

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672

5118 HSTA SB 478 - SCR 50

090

1 and return visits to the state;

2 (7) ensure that tourism efforts are consistent with local
3 community goals and objectives; and

4 (8) ensure that recreational and subsistence opportunities
5 are preserved for residents of the state.

6 * Sec. 6. AS 44.33 is amended by adding a new section to read:

7 Sec. 44.33.131. DIVISION OF TOURISM. (a) There is created in
8 the Department of Commerce and Economic Development the division of
9 tourism. The director of tourism is appointed by the commissioner of
10 commerce and economic development and serves at the pleasure of the
11 commissioner.

12 (b) The division of tourism shall

13 (1) cooperate with the Alaska Tourism Marketing Council and
14 organizations in the private sector for the promotion and development
15 of tourism and conventions into and within the state;

16 (2) coordinate with municipal and federal agencies for the
17 development and promotion of tourism resources and conventions in the
18 state as well as with the Tourism Policy Board and the council; and

19 (3) review and approve the procurement documents and proce-
20 dures of the council to ensure compliance with applicable laws and
21 regulations.

22 (c) The division of tourism may

23 (1) promote and develop the state's tourist and convention
24 industry by publicizing state attractions through such means as dis-
25 play advertising in magazines and newspapers, advertising on radio and
26 television or other advertising media, publishing pamphlets, brochures
27 and other graphic and pictorial materials, or by aiding and assisting
28 representatives of the media, to ensure greater coverage of the visi-
29 tor attractions in the state;

1 (2) participate in travel shows;

2 (3) increase the awareness of the citizens of the state at
3 the statewide, regional and community level of the economic importance
4 of the tourist industry;

5 (4) assist potential investors in creating new tourist
6 facilities;

7 (5) administer any program of the state in which the state
8 provides matching funds for municipalities or nonprofit organizations
9 that undertake the promotion and development of visitor travel to and
10 in the state;

11 → (6) administer visitor information centers;

12 (7) conduct research to evaluate the effectiveness of the
13 council's marketing programs;

14 (8) analyze the effect on the Alaska visitor industry of
15 state land and resource development projects;

16 (9) organize, administer, and evaluate demonstration pro-
17 jects for the promotion of the Alaska visitor industry and the devel-
18 opment of new tourism destination markets; and

19 (10) administer grants under AS 44.33.141.

20 (d) The commissioner of administration shall separately account
21 for money that derives from the sale of advertising space, pamphlets,
22 brochures, and other graphic and pictorial materials under this sec-
23 tion and AS 44.33.020(28) and that the division of tourism deposits in
24 the general fund. The annual estimated balance in the account may be
25 used by the legislature to make appropriations to the Department of
26 Commerce and Economic Development to cover related costs of the divi-
27 sion of tourism.

28 * Sec. 7. AS 44.33 is amended by adding a new section to read:

29 Sec. 44.33.141. GRANTS FOR PROMOTION OR DEVELOPMENT OF VISITOR

public use of communication projects

grant sources as mentioned in project
that is... funding

1 TRAVEL. (a) A state agency, a municipality, a nonprofit corporation
2 formed under AS 10.20, and a bona fide nonprofit civic, fraternal, or
3 service organization may receive, as a grant, matching money from the
4 state for up to 50 percent of the costs of a program or project that
5 the director of tourism determines is consistent with AS 44.33.121 -
6 44.33.231 and is likely to promote or develop visitor travel or recre-
7 ational opportunities within the state, including

- 8 (1) the promotion of conventions;
- 9 (2) the construction, improvement, or operation of visitor
10 destination facilities and tourist attractions; and
- 11 (3) the development and preservation of attractions of
12 historical, contemporary, or cultural interest.

13 (b) The commissioner shall adopt regulations to carry out the
14 provisions of this section.

15 * Sec. 8. AS 44.33 is amended by adding a new section to read:

16 Sec. 44.33.151. ESTABLISHMENT OF TOURISM POLICY BOARD. (a) The
17 Tourism Policy Board is established in the Department of Commerce and
18 Economic Development. → procedure - procedure

19 (b) The board is established to coordinate the responsibilities
20 of the division of tourism as they affect the programs of state agen-
21 cies and to permit the division of tourism to encourage state agencies
22 to consider the implications for tourism of the ongoing year-round
23 programs of the agencies of the executive branch. The board is also
24 established to permit state agencies to encourage the division of
25 tourism to consider the programs of state agencies in its promotion of
26 tourism.

27 (c) The board shall

- 28 (1) provide a forum for the development of the goals for
29 the division such as increased local hire in tourism, an increased

*Division of
 Economic Development
 Planning
 AS 44.33.141
 CONCEPT OF
 COOPERATION*

1 emphasis on attraction to the state of travelers who do not come with
 2 organized tours, the support of worthwhile local entrepreneurial and
 3 community tourism ventures, and the stimulation of the development of
 4 a long-term private infrastructure in the state concerned with tour-
 5 ism;

6 (2) conduct analyses of problems facing the development of
 7 tourism in the state and develop solutions to those problems by ex-
 8 ploring successful models for the development of travel and recreation
 9 in other tourism-focused states and nations;

10 (3) develop, review, and recommend to the governor budget
 11 requests for tourism development in the various programs of the agen-
 12 cies of the state;

13 (4) coordinate the operating programs of state agencies to
 14 enhance tourism development efforts;

15 (5) coordinate programs with federal and municipal agen-
 16 cies; and

17 (6) review and recommend grants for the director under
 18 AS 44.33.141.

19 (d) The board may hold formal or informal meetings concerned
 20 with the responsibilities assigned under this section and with other
 21 associated responsibilities. The board may appoint subcommittees and
 22 may consider topics at meetings with less than the entire membership
 23 of the board present.

24 * Sec. 9. AS 44.33 is amended by adding a new section to read:

25 Sec. 44.33.161. MEMBERSHIP OF THE TOURISM POLICY BOARD. The
 26 governor shall appoint the members of the board. Members may be
 27 appointed from the operational level of state agencies and may include
 28 representatives from the following:

29 (1) Office of the Governor (office of management and

→

1 budget, international trade);

2 (2) Department of Commerce (tourism, business development);

3 (3) Department of Community and Regional Affairs;

4 (4) Department of Education (state museums);

5 (5) Department of Environmental Conservation;

6 (6) Department of Fish and Game (sport fish, habitat,
7 fisheries rehabilitation, enhancement, and development);

8 (7) Department of Labor;

9 (8) Department of Natural Resources (parks, forestry, and
10 land and water, historic preservation);

11 (9) Department of Revenue (taxation and revenue considera-
12 tions);

13 (10) Department of Transportation and Public Facilities
14 (airports, ferry system, highways);

15 (11) University of Alaska (Center for International Busi-
16 ness);

17 (12) Alaska Railroad.

18 * Sec. 10. AS 44.33 is amended by adding a new section to read:

19 Sec. 44.33.171. ALASKA TOURISM MARKETING COUNCIL ESTABLISHED.
20 The Alaska Tourism Marketing Council is established as a public corpo-
21 ration of the state. It is an instrumentality of the state in the
22 Department of Commerce and Economic Development, but has a legal
23 existence independent of and separate from the state. Exercise by the
24 council of the powers conferred by AS 44.33.171 - 44.33.221 is an
25 essential governmental function of the state.

26 * Sec. 11. AS 44.33 is amended by adding a new section to read:

27 Sec. 44.33.181. MANAGEMENT OF COUNCIL. (a) The commissioner
28 may contract with a single qualified trade association to participate
29 in the management of the council. The commissioner may require that

Op - 3.5 million. Div of Country
has never gone to M.C.?

WORK DRAFT

WORK DRAFT

WORK DRAFT

NO contract - Div allow

dedicated person position

costs

GF - 9.9 million
of expenses
of council

GF - 9.9 million (visitor industry promotion)

1 the trade association agree, before the end of each fiscal year that
2 the contract covers, to contribute a percentage of the total operating
3 expenses of the council for that fiscal year. The term of a contract
4 under this section may not exceed two years.

