific and technological development. Science courses must be revised and updated for both the college-bound and those not intending to go to college. An example of such work is the American Chemical Society's "Chemistry in the Community" program.
4. The teaching of social studies in high school should be designed to:
(a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society.
5. The teaching of computer science in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies.

In addition to the New Basics, other important curriculum matters must also be addressed.

6. Achieving proficiency in a foreign language ordinarily requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education.
7. The high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students' personal, educational, and occupational goals, such as the fine and performing arts and vocational education. These areas complement the New Basics, and they should demand the same level of performance as the Basics.

8. The curriculum in the crucial eight grades leading to the high school years should be specifically designed to provide a sound base for study in those and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. These years should foster an enthusiasm for learning and the development of the individual's gifts and talents.
9. We encourage the continuation of efforts by groups such as the American Chemical Society, the American Association for the Advancement of Science, the Modern Language Association, and the National Councils of Teachers of English and Teachers of Mathematics, to revise, update, improve, and make available new and more diverse curricular materials. We applaud the consortia of educators and scientific, industrial, and scholarly societies that cooperate to improve the school curriculum.

RECOMMENDATION B: STANDARDS AND EXPECTATIONS

 We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment.

Implementing Recommendations

1. Grades should be indicators of academic achievement so they can be relied on as evidence of a student's readiness for further study.
2. Four-year colleges and universities should raise their admissions requirements and advise all potential applicants of the standards for admission in terms of specific courses required, performance in these areas, and levels of achievement on standardized achievement tests in each of the five Basics and, where applicable, foreign languages.
3. Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. The purposes of these tests would be to: (a) certify the student's credentials; (b) identify the need for remedial intervention; and (c) identify the opportunity for advanced or accelerated work. The tests should be administered as part of a nationwide (but not Federal) system of State and local standardized tests. This system should include other diagnostic procedures that assist teachers and students to evaluate student progress.

4. Textbooks and other tools of learning and teaching should be upgraded and updated to assure more rigorous content. We call upon university scientists, scholars, and members of professional societies, in collaboration with master teachers, to help in this task, as they did in the post-Sputnik era. They should assist willing publishers in developing the products or publish their own alternatives where there are persistent inadequacies.
 5. In considering textbooks for adoption, States and school districts should: (a) evaluate texts and other materials on their ability to present rigorous and challenging material clearly; and (b) require publishers to furnish evaluation data on the material's effectiveness.
 6. Because no textbook in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin-market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.
 7. To assure quality, all publishers should furnish evidence of the quality and appropriateness of textbooks, based on results from field trials and credible evaluations. In view of the enormous numbers and varieties of texts available, more widespread consumer information services for purchasers are badly needed.
 8. New instructional materials should reflect the most current applications of technology in appropriate curriculum areas, the best scholarship in each discipline, and research in learning and teaching.
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RECOMMENDATION C: TIME

We recommend that significantly more time be devoted to learning the New Basics. This will require more effective use of the existing school day, a longer school day, or a lengthened school year.

Implementing Recommendations

1. Students in high schools should be assigned far more homework than is now the case.
2. Instruction in effective study and work skills, which are essential if school and independent time is to be used efficiently, should be introduced in the early grades and continued throughout the student's schooling.
3. School districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year.
4. The time available for learning should be expanded through better classroom management and organization of the school day. If necessary,

additional time should be found to meet the special needs of slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year.

5. The burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently, and by considering alternative classrooms, programs, and schools to meet the needs of continually disruptive students
6. Attendance policies with clear incentives and sanctions should be used to reduce the amount of time lost through student absenteeism and tardiness
7. Administrative burdens on the teacher and related intrusions into the school day should be reduced to add time for teaching and learning.
8. Placement and grouping of students, as well as promotion and graduation policies, should be guided by the academic progress of students and their instructional needs, rather than by rigid adherence to age.

RECOMMENDATION D: TEACHING

This recommendation consists of seven parts. Each is intended to improve the preparation of teachers or to make teaching a more rewarding and respected profession. Each of the seven stands on its own and should not be considered solely as an implementing recommendation.

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1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.
 2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.
 3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation.
 4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.

5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. Qualified individuals including recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields. A number of our leading science centers have the capacity to begin educating and retraining teachers immediately. Other areas of critical teacher need, such as English, must also be addressed.
6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.
7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years.

RECOMMENDATION E: LEADERSHIP AND FISCAL SUPPORT

✓ We recommend that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve these reforms, and that citizens provide the fiscal support and stability required to bring about the reforms we propose.

Implementing Recommendations

1. Principals and superintendents must play a crucial leadership role in developing school and community support for the reforms we propose, and school boards must provide them with the professional development and other support required to carry out their leadership role effectively. The Commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved.
2. State and local officials, including school board members, governors, and legislators, have the primary responsibility for financing and governing the schools, and should incorporate the reforms we propose in their educational policies and fiscal planning.
3. The Federal government, in cooperation with States and localities, should help meet the needs of key groups of students such as the gifted and talented, the socioeconomically disadvantaged, minority and language minority students, and the handicapped. In combination these groups include both national resources and the Nation's youth who are most at risk.

4. In addition, we believe the Federal government's role includes several functions of national consequence that States and localities alone are unlikely to be able to meet: protecting constitutional and civil rights for students and school personnel; collecting data, statistics, and information about education generally; supporting curriculum improvement and research on teaching, learning, and the management of schools; supporting teacher training in areas of critical shortage or key national needs; and providing student financial assistance and research and graduate training. We believe the assistance of the Federal government should be provided with a minimum of administrative burden and intrusiveness.
5. The Federal government has the primary responsibility to identify the national interest in education. It should also help fund and support efforts to protect and promote that interest. It must provide the national leadership to ensure that the Nation's public and private resources are marshaled to address the issues discussed in this report.
6. This Commission calls upon educators, parents, and public officials at all levels to assist in bringing about the educational reform proposed in this report. We also call upon citizens to provide the financial support necessary to accomplish these purposes. Excellence costs. But in the long run mediocrity costs far more.

America Can Do It

Despite the obstacles and difficulties that inhibit the pursuit of superior educational attainment, we are confident, with history as our guide, that we can meet our goal. The American educational system has responded to previous challenges with remarkable success. In the 19th century our land-grant colleges and universities provided the research and training that developed our Nation's natural resources and the rich agricultural bounty of the American farm. From the late 1800s through mid-20th century, American schools provided the educated workforce needed to seal the success of the Industrial Revolution and to provide the margin of victory in two world wars. In the early part of this century and continuing to this very day, our schools have absorbed vast waves of immigrants and educated them and their children to productive citizenship. Similarly, the Nation's Black colleges have provided opportunity and undergraduate education to the vast majority of college-educated Black Americans.

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HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

STAFF REVIEW

Senate Concurrent Resolution 47, relating to new minimum requirements for graduation from a public high school, by the Senate Rules Committee, requests that the State Board of Education make the new minimum requirements for graduation from a public high school effective after the 1984 - 1985 school year. Citing numerous reasons, contained in the resolution's nine "whereas" clauses, the resolution contends that the new minimum graduation requirements would force a considerable hardship on students who are currently juniors in high school and on the staff of the effected schools.



• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
9115 Minor Ct. Juneau, Alaska 99801

an organization of Alaskan School Administrators

May 22, 1984

The Honorable Jan Faiks
Alaska State Senate
Pouch V
Juneau, AK 99811

Dear Senator Faiks:

The Alaska Council of School Administrators urges the adoption of Senate Concurrent Resolutions No. 47 as a reasonable solution to the problem created by the new regulations on High School Graduation requirements adopted by the State Board. The additional procedures adopted by the Department of Education in Numbered Memorandum 84-24 and 27 have confused the process enough, so we urge the adoption of the resolution.

I have enclosed a letter on the subject, that I have transmitted to Commissioner Reynolds, for your information.

Sincerely,

Don Mackinnon
Executive Director

DM:clc

Enclosure



• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
9115 Minor Ct. Juneau, Alaska 99801

an organization of Alaskan School Administrators

May 22, 1984

Harold Reynolds, Commissioner
Department of Education
Pouch F
Juneau, AK 99811

Dear Commissioner Reynolds:

This letter is a follow-up seeking clarification to your statement at the May 8 State Board meeting about the Department's appeal process for students from school districts for the year 1984-85. It was my understanding, and those districts present, that it was the Department's intent to deal with the exceptions on a district-by-district basis or at least, group like students and not have the department rule on each individual case.

It now appears that D.O.E. No. Memorandum 84-27, dated May 4, in effect runs counter to our understanding of your intent at the State Board meeting. The memo clearly states that waivers will be handled on a student-by-student basis.