5 (b) The governing body of the council consists of 21 members
6 subject to the following provisions:

7 (1) a member of the council must

8 (A) be substantially involved in a visitor or recre-
9 ation industry;

10 (B) have training in a field such as marketing;

11 (C) be an officer or a senior staff member of a local
12 government or nonprofit enterprise established to promote the
13 visitor industry; or

14 (D) have previous business or government experience
15 that would materially enhance the member's ability to contribute
16 to the planning, execution, or evaluation of a visitor industry
17 promotional marketing program;

18 (2) a trade association that contracts with the commis-
19 sioner under this section may select 10 members of the council; the
20 governor may remove a member of the council selected under this para-
21 graph on the delivery by the governor to the council of a written
22 statement explaining the reasons for the removal;

23 (3) ten members of the council shall be appointed by the
24 governor and serve at the pleasure of the governor; in making appoint-
25 ments to the council under this paragraph, the governor shall ensure
26 that the council, including members selected under (2) of this subsec-
27 tion, is broadly representative of the different regions of the state
28 and the various sectors of the visitor and recreation industry;

29 (4) a majority of the members of the council constitute a

Tourism Council
 § 10K 00 000
 FILE

1 quorum for the transaction of business, and the exercise of the powers
 2 and duties of the council and any action by the council requires
 3 affirmative votes from a majority of the members of the council;

4 (5) the director of tourism serves as presiding officer of
 5 the council and may not vote except in the case of a tie;

6 (6) a member of the council may not participate or vote by
 7 proxy;

8 (7) the council shall meet as necessary at the call of the
 9 director of tourism or upon the written request of seven members of
 10 the council and may meet by teleconference;

11 (8) the council shall elect other necessary officers from
 12 among its members annually;

13 (9) the members of the council appointed by the governor
 14 serve staggered three-year terms and may be reappointed;

15 (10) a person appointed to fill a vacancy on the council
 16 holds office for the balance of the term of the person's predecessor;

17 (11) members of the council receive no salary for serving in
 18 that position but are entitled to per diem and travel expenses under
 19 AS 39.20.180; members of the council are entitled to per diem and
 20 travel expenses only for travel within the state; the contract must
 21 provide that the trade association will reimburse the council for per
 22 diem and travel expenses paid to those members of the council ap-
 23 pointed by the trade association; reimbursement under this paragraph
 24 does not qualify as a part of the association's required contribution
 25 under (a) of this section.

26 * Sec. 12. AS 44.33 is amended by adding a new section to read:

27 Sec. 44.33.191. POWERS OF THE COUNCIL. (a) The governing body
 28 of the council may

29 (1) adopt, alter, and use a corporate seal;

who sets policy? not the Marketing Council

1 (2) prescribe, adopt, amend, and repeal bylaws relating to
2 the internal management and operations of the council, including the
3 granting of distribution rights to tourism mailing lists;

4 (3) sue and be sued in the name of the council;

5 (4) enter into any agreements necessary to perform its
6 functions;

7 (5) cooperate with a public or private board, organization,
8 or agency engaged in work or activities similar to the work or activ-
9 ities of the council, including entering into contracts for joint
10 programs of tourism advertising and marketing;

11 (6) receive contributions of money;

12 (7) establish offices in the state and otherwise incur ex-
13 penses incidental to the performance of its duties;

14 (8) appear on behalf of the council before boards, com-
15 missions, departments, or other agencies of municipal, state, or fed-
16 eral government except as provided under (c) of this section;

17 (9) acquire, hold, lease, sell, or otherwise dispose of
18 property, but such property is limited to that which is necessary to
19 the administrative functioning of the council;

20 (10) appoint committees comprised of council and noncouncil
21 members; the presiding officer of each committee shall be a member of
22 the council;

23 (11) prepare and implement plans for the promotion of tour-
24 ism to and inside the state consistent with the purposes of AS 44.33.-
25 121 and the policies established by the Tourism Policy Board;

26 (12) sell, at fair market value, tourism advertising space
27 in publications and promotional materials developed by the council;

28 (13) provide space in publications and promotional materials
29 developed by the council to a qualified trade association that has

1 contracted with the department under AS 44.33.181 if the trade asso-
 2 ciation pays its pro rata share of production costs for the publi-
 3 cation or promotional material; payment under this paragraph is not
 4 part of the association's required contribution under AS 44.33.181(a);
 5 and

6 (14) grant distribution rights to mailing lists developed by
 7 the council under regulations adopted by the commissioner.

8 (b) The governing body of the council may employ the staff of
 9 the council, which may include an executive director and no more than
 10 two other employees. The executive director and staff shall be paid
 11 salaries consistent with the salaries established for employees of the
 12 state. If there is no executive director, the staff of the council is
 13 supervised by the director of tourism.

14 (c) The governing body of the council may not use funds appro-
 15 priated by the legislature to employ a lobbyist.

16 (d) A contract or grant entered into by the governing body of
 17 the council is not effective until approved by the director of tour-
 18 ism.

19 * Sec. 13. AS 44.33 is amended by adding a new section to read:

20 Sec. 44.33.201. DUTIES OF THE COUNCIL. (a) The governing body
 21 of the council shall

22 (1) conduct a tourism marketing program designed to accom-
 23 plish the purposes of AS 44.33.121 and the policies established by the
 24 Tourism Policy Board;

25 (2) prepare and implement plans for the promotion of Alaska
 26 tourism, including research necessary to evaluate the effectiveness of
 27 the council's marketing program;

28 (3) submit an annual report to the governor and the legis-
 29 lature describing the activities of the council;

1 (4) make available to all interested persons, including
 2 tourism businesses, a quarterly report of the council's actions and
 3 activities;

4 (5) annually submit a proposed operating budget to the
 5 director, to be used by the Department of Commerce and Economic Devel-
 6 opment to prepare and submit the operating budget of the council under
 7 (c) of this section; and

8 (6) submit a report to the legislature, by the 10th day of
 9 each regular session, describing how the contractual money was spent
 10 in the first half of the year and explaining the plan for expenditures
 11 during the second half of the year.

12 (b) In performing its functions under AS 44.33.171 - 44.33.201,
 13 the governing body of the council may not favor any particular tourism
 14 business entity or other person.

15 (c) The operating budget of the council shall be prepared by the
 16 commissioner and submitted under AS 37.07 (Executive Budget Act).

17 (d) The governing body of the council shall deposit money col-
 18 lected under AS 44.33.171 - 44.33.201 in the general fund. The com-
 19 missioner of administration shall separately account for all receipts
 20 deposited in the general fund under this subsection. The annual esti-
 21 mated balance in the account may be used by the legislature to make
 22 appropriations to the council to carry out its purposes under AS 44.-
 23 33.171 - 44.33.201.

24 * Sec. 14. AS 44.33 is amended by adding a new section to read:

25 Sec. 44.33.231. DEFINITIONS. In AS 44.33.121 - 44.33.231

26 (1) "board" means the Tourism Policy Board;

27 (2) "commissioner" means the commissioner of commerce and
 28 economic development;

29 (3) "council" means the Alaska tourism marketing council;

1 (4) "director" means the director of tourism;

2 (5) "qualified trade association" means a private, nonprof-
3 it organization whose primary purpose is the promotion of tourism to
4 and within the state and which has a statewide membership comprised of
5 representatives of all sectors of the visitor industry, including
6 without limitation hotels, airlines, cruise lines, wholesale and
7 retail travel agencies, visitor attractions, and convention and visi-
8 tors bureaus.

9 * Sec. 15. AS 44.66.010(a) is amended by adding a new paragraph to
10 read:

11 (15) Alaska Tourism Marketing Council (AS 44.33.171) --
12 June 30, 1993.

13 * Sec. 16. AS 44.33.120, 44.33.130, 44.33.140, 44.33.145, 44.33.150,
14 44.33.160, 44.33.170, and 44.33.180 are repealed.

15 * Sec. 17. Initial appointments by the governor to the Alaska tourism
16 marketing council under AS 44.33.181(b)(3) shall be made for the following
17 terms:

- 18 (1) four members shall serve for one year;
- 19 (2) three members shall serve for two years; and
- 20 (3) three members shall serve for three years.

21 * Sec. 18. This Act takes effect July 1, 1988.

Fran:

As per your request, I sat through Senate FIN hearing on CSSB 478 (I.T.) Alaska tourism promotion. They passed it out today (4/7/88) with a zero FN. Apparently they intend to deal with the costs in budget conference - Since you already know the intent of this legislation I won't comment on that. I'm not aware of the underlying dynamics of this issue so can't provide any insights at this point.

You should be aware that Fischer commented on a memo signed by Ellis and you which is attached. He was rather abusive citing this as an example of something that should not be considered as a possible project this legislation would consider. Hoffman testified that they (Dept.) did not endorse this proposal.

Other issues raised centered on the composition of the Council- Fischer was concerned that the council would not reflect the needs of smaller communities - the emphasis being directed at larger communities. Hoffman indicated that that was what this legislation was trying to address, looking at the overall tourism needs of all of Alaska. He emphasized that the activities of the Div. of Tourism and the Council, while complementary, were different.

Again, I'm naive about the politics of this legislation and what you are concerned with or whether you are going to ask for a referral.

Hope this is helpful.

Dennis

I see nothing in the memo where you have endorsed this project - Do you want to respond?

Yes
a brief note
that indicates we
provided form for discussion
but no endorsement or
support for
such individual
address

Notes:

Legislation is effort to meet concerns of tourism market to be more broad based and at same time maintain expertise in the tourism industry.

Legislation is mechanism to meet concerns of broad based group -good balance.

Present generic program was based on stats - putting money where get the most bang for buck; however, this makes it difficult to divide money into less needy areas, this bill target areas where they need development but wouldn't now get it.

SCR

27

BILL NUMBER SCR 27 an**

DATE	ACTION
2/1/88	<u>Waved out</u>

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the ST:IRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

HSA

2-1-88

3:00p.m.

ALASKA STATE SENATE

JOE P. JOSEPHSON
DISTRICT H ANCHORAGE
3111 C STREET, SUITE 550
ANCHORAGE, ALASKA 99503
(907)561-7611



WHILE IN JUNEAU
P.O. BOX V
JUNEAU, ALASKA 99811
(907)465-4525

TO: House State Affairs Committee
FROM: Senator Joe Josephson *JJ*
DATE: January 28, 1988
RE: SCR 27, Relating to Preservation of Historic School Buildings

I introduced SCR 27 to focus attention on historic school buildings we have throughout our State. This Resolution would direct the Commissioner of Education to provide to the Legislature by January, 1989, a list of school buildings constructed before statehood, the condition of these facilities, and the steps that can be taken to preserve them for future use.

Examples of historic school buildings include Whitecliff Elementary (Ketchikan) (60 years old), Main (Fairbanks) (57 years old), Capital School (Juneau) (50 years old), and others.

Some of these buildings may be scheduled for closure or like Capital School, have been closed recently. It is timely that we look at ways to protect and preserve these buildings so that future generations may appreciate and enjoy them.

The measure received a zero fiscal note from the Department of Education. It was amended on the Senate floor to reflect technical changes in the due date for the report.

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: ... preservation of historical school buildings...
Sponsor: Senator Josephson
Requestor: Senate State Affairs

Agency Affected: Education
BRU: Education Finance and Support Services
Components: Facilities

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING		0	0	0	0	0

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

This bill has no fiscal impact on this department.

Prepared by: Steve Hole
Division: Commissioner's Office

Phone: 465-2800
Date: Jan. 15, 1988

Approved by Commissioner: William Demmert
Agency: Education

Date: Jan. 15, 1988

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)



Alaska State Legislature

SENATOR JIM DUNCAN

P. O. BOX V JUNEAU, ALASKA 99811

(907) 465-4766

COMMITTEES:
FINANCE
RESOURCES
BUDGET AND AUDIT

May 6, 1987

To: Senator Abood

From: Senator Duncan

Subject: SB 271 relating to historic and community schools.

This covers school buildings built before Alaska Statehood that have historic significance and deserve to be recognized identified and preserved.

The following are those schools that would qualify:

<u>School</u>	<u>School District</u>	<u>Age</u>
Whitecliff Elementary	Ketchikan	60
Akiak Elementary	Lake/Peninsula	40
Pilot Point Elementary	Lake/Peninsula	39
Ft. Yukon Elementary	Yukon Flats	30
Tok Elementary	Alaska Gateway	30
Capital School	Juneau	50
Anthony Andrew School (St. Michael)	Bering Strait	33
Emmonala	Lower Yukon	30
Mt. Edgecumbe	Sitka	?
Denali	Anchorage	32 38
Kenny Lake	Cooper River	32
Main	Fairbanks	57

Please act favorably on this legislation.

STEVE COWPER, GOVERNOR

DEPARTMENT OF NATURAL RESOURCES

DIVISION OF PARKS AND OUTDOOR RECREATION

May 1, 1987

Re: 3140-3 (Historic Preservation in Alaska)

3601 G STREET
ANCHORAGE, ALASKA 99503
PHONE: (907) 561-2020

MAILING ADDRESS:
PO BOX 107001
ANCHORAGE, ALASKA 99510 7001

Senator Joe Josephson
Attn: Rosemary Karish
Alaska State Senate
P.O. Box V
Capital Building, Room 113
Juneau, Alaska 99811

Dear Senator Josephson:

I would like to take this opportunity to describe the Alaska historic preservation program and explain how it functions. This office (the Office of History and Archaeology) is a section of the Alaska Division of Parks and Outdoor Recreation. The functions of our office are mandated under the National Historic Preservation Act and the Alaska Historic Preservation Act. Our primary activities involve nominating, and assisting others to nominate, sites to the National Register of Historic Places. The National Register is the federal government's official list of historic and prehistoric properties recognized by the federal government as worthy of preservation. Before listing in the Register can take place, owner's consent must be given.

There are several benefits which apply to a listed property:

1. Listing on the Register means that a property is accorded proper recognition nationwide for its significance in American history or prehistory.
2. There are certain tax benefits which apply to income-producing Register sites, including a 25% investment tax credit on the cost of approved rehabilitation work and 18-year depreciation of 87.5%. These, and other tax benefits, run with the property and may be transferable to a new owner.
3. Listed properties are automatically eligible for matching grants from the federal government that can be used for rehabilitation and restoration purposes. During FY'83 Alaska received nearly \$400,000 in such grant funds. However, the program has not been funded since, and prospects do not look good for such monies to be authorized by Congress for FY'87.
4. Listed properties, or those eligible for listing, are protected by a review process (established under Section 106 of the NHPA) when proposed for impact by a federally funded, licensed, or otherwise federally assisted project. Please note that neither properties

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listed in nor properties eligible for the Register, or modifications to the latter, are the subject of this review. The subject of the review process is the federal project and its impact; the review is designed to take place while the project is still in the planning stage. Its purpose is to avoid, if at all possible, damaging or destroying significant heritage properties by seeking alternative designs, locations, etc. The review is conducted by the lead federal agency in consultation with the State Historic Preservation Officer and the Advisory Council on Historic Preservation (a federal agency).

In summary, listing a property on the Register does not place limitations on the property. Certain responsibilities are involved, however. If a property owner wishes to maintain a property on the Register, the features which qualified the property for listing must be maintained. Some very general recommendations have been developed which address problems encountered by owners of Register properties. The Secretary of the Interior's Standards for Historic Preservation Projects include recommendations against removing historic material, suggestions for non-destructive cleaning methods, advice for making repairs that match the original fabric of the building, etc. A copy of the Standards will be sent to you upon request.

Public visitation rights are not required of owners who list their properties on the National Register. Neither the federal government nor the state government will attach restrictive covenants to the property, or seek to acquire it. Register listing does not invoke of any state or local regulations for design review, restrictive zoning, or review of alterations. If a building is listed in the National Register and then modified to such an extent that many of its significant original features are lost, it is possible that its National Register status may be revoked. Should this happen, any rehabilitation and restoration grants previously awarded by this office or (in the case of income-producing properties) investment tax credits taken on the building's renovation costs would have to be returned to the State of Alaska or the Federal Internal Revenue Service, as appropriate. This condition is imposed to discourage demolition and excessive modification of significant historic buildings.