The reason that you did not hear additional concerns from both Juneau and Fairbanks school districts at the board meeting was because your answer satisfied their concerns. Both districts, however, were prepared to present their arguments to the State Board urging the Department not to treat the waivers on an individual student basis.

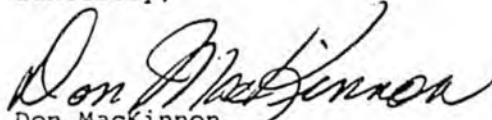
It is our belief you have created a paper nightmare for the Department and allowed little time for districts to react to the individual cases before school is out. This, in fact, will create a hardship on students who by now have planned their next years schedule.

Introduced in Senate Rules is Concurrent Resolution No. 47 which may, in fact, be the best solution to the entire problem. The effect of

this resolution would be to exempt the class of 1984-85 from the new requirements and eliminate the problem if the State Board was to concur.

Your consideration on the matter would be appreciated.

Sincerely,


Don Mackinnon
Executive Director

DM:clc

cc: Ernestine Griffen, Pres. State Board
Mike Adams, Supt. Juneau Schools
Ken Burnley, Supt. Fairbanks Schools

SJR

/

File with Bill SB 63
MAR 1 8



LEGISLATIVE PLATFORM

Alaska Commission on the Status of Women

February 1983

Introduction

The Alaska Commission on the Status of Women commits itself to **legislative action** and **advocacy** to secure equal opportunity, equal access, and equal treatment for women in all areas. Women's issues are no longer secondary concerns to be shunted aside when state and national leaders develop and implement public policy. The **economy, education, housing, jobs, criminal justice, and peace** are all women's issues, as well as the traditional areas of equal rights, reproductive rights, health, and the elimination of poverty and hunger. The following statements represent the Commission's principles for action on state and national legislative issues. Implied in each statement is support for effective administration, citizen participation, and adequate budget appropriations to secure these objectives.

The positions are based on Commission study and testimony provided by women throughout the state at conferences, meetings, and teleconference hearings.

Advocacy

The work of advocating for women's issues must continue. The majority of those who have addressed their concerns to this Commission have testified to the importance of having a voice for women in Alaska. Consequently, the Alaska Commission on the Status of Women formally proposes and supports the continuation of a women's commission in this state beyond the current termination date of June 30, 1983.

Equity

The Commission is committed to equity for women in all areas. In

keeping with this position it supports:

- passage of the Equal Rights Amendment;
- an end to discrimination on the basis of parenthood, marital status, or sexual preference;
- curtailment of veterans' preferences which result in discrimination against women and obstruct equal access to employment, housing, credit, or other essential services and opportunities; and
- legislative reform at the national and state level to prohibit discrimination on the basis of sex or marital status in insurance access, rates, benefits, or coverage.

The Commission opposes budget cuts at the state or federal level which impoverish social programs that have proven effective in assisting women to escape poverty.

Women in Public Life

Women can and must assume the responsibility of leadership roles in the public policy and judicial positions of our state and nation. The Commission therefore supports:

- appointment of more women and minorities to judgeships and policy-making positions throughout the public sector;
- appointment of officials who have an understanding of and a demonstrated commitment to improving the status of women;
- encouragement, recruitment, and training of women as candidates for elected and appointed positions; and
- recognition of women's accomplishments through declaration of Women's History Month at the national level.

Children and Youth

The Commission supports a national and statewide policy on child care, with accompanying legislation and adequate appropriations to address the vital need for quality, affordable, accessible care for children of employed parents and for respite care for developmentally disabled and handicapped children. The Commission supports legislation and policy directives which would:

- address the pressing Alaskan problem of insufficient and inadequate child care facilities and child care programs, and fund an adequate administrative capacity at the state level to review and monitor both;
 - establish meaningful state licensing standards for child care facilities and caregivers;
 - provide continuing training for caregivers;
 - establish an ongoing state office to address the needs of children and youth; and,
 - provide for child care facilities in state office buildings.
- In addition to the above the Commission urges the introduction of legislation or directives to:
- require withholding of wages by employers under direction of the Child Support Enforcement Agency, and withholding of tax refunds by the Internal Revenue Service for child support payments;
 - permit granting of sick leave for parents when children are ill;
 - permit granting of leave to new parents for childrearing purposes without loss of seniority or benefits;
 - permit state board and commission members to pay for child care as a per diem type expense; and
 - require public and private agencies to supply medical information regarding genetic disorders and diseases to prospective adoptive parents, to

physicians, and to the individual who is the offspring of an incestuous union.

The Commission supports the use of public funds for child care programs, tax incentives for employers who provide child care as a benefit, and encouragement of the development of private, non-profit child care programs.

The Commission also supports development of adequate programs to deal with runaway youths.

Health

The Commission will continue its efforts to focus attention on health needs of women, and on health education in the schools. In addition the Commission will continue to support:

- protection of women's rights to privacy and freedom of choice regardless of age;
- state funding for abortion for low income women;
- increased funding for reproductive health services including family planning, pre- and postnatal care, abortion, alternative birthing centers, and community health clinics;
- comprehensive sex education programs;
- legislation to license social workers;
- legislation to establish health and welfare safeguards related to the workplace, such as protection for operators of video display terminals (VDTs);
- protection of health programs jeopardized by federal cutbacks and policy changes; and
- establishment of a state health insurance program to provide for the health needs of residents who have no access to other insurance coverage.

Minority and Rural Women

Minority and rural women face unique circumstances in Alaska. Cultural and geographical conditions require special sensitivity and awareness on the part of policy makers. Through the sponsoring of regional women's conferences, the Commission has attempted to assist rural and minority women to identify their needs and strengths, and to communicate their concerns to policy makers and administrators. The Commission will continue its efforts to ensure employment of women, especially rural, Native, and other minority women on major Alaskan projects. In addition it supports:

- protection of the subsistence lifestyle and the fish and game resources necessary to support it;
- increased communication between Native and non-Native women to promote an understanding of each other's lifestyles;
- networking among women's groups of diverse backgrounds and perspectives; and
- protection and strengthening of culturally sensitive programs for all minority groups.

Homemakers

The Commission continues to support:

- full funding of displaced homemakers programs, other education and training programs for displaced homemakers, and Women's Resource and Crisis Centers;
- economic security for a spouse who chooses to work solely in the home; and
- national, state, and local laws and policies which protect and reflect the contribution of the homemaker.

Employment

The Commission is committed to increasing women's employment opportunities, to fighting discrimination in employment and training, and to full funding of child care assistance to enable parents to support their families or to seek employment. The Commission specifically supports improvement of the state's own personnel record in the following areas:

- increasing access for women to higher paying positions in state government;
- developing career ladders for women to enable them to move out of dead end jobs;
- requiring the use of the "5+5" personnel procedure (This procedure allows a manager to select from not only the top five scorers in a class, but from the top five qualified women and minorities as well. Because the veterans' preference of adding five points to their score has aided primarily white men, this procedure opens up access to employment for qualified women and minorities.) in departments where woman and minorities are underutilized;
- assuming a leadership role in raising and addressing the issues of pay equity and comparable worth; and
- increasing women's access to training opportunities within departments.

The Commission is committed to making employment arenas free of sex bias and discrimination. In accordance with this it will continue its efforts to ensure employment of women, especially rural, Native, and other minority women, on major Alaskan projects and in major Alaskan industries. The Commission supports:

- the use of written affirmative action programs, with goals and time-tables for hiring and promotion of women and

minorities;

- the elimination of job segregation and the establishment of the principle of equal pay for work for comparable value; and
- federal, state, and local laws prohibiting sexual harassment.

The Commission will continue to support employment training and vocational education programs which:

- provide training for traditional and non-traditional employment with a special emphasis on better paying jobs for women;
- mandate the elimination of sex stereotyping and sex discrimination in access to training and placement; and
- provide participant stipends, transportation, child care, and other support services needed by trainees.

Education

All legislation, regulatory reform, and enforcement activity relating to sex equity in education are of primary importance to the Commission. Working in concert with other women's rights and educational organizations the Commission supports:

- vigorous implementation and enforcement of the Alaska statute prohibiting sex discrimination in education (AS 14.18). (Particular concern has been expressed about non-compliance at the University level.);
- increased availability of higher educational opportunities in rural Alaska which are geared to the needs and interests of the community. Courses and programs should not be altered without input from the community; and
- efforts of the Alaska Native Women's Statewide Organization to make bilingual classes mandatory where desired by the parents.

Criminal Justice

The Commission supports full funding of domestic violence and sexual assault programs. It supports adequate funding for rehabilitation programs for perpetrators of violence. The Commission supports more training for judges, attorneys, and other criminal justice system personnel in matters relating to domestic violence and sexual assault. This is especially critical in areas of rural Alaska.