Surveys of local heritage resources are critical first steps if these sites are to be preserved and interpreted for the enjoyment and education of future Alaskans. Matching federal funds for Survey and Inventory grants are available on a yearly basis and may be used for historic property inventories, resource protection planning, writing national register nominations, and archaeological surveys. Any individual or group is eligible to apply for these grants, provided that a matching source of funding or in-kind labor/materials are pledged toward the project. These grants may not be used for acquisition or development purposes. Architectural plans, specifications, historic structures reports and engineering studies may not be funded by thi

May 1, 1987

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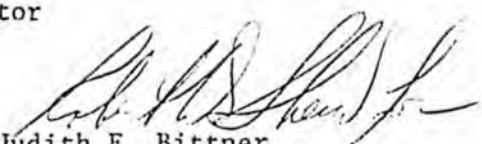
program. An historic structure may, however, be documented (without developing restoration plans), archival research and oral histories may also be done. The program is primarily for inventory purposes; in the past these funds have been used to document the prehistories/histories of villages, towns or regions. Grants for FY'86 were awarded in April, 1986; we currently anticipate awarding grant funds again in May 1987.

There are no state-funded preservation grants available at this time. The one source of state money which is available for preservation projects is the Historical District Revolving Loan Fund, administered by the Division of Investments (Alaska Department of Commerce and Economic Development, Pouch D, Juneau, Alaska 99811). Loans may be made for the restoration, improvement, rehabilitation or maintenance of historical buildings. The structures must be suitable for superficial modification so that they can conform to the period or motif of the surrounding structures that are the reason for the area's designation as a historical district. Loans are made at 7.5% interest to a maximum amount of \$250,000 per structure over a 30 year period. The loans are secured by a first lien position given to the state. All projects must be approved by a local Historical District Commission and by a majority of the Alaska Historic Sites Advisory Committee, which is appointed by the Governor.

If you wish to proceed with the nomination process for an historic object, building or structure, please contact Ms. Jo Antonson with the Office of History and Archaeology, at 762-4142. She can help you with questions about the National Register, financial incentives associated with it and can send you forms for owner's consent and for listing a property in the National Register.

Sincerely,

Neil C. Johannsen
Director


By: Judith E. Bittner
State Historic Preservation Officer

PWC:clk

STEVE COWPER, GOVERNOR

DEPARTMENT OF NATURAL RESOURCES

DIVISION OF PARKS AND OUTDOOR RECREATION

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ANCHORAGE, ALASKA 99510-7001

May 1, 1987

Re: 3140-3 (Completing National Register Nomination Forms)

Senator Joe Josephson
Attn: Rosemary Karish
Alaska State Senate
P.O. Box V
Capital Building, Room 113
Juneau, Alaska 99811

Dear Senator Josephson:

Thank you for your interest in listing your property in the National Register of Historic Places. If accepted for the Register your property will be one of several thousand to receive this national recognition.

Significant heritage properties are listed in the National Register through a process that begins with owner's consent. After reading the enclosed owner's consent form, please sign it, have it notarized, and return it to this office. If you wish to list a property that you do not own, you must get the owner's signature before the property may be listed in the Register. Listing can not proceed without owner's consent.

The actual listing of your property in the National Register is done by nomination. Buildings, structures, objects and sites are eligible for the Register. You can nominate your own property to the Register by filling out the enclosed nomination form, or, you may have someone else complete the form for you. The complete nomination will include the nomination form, a sketch showing the plan of your property, clear black and white photographs, and a map showing its location.

The finished form undergoes two reviews after it arrives in this office. The Governor's Historic Sites Advisory Committee reviews all nomination forms for Alaska before they are sent to the Keeper of the National Register in Washington, D.C. The staff of the Keeper also reviews completed nomination forms and makes the final decision before the property can be listed in the National Register. Once listed, the nomination becomes part of a permanent, national archive. This resource is consulted by historians, planners, architects, educators and decision makers who need accurate information in their work. It is very important that your writing be clear, that statements of fact are adequately documented and references are cited for any quotations

May 1, 1987

Page 2 -

used. You are not only writing the story of your property, you are writing history. Writing a nomination that passes two formal reviews and is listed in the National Register without being returned with questions depends on the quality of information in the nomination form.

Please take a little time to familiarize yourself with the attached instructions for filling out the nomination form. The first thing to become familiar with are the Criteria for Evaluation. Properties eligible for the Register (districts, sites, structures, buildings, objects) must possess integrity of location, design, setting, materials, workmanship, feeling and association and:

- be associated with events that have made a significant contribution to the broad patterns of our history; or
- be associated with lives of persons significant in our past; or
- embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or possess high artistic values, or represent a significant and distinguishable entity whose components may lack individual distinction; or
- yield, or may be likely to yield, information important in prehistory or history.

Select one or more of the Criteria that you feel best describes your property and plan to tell why your property should be nominated to the National Register based on that Criteria.

Two important steps follow after selecting the Criteria. First, the property should be inspected and evaluated for authenticity and integrity. Second, results of literature research and field investigation should be recorded on the nomination form. In the case of a building (or buildings), look for proof of how much remains of the original structure(s), whether it has been relocated, and how much it may have been changed or rebuilt. There is no single, correct way to write a Physical Description (Item 7); you may prefer to start at the foundation and work your way up to the roof by describing the materials used, changes made (and approximate dates), and condition of the material today. If the building is on pilings this should be noted, dimensions should be given for the structure's length, width and height, its plan should be described (square, rectangular, "H", "T" shape, etc., the number of floors and type of roof should also be described, if siding was used on the exterior walls its type size and color should be noted, location and arrangement of windows and doors should also be detailed. The uses of the building (if it has had several), moves and other modifications may be described in additional paragraphs.

May 1, 1987

Page 3 -

The Statement of Significance (Item 8) should be written as though reviewers and people who may read the finished nomination have no knowledge of the property or why it is important. Develop the Statement of Significance in local, state or national history. Alaskan Territorial and State history, like most western states', is so new that many early settlers and citizens who helped found our cities played major roles in this history. The story of their homes and businesses are often the first chapter of town and city history. Alaska Native history is also rich in material, as are other periods of our history (Russian Colonial, Gold Rush, and Military). Research for the Register may include the following sources:

- University, or local museums
- Alaska Historical Library in Juneau, local libraries, University of Alaska Libraries
- Interviews with old-time residents and elders of a community
- Local newspapers
- Land office records

With experience you will discover that the most frequently consulted historical sources are periodicals, newspapers, memoirs, military reports, U.S. Geological Survey bulletins, business annual reports, maps, and family photographs. Other useful sources include records of the town, land offices, courts, district recorder offices, the Bureau of Indian Affairs, Bureau of Land Management, and the State Division of Lands. Town records may include early photographs, tax records, fire insurance maps, etc. Early fire insurance maps (Sanborn Maps) will indicate the location and shape of insured buildings, sometimes include detailed architectural descriptions and can be found in University Libraries. The records of the borough or city tax assessor will be useful in tracing the history of ownership of historic properties. Court records include deeds, wills, inventories, marriage records, early tax records, bankruptcy papers, plats, etc.

A legal description of the property on which the historical structure is located is necessary. In the case of towns, block and lot numbers will suffice. If the land is patented, the year when the patent was issued, the patent number and amount of acreage will be needed. In the case of unpatented mining properties, examine the records of the district recorder's office, which will include a description of the boundaries of the mining claim.

The property should also be examined as it stands today. Each structure should be photographed with black and white film on all sides and photos should be taken of any character-defining features (staircases, display cabinets, ornate interior moldings, and other special features that give the structure character.) Prints submitted with the nomination should be 5" x 7"

May 1, 1987


Page 4 -

or larger; please send two copies of each print. Copies of historical photographs showing the structure are very useful to document its history; two copies are preferred as one is sent to Washington with the nomination and the second remains in this office's files. The location of buildings and other structures should be marked, in pencil, on a United State Geological Survey map, a one-inch-to-the-mile, map is preferred. Floor plans of structures should be prepared, indicating the location of windows, doors, porches, stairs, and the dimensions of the structure. An architect does not have to prepare the plans, an informal sketch that has this information on it will suffice.

It is a good idea to submit a draft of the nomination, with photographs, sketches and maps, so one of my staff can work with you if polishing is needed. The completed nomination not only expands historical knowledge about Alaska, but it also provides the basis for protection of significant properties by law. Please do not hesitate to call Jo Antonson at 762-4142 if you have questions or if we can help you in your research.

Sincerely,

Neil C. Johannsen
Director


By: Judith E. Bittner
State Historic Preservation Officer

enclosures

PWC:tls

SCR

34

HOUSE STATE AFFAIRS COMMITTEE

NEXT COMMITTEE: RULES

BILL: SCR 34

CURRENT VERSION:

SCHEDULED: FEBRUARY 22, 1988

SPONSOR: HENSLEY

PHONE NO: 3862

CONTACT FILE: _____

BILL SUBJECT: RELATING TO THE ESTABLISHMENT OF A COMMISSION ON ALASKA-SOVIET RELATIONS

SPONSOR BACKUP: IN FOLDERS

AFFECTED AGENCIES:

<u>DEPARTMENT</u>	<u>CONTACT/PHONE</u>	<u>COMMENT</u>
GOVERNOR	INTERNATIONAL TRADE/GINNA BRELSFORD/561-4538	

FISCAL NOTES

<u>AGENCY</u>	<u>REQUESTED</u>	<u>DATED</u>	<u>FY 88 AMT</u>	<u>FY 89 AMT</u>
GOVERNOR'S OFFICE		2/23/88	15.8	36.6

ACTION

<u>DATE</u>	<u>COMMENT</u>
2/22/88	HCS SCR 34 (SA) PASSED FROM COMMITTEE

STATE OF ALASKA
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

House State Affs:

2/22/88

HOUSE COMMITTEE REPORT

(7)

Date referred: 2/15/88

FURTHER REFERRALS:

DATE: 2-22-88

The State Affairs Committee has considered SCR 34

Relating to the establishment of a commission on Alaskan-Soviet relations.

RECOMMENDS:

- replace with HCS SCR 34 (SA) the same title
 attached amendment(s) a new title
- do pass
 do not pass
 no recommendation
 individual recommendations
 additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S):

- fiscal impact same as previous fiscal note published _____
 zero fiscal note same as previous zero fiscal note published _____
 zero with analysis

SIGNING DO PASS:

[Signature]
[Signature]
[Signature]
[Signature]
[Signature]

SIGNING OTHER RECOMMENDATIONS:

[Signature] - No Rec.
[Signature] No Rec

[Signature]
Chairman's signature

Original sponsors: Hensley, Josephson,
Sturgulewski, et al.

1 IN THE SENATE

BY THE STATE AFFAIRS COMMITTEE

2 HOUSE CS FOR SENATE CONCURRENT RESOLUTION NO. 34 (State Affairs)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - SECOND SESSION

5 Relating to the establishment of a
6 commission on Alaskan-Soviet relations.

7 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8 WHEREAS the United States and the Soviet Union, recognizing the de-
9 sires of the citizens of their countries, signed an agreement in 1986
10 encouraging people-to-people exchanges between the two countries; and

11 WHEREAS the United States and the Soviet Union have signed a medical
12 research agreement giving the University of Alaska the responsibility and
13 authority to teach, develop, research, and coordinate circumpolar interests
14 between the United States and the Siberian branch of the Academy of Medical
15 Sciences in the Soviet Union; and

16 WHEREAS the United States and Soviet Union agreed in December 1987 to
17 establish bilateral groups to work on Arctic issues; and

18 WHEREAS Alaskans and the Soviet Union are each seeking closer ties
19 with the other as evidenced by the travel of Alaska's Performers for Peace
20 to the Soviet Union, by the efforts of citizens of Alaska and of the Soviet
21 Union to bring Siberians to the St. Lawrence Island Whaling Festival and
22 the Eskimo-Indian Olympics, and by the agreement of the Soviet Union to
23 consider proposals for airline traffic between Alaska and Siberia; and

24 WHEREAS it would be consistent with and supportive of the efforts of
25 the United States and the Soviet Union to improve understanding between the
26 two countries to stimulate travel, trade, and cultural and scientific
27 exchange between Alaska and Siberia; and

28 WHEREAS achievement of these goals will be dependent in part upon a
29 continuing effort by Alaskans to identify fully these specific objectives

1 so that they may be pursued through appropriate channels;

2 BE IT RESOLVED that the Alaska State Legislature respectfully requests
3 the Governor to appoint a nine person commission on Alaska-Soviet relations
4 to explore and identify areas of mutually beneficial interactions and to
5 prepare findings and recommendations for the Governor and the legislature;
6 and be it

7 FURTHER RESOLVED that the Governor is requested to make appointments
8 to the commission from government, civic, academic, cultural, and business
9 leaders of the state; and be it

10 FURTHER RESOLVED that the Governor is requested to instruct the com-
11 mission to examine the cultural and historical relationship of Alaska to
12 the Soviet Union and to investigate areas of mutually beneficial
13 relationships between the people of the state and our Siberian neighbors;
14 and be it

15 FURTHER RESOLVED that the Governor is requested to direct the commis-
16 sion to report its findings and recommendations to the Governor and legis-
17 lature by July 1, 1989.

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Office of the Governor
 Title: Relating to the establishment of a commission on Alaska-Soviet relations BRU: Executive Operations
 Sponsor: Sen. Hensley, et al Components: Executive Offices
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL		10.8	21.6			
CONTRACTUAL		5.0	15.0			
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING		15.8	36.7	0	0	0
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND		15.8	36.6			
FEDERAL FUNDS						
OTHER						
TOTAL		15.8	36.6	0	0	0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: *Rick Halford* Phone: 465-4958
 Division: Senator Rick Halford, Co-chairman Date: 2/5/88
Senate Finance Committee
 Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Office of the Governor
 Title: Relating to the establishment of a commission on Alaska-Soviet relations BRU: Executive Operations
 Sponsor: Senator Hensley et al Components: Executive Office
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL	10.8	21.6				
CONTRACTUAL	5.0	15.0				
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	15.8	36.6				

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	15.8	36.6				
FEDERAL FUNDS						
OTHER						
TOTAL	15.8	36.6				

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: _____ Phone: 465-4947
 Division: Rep. Fran Ulmer, Chair Date: 2/23/88
House State Affairs Committee
 Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

SENATE CONCURRENT RESOLUTION 34

This analysis assumes the establishment of the Commission in April 1, 1988 and the completion of its work by July 1, 1989. It also assumes that administrative support will be furnished by the Governor's Office of International Trade, which is now engaged in activities such as those envisioned in this resolution.

Travel costs are based on two meetings this fiscal year and five during FY 1989, figured at \$600 per person for each meeting. Contractual funds would be used for advertising, communications, publication of reports and other materials, and professional services.

SCR

37

HOUSE STATE AFFAIRS COMMITTEE

NEXT COMMITTEE: HESS

BILL: SCR 37

CURRENT VERSION: CS SCR 37 (HESS)

SCHEDULED: MARCH 16, 1988

SPONSOR: UEHLING

PHONE NO: 4821

CONTACT FILE: _____

BILL SUBJECT: RELATING TO THE YOUNG ASTRONAUT PROGRAM

SPONSOR BACKUP: IN FOLDERS

AFFECTED AGENCIES:

<u>DEPARTMENT</u>	<u>CONTACT/PHONE</u>	<u>COMMENT</u>
EDUCATION	STEVE HOLE/2800	

FISCAL NOTES

<u>AGENCY</u>	<u>REQUESTED</u>	<u>DATED</u>	<u>FY 88 AMT</u>	<u>FY 89 AMT</u>
EDUCATION		2/19/88	-0-	-0-

ACTION

<u>DATE</u>	<u>COMMENT</u>
3/16/88	PASSED FROM HOUSE STATE AFFAIRS

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY
LEGISLATIVE REFERENCE LIBRARY

May, 1988

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Mary Van Nimwegen

House State Affrs:

3/16/88

HOUSE COMMITTEE REPORT

(7)

Date referred: 3/2/88

FURTHER REFERRALS: HESS

DATE: 3-16-87

The State Affairs Committee has considered CSSCR 37 (HESS)
Relating to the Young Astronaut Program.