The Commission supports:

- legislation to provide for mandatory participation in treatment and rehabilitation programs as part of sentencing for convicted sex offenders. Such treatment should be in addition to and not in lieu of time to be served;
- legislation to repeal limitations on awarding compensation to victims of violent crimes when the perpetrator is a relative or member of the same household; and
- funding of legal assistance for low income women, particularly through adequate funding of the Alaska Legal Services Corporation.

The Commission also supports a review of state laws which affect victims of violent crimes to determine if they are adequate to protect the victims' constitutional rights. Particular concern has been expressed by the Alaska Native Women's Statewide Organization about implementation and enforcement of AS 12.25.030(B).

Finally, the Commission supports development of an Alaskan correctional system which is adequate to house and rehabilitate persons convicted of violent crimes, and which provides appropriate, equal, and adequate provision for women as well as for men.

Peace

As representatives of women we are keenly aware that no issue is or has ever been more important to women than concern for life. We are also concerned that military spending increases are continually made at the cost of social programs. As women constitute a disproportionate share of the poor, the elderly, and the vocationally untrained, they are unduly affected by such decisions.

For these reasons the Commission:

- urges the Alaska Legislature to establish a ballot initiative calling for bilateral nuclear freeze; and
- supports the concept of a National Peace Academy.

Economics

The Commission supports:

- aggressive efforts to ensure equal access for women to consumer and commercial credit;
- increased availability of loan programs for women starting or running their own businesses;
- enforcement of government regulations designed to increase federal, state, and local procurement efforts with women-owned firms; and
- improvements in public and private pension systems necessary to ensure that women reach retirement age with economic security.

Commission Members

Barbara Schuhmann, chair,
Fairbanks
Barbara Dale, vice chair, Juneau
Evalee Azar, Anchorage
Pat Berkley, Anchorage
Dorothy Jones, Eagle River
Roxane Lee, Petersburg
Fr. Jim Poole, Nome
Teresa Sockpealuk Perry,
Shaktoolik
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"No person is to be denied the enjoyment of any civil or political right because of race, color, creed, sex, or national origin."

Article I, Section 3
of the Alaska Constitution

ADDRESS CORRECTION REQUESTED

February 3, 1983

REPORT OF THE SENATE COMMITTEE ON HEALTH,
EDUCATION AND SOCIAL SERVICES RE SJR 1.

Mr. President:

The Committee on Health, Education and Social Services has had under consideration SJR 1, by Senator Vic Fischer and other senators. The majority of the Committee recommends that SJR 1 do pass.

Recently, the Committee has received hundreds of messages and has heard public testimony, pro and con, for approximately two and one-half hours.

While testimony before the Committee was divided, messages of support were delivered on behalf of numerous organizations with large Alaska memberships, including NEA-Alaska, the American Association of University Women (Alaska Chapter), the League of Women Voters, and Alaska components of the National Organization of Women (NOW).

ERA is not a new issue in Alaska, despite the recent rush of public input. This legislature was one of our nation's first to ratify the originally submitted ERA. And, in 1972, Alaska voters approved our "little ERA" -- the Alaska constitutional amendment which prohibits discrimination on the basis of sex.

As noted in SJR 1, the daily lives of Alaskans show no evidence of ills or evils, attributable to the people's approval of the State constitutional ban on sex-based discrimination, which ERA opponents foresee for the nation if ERA becomes part of the national Constitution.

Some opponents of SJR 1 say that further consideration of the issue would be "a waste of time and money."

Your Committee respectfully disagrees with that view. Any assumption that legislative inaction on ERA would quell further consideration of this vital issue is false. This issue is not going away; it should not go away. In the Congress, over 200 representatives have co-sponsored a House joint resolution providing for the resubmittal of a national ERA to the state legislatures for ratification. Across the country, ERA proponents are redoubling their efforts. They see a changed legislative landscape -- a landscape which finds new faces in state legislatures following the defeat or retirement of many key legislators who opposed ERA in the past.

Opponents argue that the goal of equal rights for women, however laudatory, can be attained through other means, e.g., through a piece-by-piece modification of state and federal laws and regulations which discriminate, or permit discrimination, against women. Your Committee finds that such attempts, piece-by-piece, to ameliorate the problem of sex-based discrimination are bound to be unsatisfactory.

In the words of a leading treatise on ERA:

Over the years, some proponents of women's rights have thought that discrimination could be ended most effectively if legislatures prepared men and women gradually for equality by a series of step-by-step reforms. . . . However such suggestions unrealistically assume a delicacy and precision in the legislative process which has no relationship to actual legislative capability. More importantly, the process is unlikely to be completed within the lifetime of any woman now alive. Such a method requires multiple actions by fifty legislatures and the federal congress, by the courts and executive agencies in each one of these jurisdictions, and by similar government authorities in numerous political subdivisions as well. The government machinery would have to be mobilized to repeal or modify the statutes and practices in scores of different areas where unequal treatment prevails. To be comprehensive such efforts would require a tremendously expensive, sophisticated, and sustained political organization, both nationally and within every state and locality. Campaigns to change the laws one by one could drag on for many years, and perhaps in some areas never be finished. "The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women", by Barbara A. Brown, Thomas I. Emerson, Gail Falk, and Ann E. Freedman, 80 Yale Law Journal 871, 833 (1972).

The authors of the quoted treatise went on to point out the "need for a single coherent theory of women's equality before the law, and for a consistent nationwide application of this theory", and found that "(t)his is scarcely possible through legislative change alone." Ibid.

We Americans have inherited from our nation's founders the federal constitutional amending process. It provides for the

incorporation, into our national Charter, of changes in the basic governing assumptions of our country. The use of this process to record and symbolize such changes, and to help make those changes tangible in the lives of our people, is well understood insofar as the right of every American to be free from discrimination on the basis of race, color, religion or national origin is concerned. The use of the same process in the case of sex-based discrimination thus fits comfortably into our American constitutional tradition.

In our judgment, some opponents of ERA and SJR 1 grossly overstate their case and adopt an alarmist tone not supported by reason or experience.

For example, they have asserted that ERA will deprive people of privacy in the performance of personal bodily functions.

However, under the federal and state constitutions, an independent right of privacy has been recognized. At the federal level, the right of privacy was recognized by the Supreme Court of the United States in Griswold v. Connecticut and other decisions. The federal right of privacy is derived from a combination of various more specific rights in the First, Third, Fourth, Fifth and Ninth Amendments. In Alaska, the right of privacy rests upon an explicit State constitutional amendment approved directly by vote of the people.

The independent privacy right permits the separation of sexes in public rest rooms, in the sleeping quarters of prisons or other public institutions, and in other situations which involve disrobing, sleeping or the performance of personal bodily functions. Police practices by which a search involving the removal of clothing could only be performed by a police officer of the same sex would remain permissible.

ERA opponents have also made exaggerated claims that ERA will cause husbands to stop supporting their wives, or compel women who choose to be homemakers to change their lifestyles, or eliminate any right to alimony in divorce decrees, or the right to child support.

Again, neither reason nor history supports these claims. For example, nothing in ERA would prohibit an award of alimony to a spouse of either sex who has been out of the labor force for a long time in order to make a non-compensated contribution to the well-being of the family unit. Nothing in ERA would prohibit a court from ordering child support to the spouse having custody of a dependent child.

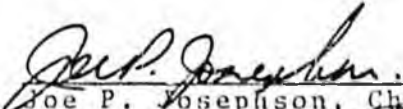
ERA speaks only to discrimination under state or federal law; it does not speak, or purport to regulate, voluntary practices of individuals in their familial relationships. Indeed, in the realm of marriage and the family, the greatest

influences upon actual behavior are the social customs, economic realities, religious traditions and practices, and individual preferences and economic status of the people involved. ERA would not regulate such voluntary behavior of individuals in their private lives. The Alaska experience since 1972 proves this.

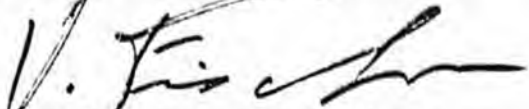
In summary, both the research and the history of the State amendment since 1972 make manifest that opponents have exaggerated alarmingly the claims of ERA's effect in areas traditionally protected through the constitutional concept of privacy or with regard to personal lifestyle choices of free Americans.

If one compares the history of ERA with the long struggle for women's suffrage, or the longer struggle -- still in progress -- against race-based discrimination, the ERA movement is relatively young. Resubmission by the Congress of ERA, for consideration by state legislatures, would be appropriate. This issue is not fading away; if anything, momentum for the amendment appears to be growing. Legislatures in the '80s should have an opportunity to consider this vital issue, without being restricted by a few adverse decisions in certain states in the past. As a leader in the efforts to bring sex-based discrimination to an end, Alaska can cite its own experience and memorialize the Congress to give state legislatures a new opportunity to ratify ERA.