RECOMMENDS:

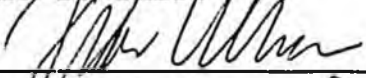
- replace with _____ the same title
- attached amendment(s) a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

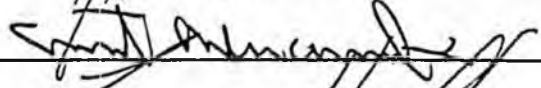
ADOPTS: _____ letter of intent

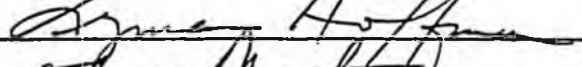
ATTACHES NEW FISCAL NOTE(S):

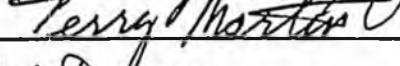
- fiscal impact same as previous fiscal note published _____
- zero fiscal note
- zero with analysis same as previous zero fiscal note published 2-25-88

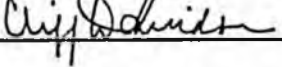
SIGNING DO PASS:



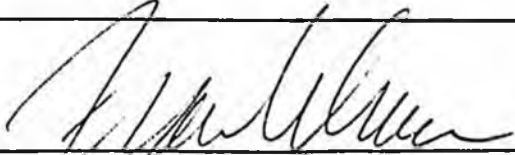








SIGNING OTHER RECOMMENDATIONS:


Chairman's signature



Senator Rick Uehling

Senate District H
Downtown, Elmendorf, Northeast Anchorage

Senate Finance Committee
Chair, International Trade Committee
Vice-Chair, State Affairs Committee
Labor & Commerce Committee

March 4, 1988

M E M O R A N D U M

TO: Representative Fran Ulmer, Chair
House State Affairs Committee

FROM: Senator Rick Uehling *RUE*

SUBJECT: SCR 37, "Relating to the Young Astronaut Program."

I have asked staff to provide the following background to SCR 37, "A Resolution relating to the Young Astronaut Program."

SCR 37 encourages school districts in Alaska to adopt the Young Astronaut Program by starting Young Astronaut Chapters in their schools.

The Young Astronaut Program is a national educational program for elementary and junior high students designed to promote the study of science, mathematics and technological subjects. It was designed to equip students at any early age with the interest and educational skills to live in the technological world of tomorrow.

Solely financed through private sector support, the program costs are minimal: only \$20 per Chapter per year for up to 30 students per Chapter. For that \$20.00, teachers receive high-quality, technically up-to-date teaching materials each month. In contrast, a science textbook costs approximately \$17.00 per student, thus necessitating an expenditure of approximately \$510 for a classroom of 30 students and which would become out-of-date much more quickly.

The materials that are distributed by the Young Astronaut Council are high quality as they are reviewed by the Education and Technology Advisory Board composed of representatives from leading U.S. education and space organizations. Additionally, the materials receive preview from fifty Pilot Schools before finally being nationally distributed to Chapters.



Young Astronaut Council • 1211 Connecticut Avenue, N.W., Suite 800 • Washington, D.C. 20036 • (202) 682-1985

Honorary Chairman
Ronald Reagan

Honorary Vice Chairman
Senator Jake Garn
Honorary Vice Chairman
Senator John Glenn
Honorary Vice Chairman
Rep. William Nelson

YOUNG ASTRONAUT PROGRAM

F A C T S H E E T

Executive Committee:

Chairman
Jack Anderson
Vice Chairman
Hugh Downs
Secretary
Harold Burson

Executive Director
T. Wendell Butler

The Young Astronaut Program is a national educational program for elementary and junior high school students designed to promote the study of science, mathematics and technological subjects. It was initiated as a response to the rapidly declining standard of science and mathematical proficiency levels among graduating American students.

The Young Astronaut Program aims to equip students at an early age with the interest and educational skills to live in the technological world of tomorrow. To this end, the U.S. Space Program is used to excite the natural curiosity of students and instill a sense of fun into learning science and mathematics.

The Young Astronaut Program was conceived by columnist Jack Anderson who proposed the concept to President Reagan. The White House Office of Private Sector Initiatives created the Program which is now administered independently by the Young Astronaut Council and Executive Director, T. Wendell Butler. The Program was launched at the White House on October 17, 1984.

The Young Astronaut Program is solely financed through private sector support. Major contributors are Action Packets, Adidas, Allison Manufacturing, Bantam Books, Coleco, Group W Television, Lee Company, Martin Marietta, Marvel, McDonald's, Monogram Models, Pepsi Cola-USA, Pilgrim Sportswear, Rockwell International, Safeway Stores, Sears, S.P.M. Manufacturing, Sports Specialities, Tasco, Thermos and Tymnet.

Chapters of up to 30 student members are set up in schools or community organizations in which Young Astronauts participate in group learning activities.

The core of the Program is the development and distribution of high quality curriculum material to member Chapters located throughout the country. The materials developed by the Young Astronaut Council are reviewed by the Education and Technology Advisory Board composed of representatives from leading U.S. education and space organizations. The material is also provided to fifty Pilot Schools for in class review before finally being nationally distributed to Chapters.

In addition to curriculum, each Chapter receives a variety of activity packages such as model rocket kits. Also, Chapters are eligible to participate in writing, art, math and science contests. Prizes for the contests sometimes include trips to the Nation's Capital, Space Camp, shuttle launches and student exchanges to Japan, the Soviet Union and other countries. A feature of the Program available to all Chapters at no additional cost is Astronet, a high-tech electronic mail system which provides timely information on the U.S. Space Program. Astronet also carries supplemental curriculum material.

Although the Program is just over two years old, there are already thousands of Chapters throughout the country. Membership is expanding constantly at a rate of hundreds of new Chapters each month. In addition, there are 126 Young Astronaut Chapters and Satellites in 25 foreign countries.

The Young Astronaut Council has put together a licensing program as the major means of raising funds for the education program. Funds are generated and visibility for the Program enhanced with a line of toys by Coleco, Young Astronaut Childrens books by Marvel, Safeway shopping bags, and special Young Astronaut games and facts printed on McDonald's Happy Meal boxes. Adidas has taken the lead in making a full Young Astronaut apparel line which is now offered in Sears stores all over the country. Other licensed products include telescopes and microscopes, models and science kits, caps, belts, lunch pails, computers and school supplies. Each item is designed to bring the Young Astronaut Program to students throughout the United States.

The Young Astronaut Council recently launched its pre-school program and is currently developing a Young Astronaut Magazine which will be offered to every Young Astronaut.

For more information write: The Young Astronaut Council,
P.O. Box 65432, Washington, D.C. 20036.