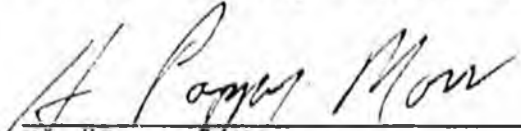
Respectfully submitted,



Joe P. Josephson, Chairman



Victor Fischer, Vice-Chairman



H. "Pappy" Moss

MINORITY REPORT OF THE SENATE COMMITTEE ON HEALTH, EDUCATION AND
SOCIAL SERVICES RE SJR 1

Dear Mr. President:

The undersigned Senators who are members of the Senate Committee on Health, Education and Social Services have carefully considered the implications of SJR 1 to the state of Alaska and its citizens and submit this minority report recommending that SJR 1 does not pass.

Even though Alaska was among the first states to ratify the first Equal Rights Amendment, we believe that events since that time demand that this body re-examine carefully the implications of that amendment to Alaska, the legislature and Alaskan citizens. We submit that the law has changed substantially since the article cited by the majority report was published in 1972, the same year that the amendment was passed out of the Congress and ratified by Alaska.

As correctly noted in the majority report, Alaska in 1972 amended its state constitution to specifically prohibit discrimination on the basis of sex. Therefore, clearly Alaskans do not need the additional protection of the Equal Rights Amendment in the federal constitution. And while as the majority report states, no particular problems have developed from this addition to our state constitution, it cannot be analogized to the federal constitution as will become evident in the following discussion.

The Equal Rights Amendment is unnecessary. Since 1971, the United States Supreme Court has routinely applied the protections of the 5th and the 14th Amendments to women and to gender based discrimination to invalidate many state and federal actions.¹ For example, the United States Supreme Court recently invalidated a Louisiana law that gave a husband exclusive control over the disposition of property owned by both spouses during the marriage

¹ Reed v. Reed, 404 U.S. 71 (1971). Frontiero v. Richardson, 411 U.S. 677 (1973). Board of Education v. La Fleur, 414 U.S. 632 (1974). Stanton v. Stanton, 421 U.S. 7 (1975). Taylor v. Louisiana, 419 U.S. 522 (1975). Weinberger v. Wiesenfeld, 420 U.S. 636 (1975). Turner v. Department of Employment Security, 423 U.S. 44 (1975). Craig v. Boren, 429 U.S. 190 (1976). Califano v. Goldfarb, 430 U.S. 199 (1977). National Gas Co. v. Satty, 434 U.S. 136 (1977). Caban v. Mohammed, 441 U.S. 380 (1979). Davis v. Passman, 442 U.S. 228 (1979). Orr v. Orr, 440 U.S. 268 (1979). Califano v. Westcott, 433 U.S. 76 (1979). Wengler v. Druggists Mutual Insurance Co., 100 S.Ct. 1540 (1980). Michael M. v. Superior Court of Sonoma County, 101 S.Ct. 1200 (1981). Kirchberg v. Feenstra, 101 S.Ct. 1195 (1981). There are several other lower court decisions which are not listed.

on the basis that it violated the Equal Protection Clause of the 14th Amendment.² It held that gender-based discrimination is unconstitutional absent a showing that the classification furthers an important governmental interest. To more fully understand this standard, the Court's ruling in Michael M. v. Superior Court of Sonoma County,³ is important. This case involved an appeal by a young man who had been convicted of statutory rape. He argued that the statute unlawfully discriminated against him on the basis of gender since men alone were liable. The Court said that where gender classifications realistically reflected the fact that the sexes were not similarly situated, such laws do not violate the Constitution.

In addition to the direct Constitutional protections, the courts have also applied the protections of the Title VII of the Civil Rights Act of 1964 to prevent sex discrimination.⁴ Title VII states that it is unlawful to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, sex, or national origin. Congress was able to apply its provisions to state actions by relying on its authority guaranteed by the 14th Amendment. There are other important laws which currently guarantee women's rights.

Title IX of the Civil Rights Act of 1964 which applies to all public education requires it to be free from discrimination based upon sex. The Equal Employment Opportunity Act of 1972 likewise prohibits sex discrimination and applies to all employers of at least 15 employees who are engaged in businesses affecting interstate commerce. States are prohibited from denying equal educational opportunities on the basis of sex by the Equal Educational Opportunities Act of 1974. The Equal Pay Act of 1963 applies to all federal and state employers, as well as to employers engaged in interstate commerce. The Equal Credit Opportunity Act of 1974 applies to all creditors and prevents discriminatory credit practices. For these federal laws to be enforceable against states and employers engaged in interstate commerce, the Congress must have Constitutional authority to enact them. In all of these cases, the courts have uniformly upheld Congress' authority.

This becomes important to our position, because even if the Equal Rights Amendment was to be ratified, the laws implementing it would still need to be enacted by Congress. It is difficult to imagine what other areas important to the majority of Alaskans would become law as a result of the Equal Rights Amendment.

² Kirchberg v. Feenstra, 101 S.Ct. 1195 (1981).

³ 101 S.Ct. 1200 (1981).

⁴ Fitzpatrick v. Bitzer, 427 U.S. 445 (1976). Dothard v. Rawlinson, 433 U.S. 321 (1977). City of Los Angeles Dept. of Water and Power v. Manhart, 435 U.S. 702 (1978).

For the past ten years, there has been tremendous conflict over what the Equal Rights Amendment will accomplish. As evident in the Senate and House hearings and in a Harvard Civil Rights - Civil Liberties Law Review, Constitutional scholars cannot agree on the standard of review that would apply to sex discrimination cases under the Equal Rights Amendment. Some proponents of the amendment assert that it would not invalidate laws concerning homosexual relations, intersexual occupancy of sleeping facilities in public institutions, or women in combat, while others disagree.⁵ Opponents to the amendment are equally convinced that it will.

In our opinion, these arguments miss the point. The fact that recognized authorities of the Constitution and the United States Supreme Court can entertain such diametrically opposing views of the same language demonstrates that it is impossible to give a confident interpretation until the amendment's ratification and subsequent judicial interpretations. Such judicial pronouncements may take literally hundreds of years.⁶

One important consequence that cannot be ignored is that the judiciary makes mistakes. If mistakes are made at the level of the Congress or the state legislatures, they can be rectified by the appropriate body. Where, however, mistakes are made in a judicial interpretation of a Constitutional provision the effects are drastic. Such mistakes can only be corrected by the death, the retirement, or change of mind of the Supreme Court justices, or by constitutional amendment. It is highly unlikely that any of these might occur.

Two remaining areas concern us and are the strongest

⁵ The authors of the article relied upon by the majority report states:

"The Equal Rights Amendment will have a substantial and pervasive impact upon military practices and institutions. As now formulated, the Amendment permits no exceptions for the military. Neither the right to privacy nor any unique physical characteristic justifies different treatment for the sexes with respect to voluntary or involuntary service, and pregnancy justifies only slightly different conditions of service for women. . . . Women will serve in all kinds of [military] units, and they will be eligible for combat duty."

Brown, Emerson, Falk, & Freedman, The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women, 80 Yale L.J. 871, 969, 978 (1972). Note, The Legality of Homosexual Marriage, 82 Yale L.J. 573 (1973).

⁶ The 14th Amendment was designed to correct the injustices of an earlier United States Supreme Court decision holding that a black man was not entitled to constitutional protections even if he had been born a free man. Nothing really was accomplished until the civil rights movement of the 1960's. Decisions regarding racial discrimination are still being decided.

arguments against supporting SJR 1 and the Equal Rights Amendment; shifting legislative power to the federal judiciary and shifting states' rights to the federal government.

Passage of the Equal Rights Amendment would further erode the checks and balances originally built into the United States Constitution. Our founders established 3 branches of government and created a system of checks and balances to prevent the executive, the legislature or the judiciary from becoming too powerful. In recent years, the judiciary has usurped the authority of the legislature.⁷ By definition, a constitutional amendment which limits what government can do places limitations on the legislature, because normally it is the legislature that has policy making authority. But constitutional amendments can only be interpreted by the judiciary. We believe that our constituency would find us more responsive to them than a small group of lawyers who are appointed to lifetime positions.

More importantly to us as Alaskans is that not only would the governmental power shift from the legislature to the judiciary, but it would also shift from the state to the federal government. This would be accomplished by section 2 of the amendment. The basic premise of the Constitution is to ensure that the people have as direct a say in the government as possible. It is our view that this can be best accomplished by leaving the most authority possible within the state legislature.