Contact: Edith E. Westermann
(202) 682-1985

#

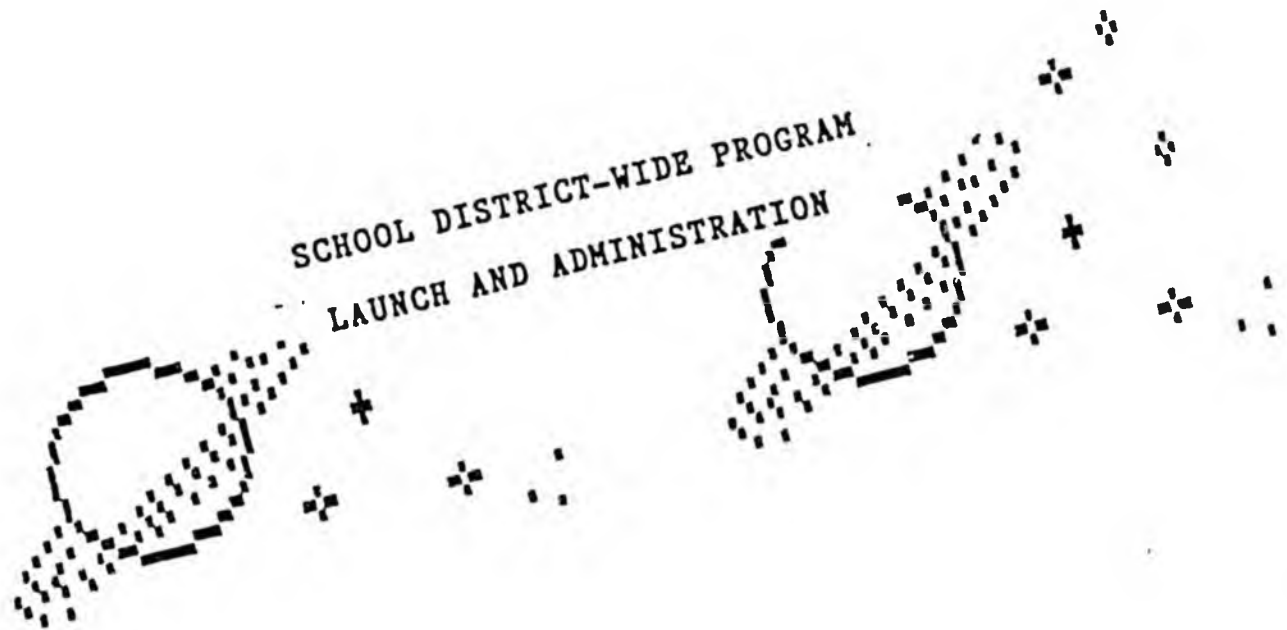
page 2

YOUNG



STRONAUTTM
PROGRAM

United States of America



The Young Astronaut Council
1211 Connecticut Avenue, N.W.



Young Astronaut Council • 1211 Connecticut Avenue, N.W., Suite 800 • Washington, D.C. 20036 • (202) 682-1985

Honorary Chairman
Ronald Reagan

Honorary Vice Chairman
Senator Jake Garn
Honorary Vice Chairman
Senator John Glenn
Honorary Vice Chairman
Rep. William Nelson

Executive Committee:

Chairman
Jack Anderson
Vice Chairman
Hugh Downs
Secretary
Harold Burson

Executive Director
T. Wendell Butler

The Young Astronaut Program is a co-curricular, national education program for elementary and junior high school students in grades 1-9. It is administered by the Young Astronaut Council, a non-profit, private sector, national education organization. The Program is designed to promote the study of science, mathematics, and technology, using the excitement and motivation generated by the space exploration program. The centerpiece of the Program is the curricular materials distributed to Chapters (5 to 30 students in the group), headed by adult Chapter Leaders/Teachers.

FIVE QUICK POINTS ABOUT THE YOUNG ASRONAUT PROGRAM

1. The Young Astronaut Program is sponsored by the non-profit, private sector funded Young Astronaut Council.
2. School districts signing up as Young Astronaut Districts will receive certificates and special services/recognition.
3. Because the Young Astronaut Program gets corporate support/underwriting for the Program, the cost is only \$20.00 per Chapter per year for up to 30 students per Chapter - that's right \$20.00 per Chapter! A science textbook costs approximately \$17.00 per student or approximately \$510.00 for a classroom of 30 students, and there is no way for a textbook to keep pace with the rapidly expanding body of scientific knowledge. The Young Astronaut Program provides topical curricular materials and updates information with "ASTRONET", a computerized system that is covered in the \$20.00 membership fee.
4. Teachers receive high-quality, technically up-to-date, teaching materials, each month. The materials are activity-based, with stress on "learning science and mathematics by doing science and mathematics and thinking scientifically."
5. The Chapter Leader's Handbook tells teachers how to set up the fun-filled, science and mathematics, club-like Program that we call Young Astronaut Chapters.

June 1, 1987

Subject: 25 Excerpts from Year-End Comment of Chapter Leaders, May 1987

Included in the Chapter Leaders' responses to the May 1987 curricular questionnaire were the following unsolicited comments on the overall Program:

1. "The Young Astronaut Program is FANTASTIC! I had 100 students wanting to join, just from 4th, 5th, 6th grades. We narrowed down to 32 and each member knows others are begging to join." Judith Dieball, Toledo, OH. (There are many comments using the words, "fantastic", "terrific".)
2. "I feel like the lessons are materials which they can remember and fall back on in life. One instance was the November #3 lesson for Toys That Teach-Roller Skate Cars-Passenger Safety. Many of the children including my own son became instant believers in seat belt wearing. The Nutrition Challenge and the Young Astronaut Fitness Program seem to really interest the students, also influenced a few changes in habits. So the point is besides teaching math, science, technology and interdisciplinary skills, the good common sense of good practical living will follow for a long time. Also, not to mention the learning to work as a team in whatever you do." Connie Havens, Topeka, KS.
3. "The students (and their leaders) have learned a lot about math and science, space exploration and U.S. space history while working with the YA program. It is exciting to see the students have fun while learning, stretching their imaginations and applying what they know." Adrienne Schouten, Sheridan, Oregon.
4. "This program, because of the hands-on nature, has enabled me to utilize it for English as a Second Language, and (for) gifted students with little or no modifications! This program has been a learning experience for me." Morris R. McFadden, Los Angeles, CA.
5. "The goodies like the pop can, posters, packets may not be specifically educational but the motivation and surge of energy that comes with their arrival makes it worthwhile." Robin Eddington, Michigan City, IN.
6. "The materials I have received over the last 3 years have been more than enough. I've shared w/Music, P.E., Art and all educators. I teach children labeled 'Developmentally Handicapped'. My Chapter uses all areas (of the Program). It gives (them) the chance to be good at something." Christine Noland, Dayton, OH.
7. "Your program is the biggest bargain I have found in 18 years of teaching! It does a fabulous job of teaching that science is all around us & that it's fun and so interesting. It really has turned my kids on." Sandra Bagley, Greenway, LA.

8. "I am certain that the Will Rogers Elementary School Chapter of Young Astronauts will produce several astronauts. But, I am more certain that we will produce hundreds and hundreds of adults who are aware of the importance of the space program and who will support it and encourage others to support it." Mrs. Dan Hays, Oklahoma City, OK.
9. "That Program is really important for my Trainees and myself. You should hear them when I have to cancel a session, they beg, implore, etc. for me not to do so. They really enjoy our meetings, and although they haven't started to think in a scientific way (they like to give the first answer that comes to their minds), they have started to give more reasoned answers when they stop and think, and they are doing more of this. The school is more interested in the Program, and the Directors are thinking of including the activities as part of the Science material and then forming one Chapter in each grade. It makes a difference that the Program is done in English, because it helps the students to improve in another language." Dr. Juan Pedro Sanchez, Cancun, Mexico.
10. "SUPERB PROGRAM! Materials are excellent. Please make a list (complete) of Y.A.'s corporate sponsors and addresses. We would like to send 'Thank you' notes. We appreciate their support." Jane A. Sheets, Michigantown, IN.
11. "We love the program. The children are doing some real good thinking and learning." Evelyn Mower, N. Bountiful, VT.
12. "I'm really excited about the potentials of this program. A boy who was demoted from the 8th to the 7th grade this year told me he had gone from an "F" to a "D" since we started." Robert W. McDill, Soda Springs, ID.
13. "Our Chapters have consisted of students in our gifted program. Wish we had time to do more. The children have thought it was fabulous! Loved the 'doing' things!" S. Rutland, Memphis, TN.
14. "Excellent attendance every session AFTER SCHOOL." Jenlane Gee, Modesta, CA.
15. "I don't actually have a Chapter since I teach grades 10-12. However, I do use the Young Astronaut material in my Basic Math II Class. Since this is a remedial class, much of the information and lesson plans are perfect for them. I especially use the activities on the back of the POSTER because there are three different MATH activities on each--and they are good!" Laura Reeves, Albuquerque, NM.
16. "The program has been a tremendous boost to the teaching of science and math. Our students, teachers and parents have united and the program is evolving to everyone's excitement and benefit." Mary Ashley Goodrich, Wellsbury, WV.