As elected state senators, we are particularly concerned over the amendment's encroachment on our legislative authority and on the shifting of governmental power from the states to the federal government and judiciary. While politically it is hard to oppose the Equal Rights Amendment, we do not believe that we can betray the trust that our constituency placed in us to be mindful of federal intrusions upon our authority. We believe that the protections sought by the majority of people are already included in the federal constitution, as evidenced by the recent United States Supreme Court decisions discussed briefly above and in the numerous laws already enacted by the Congress and applicable to the states. We further believe that any additional protection that our constituency identifies as necessary can be best addressed at the state level.

⁷ Even the Alaska Supreme Court has decided issues that many believe belong to the legislature by deciding, for example, that Alaskans have the right to marijuana for personal use. If citizens are unhappy with that decision, there is literally nothing they can do, because the court has decided that this activity is protected by the Alaska Constitution. Whereas, if the decision had been made by the legislature, the citizens could speak on the issue. In a sense, this means that rather than Alaskans being governed by themselves, they are governed by an elite few.

February 3, 1983

REPORT OF THE SENATE COMMITTEE ON HEALTH,
EDUCATION AND SOCIAL SERVICES RE SJR 1.

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While testimony before the Committee was divided, messages of support were delivered on behalf of numerous organizations with large Alaska memberships, including NEA-Alaska, the American Association of University Women (Alaska Chapter), the League of Women Voters, and Alaska components of the National Organization of Women (NOW).

ERA is not a new issue in Alaska, despite the recent rush of public input. This legislature was one of our nation's first to ratify the originally submitted ERA. And, in 1972, Alaska voters approved our "little ERA" -- the Alaska constitutional amendment which prohibits discrimination on the basis of sex.

As noted in SJR 1, the daily lives of Alaskans show no evidence of ills or evils, attributable to the people's approval of the State constitutional ban on sex-based discrimination, which ERA opponents foresee for the nation if ERA becomes part of the national Constitution.

Some opponents of SJR 1 say that further consideration of the issue would be "a waste of time and money."

Your Committee respectfully disagrees with that view. Any assumption that legislative inaction on ERA would quell further consideration of this vital issue is false. This issue is not going away; it should not go away. In the Congress, over 200 representatives have co-sponsored a House joint resolution providing for the resubmittal of a national ERA to the state legislatures for ratification. Across the country, ERA proponents are redoubling their efforts. They see a changed legislative landscape -- a landscape which finds new faces in state legislatures following the defeat or retirement of many key legislators who opposed ERA in the past.

Opponents argue that the goal of equal rights for women, however laudatory, can be attained through other means, e.g., through a piece-by-piece modification of state and federal laws and regulations which discriminate, or permit discrimination, against women. Your Committee finds that such attempts, piece-by-piece, to ameliorate the problem of sex-based discrimination are bound to be unsatisfactory.

In the words of a leading treatise on ERA:

Over the years, some proponents of women's rights have thought that discrimination could be ended most effectively if legislatures prepared men and women gradually for equality by a series of step-by-step reforms. . . . However such suggestions unrealistically assume a delicacy and precision in the legislative process which has no relationship to actual legislative capability. More importantly, the process is unlikely to be completed within the lifetime of any woman now alive. Such a method requires multiple actions by fifty legislatures and the federal congress, by the courts and executive agencies in each one of these jurisdictions, and by similar government authorities in numerous political subdivisions as well. This government machinery would have to be mobilized to repeal or modify the statutes and practices in scores of different areas where unequal treatment now prevails. To be comprehensive such efforts would require a tremendously expensive, sophisticated, and sustained political organization, both nationally and within every state and locality. Campaigns to change the laws one by one could drag on for many years, and perhaps in some areas never be finished. "The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women", by Barbara A. Brown, Thomas I. Emerson, Gail Falk, and Ann E. Freedman, 80 Yale Law Journal 871, 833 (1972).

The authors of the quoted treatise went on to point out the "need for a single coherent theory of women's equality before the law, and for a consistent nationwide application of this theory", and found that "(t)his is scarcely possible through legislative change alone." Ibid.

We Americans have inherited from our nation's founders the federal constitutional amending process. It provides for the

incorporation, into our national Charter, of changes in the basic governing assumptions of our country. The use of this process to record and symbolize such changes, and to help make those changes tangible in the lives of our people, is well understood insofar as the right of every American to be free from discrimination on the basis of race, color, religion or national origin is concerned. The use of the same process in the case of sex-based discrimination thus fits comfortably into our American constitutional tradition.

In our judgment, some opponents of ERA and SJR 1 grossly overstate their case and adopt an alarmist tone not supported by reason or experience.

For example, they have asserted that ERA will deprive people of privacy in the performance of personal bodily functions.

However, under the federal and state constitutions, an independent right of privacy has been recognized. At the federal level, the right of privacy was recognized by the Supreme Court of the United States in Griswold v. Connecticut and other decisions. The federal right of privacy is derived from a combination of various more specific rights in the First, Third, Fourth, Fifth and Ninth Amendments. In Alaska, the right of privacy rests upon an explicit State constitutional amendment approved directly by vote of the people.

The independent privacy right permits the separation of sexes in public rest rooms, in the sleeping quarters of prisons or other public institutions, and in other situations which involve disrobing, sleeping or the performance of personal bodily functions. Police practices by which a search involving the removal of clothing could only be performed by a police officer of the same sex would remain permissible.

ERA opponents have also made exaggerated claims that ERA will cause husbands to stop supporting their wives, or compel women who choose to be homemakers to change their lifestyles, or eliminate any right to alimony in divorce decrees, or the right to child support.

Again, neither reason nor history supports these claims. For example, nothing in ERA would prohibit an award of alimony to a spouse of either sex who has been out of the labor force for a long time in order to make a non-compensated contribution to the well-being of the family unit. Nothing in ERA would prohibit a court from ordering child support to the spouse having custody of a dependent child.

ERA speaks only to discrimination under state or federal law; it does not speak, or purport to regulate, voluntary practices of individuals in their familial relationships. Indeed, in the realm of marriage and the family, the greatest

influences upon actual behavior are the social customs, economic realities, religious traditions and practices, and individual preferences and economic status of the people involved. ERA would not regulate such voluntary behavior of individuals in their private lives. The Alaska experience since 1972 proves this.


In summary, both the research and the history of the State amendment since 1972 make manifest that opponents have exaggerated alarmingly the claims of ERA's effect in areas traditionally protected through the constitutional concept of privacy or with regard to personal lifestyle choices of free Americans.

If one compares the history of ERA with the long struggle for women's suffrage, or the longer struggle -- still in progress -- against race-based discrimination, the ERA movement is relatively young. Resubmission by the Congress of ERA, for consideration by state legislatures, would be appropriate. This issue is not fading away; if anything, momentum for the amendment appears to be growing. Legislatures in the '80s should have an opportunity to consider this vital issue, without being restricted by a few adverse decisions in certain states in the past. As a leader in the efforts to bring sex-based discrimination to an end, Alaska can cite its own experience and memorialize the Congress to give state legislatures a new opportunity to ratify ERA.

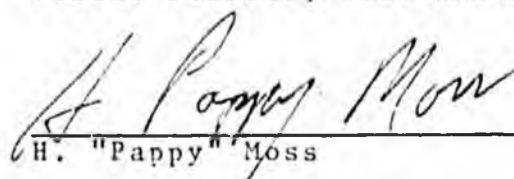
Respectrully submitted,



Joe P. Josephson, Chairman



Victor Fischer, Vice-Chairman



H. "Pappy" Moss

MINORITY REPORT OF THE SENATE COMMITTEE ON HEALTH, EDUCATION AND
SOCIAL SERVICES RE SJR 1

Dear Mr. President:

The undersigned Senators who are members of the Senate Committee on Health, Education and Social Services have carefully considered the implications of SJR 1 to the state of Alaska and its citizens and submit this minority report recommending that SJR 1 does not pass.

Even though Alaska was among the first states to ratify the first Equal Rights Amendment, we believe that events since that time demand that this body re-examine carefully the implications of that amendment to Alaska, the legislature and Alaskan citizens. We submit that the law has changed substantially since the article cited by the majority report was published in 1972, the same year that the amendment was passed out of the Congress and ratified by Alaska.

As correctly noted in the majority report, Alaska in 1972 amended its state constitution to specifically prohibit discrimination on the basis of sex. Therefore, clearly Alaskans do not need the additional protection of the Equal Rights Amendment in the federal constitution. And while as the majority report states, no particular problems have developed from this addition to our state constitution, it cannot be analogized to the federal constitution as will become evident in the following discussion.

The Equal Rights Amendment is unnecessary. Since 1971, the United States Supreme Court has routinely applied the protections of the 5th and the 14th Amendments to women and to gender based discrimination to invalidate many state and federal actions.¹ For example, the United States Supreme Court recently invalidated a Louisiana law that gave a husband exclusive control over the disposition of property owned by both spouses during the marriage

¹ Reed v. Reed, 404 U.S. 71 (1971). Frontiero v. Richardson, 411 U.S. 677 (1973). Board of Education v. La Fleur, 414 U.S. 632 (1974). Stanton v. Stanton, 421 U.S. 7 (1975). Taylor v. Louisiana, 419 U.S. 522 (1975). Weinberger v. Wiesenfeld, 420 U.S. 636 (1975). Turner v. Department of Employment Security, 423 U.S. 44 (1975). Craig v. Boren, 429 U.S. 190 (1976). Califano v. Goldfarb, 430 U.S. 199 (1977). National Gas Co. v. Satty, 434 U.S. 136 (1977). Caban v. Mohammed, 441 U.S. 380 (1979). Davis v. Passman, 442 U.S. 228 (1979). Orr v. Orr, 440 U.S. 268 (1979). Califano v. Westcott, 433 U.S. 76 (1979). Wengler v. Druggists Mutual Insurance Co., 100 S.Ct. 1540 (1980). Michael M. v. Superior Court of Sonoma County, 101 S.Ct. 1200 (1981). Kirchberg v. Feenstra, 101 S.Ct. 1195 (1981). There are several other lower court decisions which are not listed.

on the basis that it violated the Equal Protection Clause of the 14th Amendment.² It held that gender-based discrimination is unconstitutional absent a showing that the classification furthers an important governmental interest. To more fully understand this standard, the Court's ruling in Michael M. v. Superior Court of Sonoma County,³ is important. This case involved an appeal by a young man who had been convicted of statutory rape. He argued that the statute unlawfully discriminated against him on the basis of gender since men alone were liable. The Court said that where gender classifications realistically reflected the fact that the sexes were not similarly situated, such laws do not violate the Constitution.

In addition to the direct Constitutional protections, the courts have also applied the protections of the Title VII of the Civil Rights Act of 1964 to prevent sex discrimination.⁴ Title VII states that it is unlawful to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, sex, or national origin. Congress was able to apply its provisions to state actions by relying on its authority guaranteed by the 14th Amendment. There are other important laws which currently guarantee women's rights.

Title IX of the Civil Rights Act of 1964 which applies to all public education requires it to be free from discrimination based upon sex. The Equal Employment Opportunity Act of 1972 likewise prohibits sex discrimination and applies to all employers of at least 15 employees who are engaged in businesses affecting interstate commerce. States are prohibited from denying equal educational opportunities on the basis of sex by the Equal Educational Opportunities Act of 1974. The Equal Pay Act of 1963 applies to all federal and state employers, as well as to employers engaged in interstate commerce. The Equal Credit Opportunity Act of 1974 applies to all creditors and prevents discriminatory credit practices. For these federal laws to be enforceable against states and employers engaged in interstate commerce, the Congress must have Constitutional authority to enact them. In all of these cases, the courts have uniformly upheld Congress' authority.

This becomes important to our position, because even if the Equal Rights Amendment was to be ratified, the laws implementing it would still need to be enacted by Congress. It is difficult to imagine what other areas important to the majority of Alaskans would become law as a result of the Equal Rights Amendment.

2 Kirchberg v. Feenstra, 101 S.Ct. 1195 (1981).

3 101 S.Ct. 1200 (1981).

4 Fitzpatrick v. Bitzer, 427 U.S. 445 (1976). Dothard v. Rawlinson, 433 U.S. 321 (1977). City of Los Angeles Dept. of Water and Power v. Manhart, 435 U.S. 702 (1978).

For the past ten years, there has been tremendous conflict over what the Equal Rights Amendment will accomplish. As evident in the Senate and House hearings and in a Harvard Civil Rights - Civil Liberties Law Review, Constitutional scholars cannot agree on the standard of review that would apply to sex discrimination cases under the Equal Rights Amendment. Some proponents of the amendment assert that it would not invalidate laws concerning homosexual relations, intersexual occupancy of sleeping facilities in public institutions, or women in combat, while others disagree.⁵ Opponents to the amendment are equally convinced that it will.

In our opinion, these arguments miss the point. The fact that recognized authorities of the Constitution and the United States Supreme Court can entertain such diametrically opposing views of the same language demonstrates that it is impossible to give a confident interpretation until the amendment's ratification and subsequent judicial interpretations. Such judicial pronouncements may take literally hundreds of years.⁶

One important consequence that cannot be ignored is that the judiciary makes mistakes. If mistakes are made at the level of the Congress or the state legislatures, they can be rectified by the appropriate body. Where, however, mistakes are made in a judicial interpretation of a Constitutional provision the effects are drastic. Such mistakes can only be corrected by the death, the retirement, or change of mind of the Supreme Court justices, or by constitutional amendment. It is highly unlikely that any of these might occur.

Two remaining areas concern us and are the strongest

⁵ The authors of the article relied upon by the majority report states:

"The Equal Rights Amendment will have a substantial and pervasive impact upon military practices and institutions. As now formulated, the Amendment permits no exceptions for the military. Neither the right to privacy nor any unique physical characteristic justifies different treatment for the sexes with respect to voluntary or involuntary service, and pregnancy justifies only slightly different conditions of service for women. . . . Women will serve in all kinds of [military] units, and they will be eligible for combat duty."

Brown, Emerson, Falk, & Freedman, The Equal Rights Amendment: A Constitutional Basis for Equal Rights for Women, 80 Yale L.J. 871, 969, 978 (1972). Note, The Legality of Homosexual Marriage, 82 Yale L.J. 573 (1973).

⁶ The 14th Amendment was designed to correct the injustices of an earlier United States Supreme Court decision holding that a black man was not entitled to constitutional protections even if he had been born a free man. Nothing really was accomplished until the civil rights movement of the 1960's. Decisions regarding racial discrimination are still being decided.

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arguments against supporting SJR 1 and the Equal Rights Amendment; shifting legislative power to the federal judiciary and shifting states' rights to the federal government.

Passage of the Equal Rights Amendment would further erode the checks and balances originally built into the United States Constitution. Our founders established 3 branches of government and created a system of checks and balances to prevent the executive, the legislature or the judiciary from becoming too powerful. In recent years, the judiciary has usurped the authority of the legislature. By definition, a constitutional amendment which limits what government can do places limitations on the legislature, because normally it is the legislature that has policy making authority. But constitutional amendments can only be interpreted by the judiciary. We believe that our constituency would find us more responsive to them than a small group of lawyers who are appointed to lifetime positions.

More importantly to us as Alaskans is that not only would the governmental power shift from the legislature to the judiciary, but it would also shift from the state to the federal government. This would be accomplished by section 2 of the amendment. The basic premise of the Constitution is to ensure that the people have as direct a say in the government as possible. It is our view that this can be best accomplished by leaving the most authority possible within the state legislature.

As elected state senators, we are particularly concerned over the amendment's encroachment on our legislative authority and on the shifting of governmental power from the states to the federal government and judiciary. While politically it is hard to oppose the Equal Rights Amendment, we do not believe that we can betray the trust that our constituency placed in us to be mindful of federal intrusions upon our authority. We believe that the protections sought by the majority of people are already included in the federal constitution, as evidenced by the recent United States Supreme Court decisions discussed briefly above and in the numerous laws already enacted by the Congress and applicable to the states. We further believe that any additional protection that our constituency identifies as necessary can be best addressed at the state level.

7 Even the Alaska Supreme Court has decided issues that many believe belong to the legislature by deciding, for example, that Alaskans have the right to marijuana for personal use. If citizens are unhappy with that decision, there is literally nothing they can do, because the court has decided that this activity is protected by the Alaska Constitution. Whereas, if the decision had been made by the legislature, the citizens could speak on the issue. In a sense, this means that rather than Alaskans being governed by themselves, they are governed by an elite few.

In summary, we ask that the Senate carefully weigh the true import of SJR 1 and not pass it.

Respectfully submitted,

Paul Fischer

Paul Fischer

SJR

26



Official Business

Alaska State Legislature

Senate

Office of the President

Pouch V
State Capitol
Juneau, Alaska 99811

MEMORANDUM

TO: Rep. Mae Tischer, Chair
House HESS Committee

From: Senator Jay Kerttula
Senate President

Subject: SJR 26, WAMI medical school positions

Date: March 20, 1984

Because of the increase in Alaska's population and the increase in qualified applicants for the WAMI program, it is necessary to increase Alaska's quota in this medical training program from 10 to 15.

Attached please find back-up information for Senate Joint Resolution 26.

A handwritten signature in cursive script, appearing to read "Jay Kerttula", written over the "From" field of the memorandum.



UNIVERSITY OF ALASKA, FA
Fairbanks, Alaska 99701

Initial letter to
selected legislators.

Sen. Kerthula reported
by introducing SJR
26

Applicant pressure has
further increased since
the graph was drawn

April 25, 1983

Dear ()

This is to solicit your support for increasing the number of WAMI medical school positions for Alaskan students from 10 to 15 positions per year.

Since 1975 the WAMI Program has provided a mechanism through which Alaska contracts for 10 positions for Alaskan students in each entering class of the University of Washington School of medicine. These ten Alaskan medical students take their first year of medical school on the Fairbanks campus. They then join their classmates from Washington, Montana and Idaho in Seattle for the second, third and fourth years of medical school. Parts of the third and fourth year curricula are taught in Anchorage and Ketchikan.

Each year Alaska ranks at or near the bottom of the national listings of the numbers of medical education openings per capita (see attachment #1). The number of Alaskan applicants to the program continues to increase. (See attachment #2) This year 49 students are contending for 10 places.

The present 10 positions per year will provide only half the number of new physicians needed to simply replace physicians leaving Alaskan practice through normal attrition (600 m.d.s with 30 years practice duration = 20 replacements needed per year). Population growth will of course add to this requirement.

The University of Washington School of Medicine is, for the first time since 1975, in a position to accept more Alaskans. We can add more students to the first year class in Fairbanks without additional cost. This is true because our faculty needs are based on the range of subjects taught, not on class size. If we accept more Alaskans into the program we must, however, be prepared to pay the University of Washington for teaching these student in the second, third and fourth years. The cost per student year will be approximately \$30,000. Thus the added costs of moving from 10 to 15 positions per year are as follows as the four year medical school program is filled.

Additional Students

Fiscal Year	University of Alaska	University of Washington	Additional Cost
F.Y.84	5	0	\$ 0
F.Y.85	5	5	\$150,000
F.Y.86	5	10	\$300,000
F.Y.87 (and succeeding years)	5	15	\$450,000

We now have accepted our authorized class of 10 students for the coming academic year. We have, in addition, designated 7 fully qualified alternates.

We could admit up to 5 of these alternates to the coming year's program without an appropriation. We would, however, be incurring a major financial commitment in succeeding years. We thus feel we must have some substantive action by the State government endorsing this program expansion and, insofar as possible, committing future support.

Senator Kerttula has agreed to sponsor a resolution along these lines. I hope you will be able to support this effort.

Sincerely,

Wayne W. Myers, M.D.
Director, WAMI Program

attach: 2
WWM/eh

1980-81
ENTRANCE TO MEDICAL SCHOOL
BY STATE OF RESIDENCE

RANK #	STATE	ENTRANCE PER 100,000 POPULATION	
		<u>All Schools</u>	<u>State Schools</u>
1	NEBRASKA	12.2	9.5
2	SOUTH DAKOTA	11.6	9.6
3	NORTH DAKOTA	11.3	9.8
4	NEW YORK	11.1	3.2 *
8	MINNESOTA	8.6	6.6
11	OHIO	8.0	6.4
44	MAINE	4.9	0 +
44	WASHINGTON	4.9	2.9
48	FLORIDA	4.8	2.1
	MONTANA	4.7	2.5
48	ARIZONA	4.5	3.2
49	ALASKA	4.0	2.5
50	IDAHO	3.7	2.1
51 **	NEW HAMPSHIRE	2.4	0 †

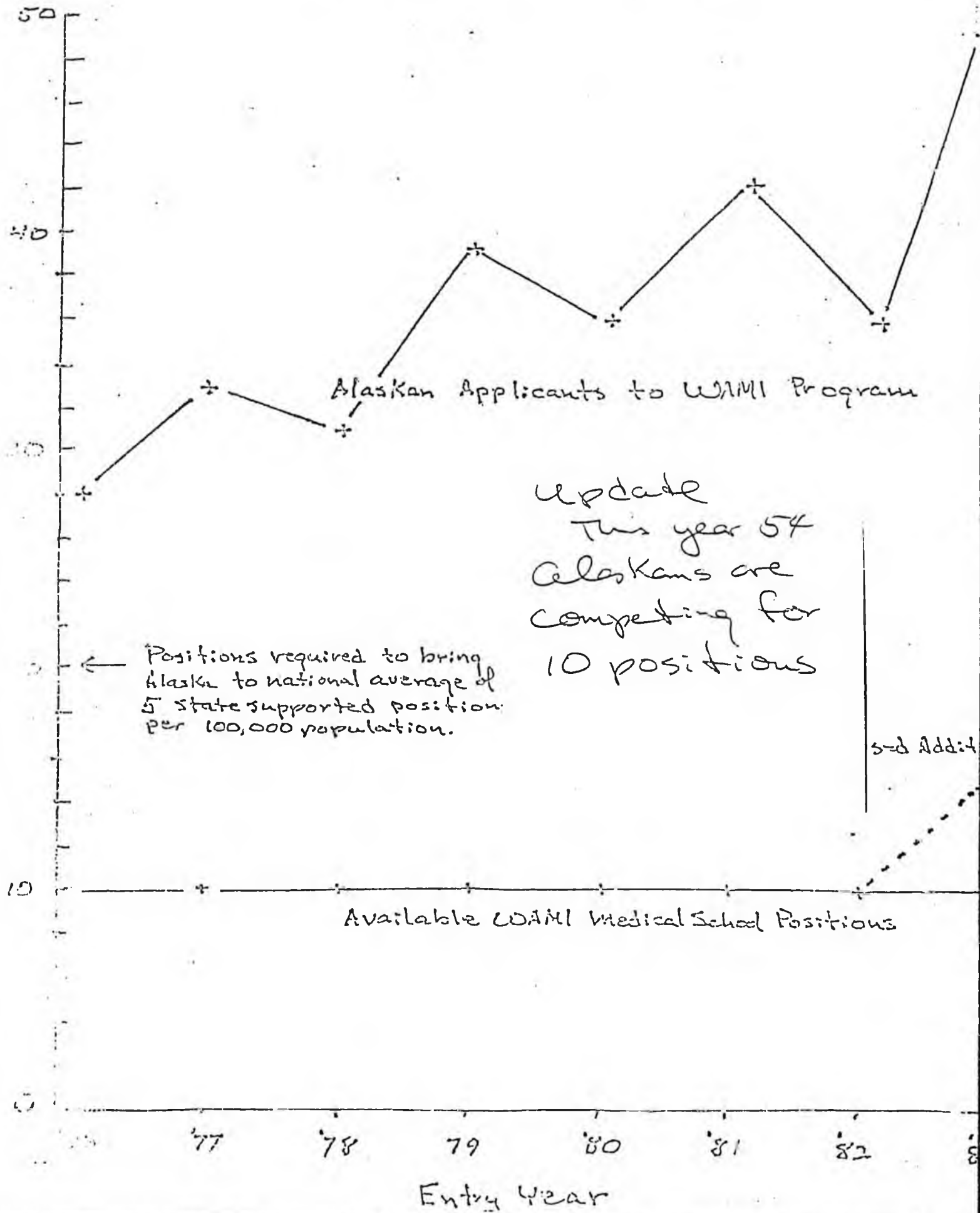
* NEW YORK HAS 4 STATE SCHOOLS, BUT ALSO PROVIDES STATE \$ TO SEVERAL PRIVATE SCHOOLS IN RETURN FOR ADMITTING NEW YORK RESIDENTS.

† MAINE HAS NO MEDICAL SCHOOL, BUT ARRANGES FOR VERMONT AND TUFTS TO TAKE MAINE RESIDENTS (APPROX. 3.1 PER 100,000 POP.)

‡ NEW HAMPSHIRE HAS NO STATE SCHOOL, BUT 1.3 PER 100,000 POP. IN NEW HAMPSHIRE RESIDENTS ENTERED DARTMOUTH THIS YEAR.

§ PUERTO RICO WITH THREE MEDICAL SCHOOLS, FALLS IN THE MIDRANGE AS A 51ST "STATE".

WAMI Program Alaskan Applicants and Positions





STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

May 12, 19

*Inquiry from
Harry Crawford and
response.*

*Response indicates
that cost of \$30,000
per student-year is an
upper limit figure -
actual cost would be
slightly lower.*

Wayne W. Myers, M.D.
Director, WAMI Program
University of Alaska, Fairbanks
Fairbanks, AK 99701

Dear Dr. Myers:

Thank you for your letter soliciting the Governor's support for increasing the number of WAMI medical school positions for Alaskans.

As I understand this program, Alaska currently contracts for 10 students per year. Now, the University of Washington is proposing to increase our "quota" to 15, and you are requesting our support for this increase. I have a few questions for which I would appreciate answers before I can formulate a recommendation on this issue. I requested information on WAMI costs and have been provided the figures listed below.

1982-83 Costs

(i)	Student Fees (Paid to U of W)	
	<u>Student Level</u>	<u>Per Student Fee</u>
	1st Year	at Fairbanks
	2nd Year	\$25,737
	3rd Year	\$25,416
	4th Year	\$16,988

(ii) Administrative Cost (Paid to U of W)

Overall Program Administration	\$ 91,531
Clinical Site Cost (Travel)	48,896
U of W Faculty Support	<u>46,903</u>
	\$187,330

(iii) University of Fairbanks costs cannot be identified specifically for these students.

If these are incorrect, please correct them; if you can expand upon them, please do so.

Wayne W. Myers, M.D.

-2-

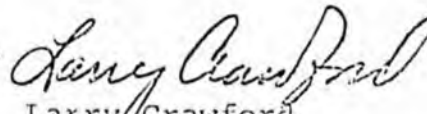
May 12, 1983

You have indicated that the per year cost of these new students is approximately \$30,000 each. How does that relate to the breakout above? Will the 2nd year cost be increasing for U of W or will the administrative costs increase due to the increased number of students? Are these administrative costs fixed by the WAMI contract or do they change annually? How are they set? Similarly, do the per student fees change or have we always paid \$16,988 per 4th year student, for example? If they do change, how are they set?

Finally, I would like to know how successful our eight years of WAMI participation have been. Specifically, how many Alaskan WAMI students have graduated and returned to practice medicine in Alaska?

Provided with these answers and information, I will be much better able to make a recommendation on your request. Thank you again for calling this to our attention.

Sincerely,



Larry Crawford
Chief of Staff

May 20, 1983

Larry Crawford
Chief of Staff
Office of the Governor
State of Alaska
Juneau, AK 99811

Dear Mr. Crawford:

Thank you for your letter of 12 May regarding WAMI medical student positions. Before moving to more detailed information, I should make clear that the figure of \$30,000 per student year which I quoted was a simplified upper limit figure, taking into account probable inflation over the proposed transition period of at least four years. The intent was to avoid any later impression that this program expansion had been sold on less than full revelation of the overall cost.

Charges by the University of Washington to Alaska for educating its medical students are based on a cost study by Kasonic, Chavelle & Associates submitted in 1974. Since then, Mr. Kasonic has periodically updated the original figures to consider inflation. The full cost study has not been repeated. A copy of the original cost finding procedures, the most recent inflation update and our FY83 bill from the U of W are attached.

Costs of training second year, third year and fourth year students are developed as noted above. Resident tuition and fees paid by Alaska WAMI students to the U of W are subtracted. We are billed for the difference. Tuition and fees are set by the Washington State legislative process and hence difficult to predict.

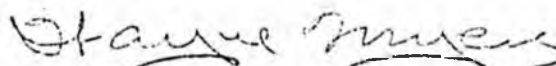
The items designated in your letter as "Clinical site cost (Travel)" represents the extra expense of operating obstetrics/gynecology, family medicine and psychiatry training units in Anchorage and a family medicine training unit in Ketchikan, compared to the cost of operating similar units in Seattle. If we are to increase Alaskan class size it may become highly desirable to develop a fifth clinical training site in the state. This would add \$10,000 to \$15,000 to our annual bill.

Finally, I have attached our most recent data on the whereabouts of WAMI graduates. After graduation from medical school, M.D.s spend three or more years in internship and residency training. There are no such training programs in Alaska. Also, some students assume military or National Health Service Corps obligations in return for scholarships in medical school. Of twenty-one Alaskans who have completed their training and service obligations, nine are practicing in Alaska. Thirty-nine are still in medical school. Thirty-three are in internships, residency training, or fulfilling federal service obligations.

Another indicator of success of the program is to recognize it as a four state network which includes medical school internships and residencies. The WAMI Program, as thus defined, has helped train about half the family physicians who have entered practice in Alaska in the past 10 years.

I appreciate your interest in this matter. Please let me know what additional information might be useful.

Sincerely,



Wayne W. Myers, M.D.
Director, WAMI Program

WEM/bm
Enclosures

Alaska State Legislature

Selected Responses

CO-CHAIR
HEALTH, EDUCATION & SOCIAL SERVICES
VICE-CHAIR
COMMUNITY & REGIONAL AFFAIRS
FINANCE SUBCOMMITTEES
HEALTH & SOCIAL SERVICES
RURAL EDUCATION BUDGET OVERSIGHT
CORRECTIONS
MEMBER
RULES



Representative Mae Tisch

Note supporting resolution from the State Medical Society

13 May 1

Wayne W. Myers, M.D.
Director, WAMI Program
University of Alaska, Fairbanks
Fairbanks, AK. 99701

Dear Dr. Myers:

It's nice to hear from you again. It's been a number of years since we corresponded while I was District Director of Muscular Dystrophy Association.

Regarding your request for increasing medical school positions, the House members will very shortly be acting on the State operating budget, which has already gone through the hearing process including the "C" of A budget.

Representative Terry Martin, Chairman of Finance Subcommittee, has received a copy of your letter from me and if there are any revisions to be made, he will be recommending them.

The WAMI program has been a great success for our students and merits our support.

Thanks again for writing. It was good to hear from you.

Sincerely,

Mae Tisch

Representative Mae Tisch
District 11

MT/sgw

ALASKA STATE LEGISLATURE

INTERIM OFFICE:
P.O. BOX 81435
FAIRBANKS, ALASKA 99708

IN SESSION
POUCH V
JUNEAU, ALASKA 99811
(907) 485-4930/4941



Representative Mike Davis
House District 19

CHAIRMAN
1983 INTERIOR DELEGATION

MEMBER
TRANSPORTATION
HEALTH, EDUCATION AND SOCIAL SERVICES
LABOR SUBCOMMITTEE
JOINT OIL AND GAS
RURAL EDUCATION ATTENDANCE AREAS

May 4, 1983

Wayne Myers, M.D.
Director, WAMI Program
University of Alaska
Fairbanks, Alaska 99701

Dear Dr. Myers,

Thank you for your recent letter regarding the WAMI program.

I am pleased to learn that an opportunity presently exists for additional Alaskan students to enter the WAMI medical program, and I believe that this situation should be taken full advantage of.-----

Alaska has traditionally experience a great deal of attrition in many professional areas, including the field of medicine, and I believe that by allowing 15 students per year to enter the WAMI medical school it will be possible to achieve a greater degree of stability in this field.

You have my support for the resolution which Senator Kerttula will be introducing during this legislative session.

Sincerely,

A handwritten signature in cursive script that reads "Mike".

Rep. Mike Davis



SENATOR
ARLISS STURGULEWSKI

2957 SHELDON JACKSON
ANCHORAGE, ALASKA 99503
SENATE DISTRICT F, SEAT A

Alaska State Legislature



Senate

While in Juneau
FOURTH V
JUNEAU, ALASKA 99801
(907) 465-3318

M E M O R A N D U M

May 5, 1983

TO: Senator Jalmar Kerttula
President of the Senate

FROM: Senator Arliss Sturgulewski (A)
Senate District F, Seat A

RE: WAMI Medical School Positions

I understand that serious consideration is being given by the University of Alaska to increase the number of WAMI medical school positions for Alaskan students from 10 to 15 per year. I am attaching a copy of the material I received from Wayne Myers, M.D., Director of the WAMI program. Over the past years, it has been extremely difficult for qualified Alaskans to enter this program due to the limited number of positions available. I am delighted to hear that you have agreed to sponsor a resolution supporting additional slots for the WAMI program. I would be pleased to co-sponsor your resolution.

Enclosure

cc: Dr. Wayne Myers
Dr. Jeanne Bonner



ALASKA STATE MEDICAL ASSOCIATION

4107 Laurel Street • Suite 1 • Anchorage, Alaska 99504 • (907) 562-2662



ADOPTED BY THE ALASKA STATE MEDICAL ASSOCIATION HOUSE OF DELEGATES AT ITS ANNUAL MEETING IN CORDOVA, ALASKA MAY 28, 1983

RESOLUTION NO. 83 - 20

SUBJECT: Support for WAMI Program Increase

WHEREAS, the State of Alaska supports Alaskan residents participating in the WAMI Medical Education Program; and

WHEREAS, the number of qualified applicants has increased and available positions remained the same (10 students); and

WHEREAS, other states support over three times as many state supported medical students as Alaska; and

WHEREAS, Alaska's population is increasing;

THEREFORE BE IT RESOLVED, that the ASMA support an increase in the number of WAMI students entering the program from 10 to 15.

DISTRIBUTION: Governor
Legislature
Dept. Of Health & Social Services
Pres. Local Societies
Local Legislative Chairmen
Rick Urion
AK State Hospital Assoc.
AK Medicine
Wayne Myers, Univ. of Alaska
University of Washington