17. We have enjoyed working with the excellent materials and information which you have sent us. The students are excited and anxious to do the activities." David B. Hosie, Northport, NY.
18. "I heartily endorse the efforts of the Young Astronaut Council and the foresight of the sponsors... We anxiously look forward to a fun-filled and interesting second year in the program as we are scheduling such events as a paper airplane contest and model rocket competition along with at least two field trips to the European Space Center and the Paris Air Show. We have been involved in fund-raising and are preparing to purchase a computer for our sponsoring junior high school." Gerald Adams, Ramstein, West Germany.
19. "It has united our multi-cultural school with a common interest and has sparked excitement." Kathy Price, Bloomfield, NM.
20. "The Young Astronaut program has been very important for our school as a whole, especially for the intermediate grades. Over the last three years, many students have become interested in science, and in turn became more enthusiastic towards school. The materials sent each month are well received and put to good use. At least one science unit a month is based on materials sent to us from the Young Astronaut Council. I use the posters to initiate creative writing assignments. The Newsletter is incorporated into my Reading and Social Science Programs. Without these materials my academic programs would not be as exciting for the children. I would gladly pay double for the materials, they are well worth the cost." Joseph G. Welch, National City, CA.
21. "We were the first Young Astronaut Chapter in Mercer County. Now we have four more Chapters in progress. Thank you for continuing the fine program of the Young Astronauts. Our boys and girls are benefiting from it." Linda Poff/Helena Corvin, Princeton, WV.
22. "The program has been very important. It has increased scientific interest in all members of the Chapter. The most valuable aspects are the various materials and their systemic arrangement. The approach to science is made interesting and fun." Shaareen Vakil, Bombay, India.
23. "I am impressed with the consistent high quality of the curriculum materials and program ideas provided by the Young Astronaut Council and am delighted in the high levels of student interest and enthusiasm about space-related information that I see... You folks are doing a super-fine job. Keep up the good work!" George W. Hastings, Richmond, VA.
24. "I presented a two-hour cross-talk session, 'YAC Leaders' at the March 1987 National Congress on Aviation and Space Education. BRAVO AND HATS OFF to the YAC!! I'M PROUD TO BE PART OF THIS NATIONAL ORGANIZATION!" Bonnie Gardner Mitchell, Danville, IN.

25. "I can't say enough good things about the Young Astronaut Program---in fact, I don't think I can begin to describe to you the impact our Young Astronaut Chapter has had on the Young Astronauts, on me, on our entire school community. Our Chapter has 25 2nd and 3rd graders--we meet weekly, for an hour after school. I think the major accomplishment has been that the kids are just as excited--maybe more excited!--about the program today as they were when they joined last September. They NEVER miss a meeting and they are already begging me to have the club for 4th grade next year. The wealth and variety of materials you send me are invaluable--I couldn't manage without them. Just now the entire school--in fact, our entire community--is living, breathing, thinking SPACE...When we say the pledge.."to learn about space and to help others towards these goals..."...we KNOW that we are doing that in a most exhilarating way. Our kids are American, British, Lebanese, Indian--and the Young Astronauts reflect our multi-nationality. I hope that the Young Astronaut Program will continue just as it is--dynamic, exciting, worthwhile--as it impels our kids to wonder, question, experiment, dream, imagine." Mary Fry, Ras Tanura, Saudi Arabia.

YOUNG ASTRONAUT PROGRAM

STRATEGIES FOR ESTABLISHING A SCHOOL DISTRICT-WIDE PROGRAM

DR. SHIRLEY A. JACKSON
DIRECTOR OF EDUCATION

The Young Astronaut Program is designed for local control and autonomy. The Young Astronaut Council, the governing nonprofit organization, believes that, whenever possible, program implementation decisions and services should occur at the local level, as close to the classroom teacher as possible. This philosophy facilitates and maximizes local input in the shaping of a viable program for the children of the school district. It also ensures local school district ownership, provides ease of access to local support services within a supportive environment for Chapter Leaders, and ensures effective implementation and institutionalization of the Program within the school district.

For the reasons stated, the Young Astronaut Council is involved in systematically stimulating the formation of school district-wide Young Astronaut Programs. The Essential Elements for District-wide Programs and Strategies for Implementing Essential Elements follow:

ESSENTIAL ELEMENTS FOR DISTRICT-WIDE PROGRAMS

1. Educational leadership and support from the Superintendent, School Board, and professional leaders
2. Selection of a District Coordinator to oversee the implementation and administration of the program
3. Establishment of an Advisory Group for the Young Astronaut Program
4. Establishment of community/local based financial and technical support for the program
5. Selection of Chapter Leader/Teachers within schools
6. A District-wide inauguration of the Young Astronaut Program
7. Orientation workshop for Chapter Leader/Teachers
8. Monitoring of the operation of the program and support for Chapter Leader/Teachers
9. Evaluation of program implementation and operation
10. Recognition of achievement of Young Astronauts, Chapter Leaders/Teachers, and Chapter accomplishments

STRATEGIES FOR IMPLEMENTING ESSENTIAL ELEMENTS

1. LEADERSHIP:

The Superintendent's visible support is essential to a District-wide Program. Recommended actions include:

- o Presentation of the Program to School Board and significant others, ensuring their support
- o Awareness letters to all Principals and relevant Central Office staff
- o Selection of the District's Local Coordinator
- o Establishment of an Advisory Planning Group to work with the Local Coordinator

2. LOCAL COORDINATOR:

A Local Coordinator is named to provide leadership and to administer the Program. This person is usually the Director of Science, Mathematics, or Curriculum for the school district, although the choice varies among districts. The Local Coordinator is responsible for getting necessary support and resources, organizing, planning, identifying and implementing the procedures for selecting the district's Chapters and Chapter Leaders, start-up, monitoring of implementation, designing an evaluation for the local program, institutionalizing/providing for an orderly continuation of the Program, and being the district's liaison/conduit to the Young Astronaut Council.

3. ADVISORY/PLANNING GROUP:

An Advisory/Planning Group is formed and meets to delineate the school district's programmatic and operational plans. Representatives from the following ranks should be considered for inclusion: key administrators (principals of schools with YAC Chapters and others), district science, mathematics, technology supervisors and resource/lead/master teachers, YAC Chapter Leaders, teacher's union members, PTA/parents groups, and potential providers of resources/support services from the public and private sectors, such as organizations, businesses, volunteer groups, museum education directors, NASA Center education staff, local colleges/universities, State Department of Education Directors of Science, Mathematics and/or Curriculum, public library directors, etc.

4. LOCAL COMMUNITY BASED FUNDING RESOURCES:

- o Sources of funding are identified and funds secured to support the planned number of Young Astronaut Chapters. Local businesses and community organizations have been exceptionally generous in providing school districts with funds and services needed to conduct Young Astronaut Programs - you generally

only have to explain the Program and specifically what you want them to do. Including potential supporters on the Advisory/Planning Group is also an effective way of insuring their participation in the Program. Local businesses/industry, high-tech companies, the Air Force Association, Federal Aviation Administration, Civil Air Patrol, and Defense Contractors may represent new sources of funding and partnerships. PTAs, Kiwanis Clubs, fraternities, sororities, etc. have also been excellent sources of funding for Chapters.

- o The Young Astronaut Program is an eligible activity for State and Federal funds, such as Title II, Chapter II, ESAA, and Chapter I. (Of course the applicable regulations must be adhered to). Some Boards of Education have allotted Board funds to support the Program.
- o Whatever the source of funding, a three year commitment should be sought to promote Program continuity and increase the academic effect factor for students involved in the Program.

5. RECRUITMENT OF SCHOOLS AND CHAPTER LEADERS:

- o Young Astronaut Program Schools and Chapter Leaders are identified. School administrators and Chapter Leaders should be volunteers if the Program is to be successful. Consider that when at least two (2) Chapters are formed in a school, Chapter Leaders tend to be mutually supportive - team teaching, sharing ideas, plans, materials, etc. This appears to enhance Chapter enthusiasm and implementation of the Program.
- o A letter from the Superintendent of Schools is sent to all of the principals in the district, giving them information about the Program, inviting/encouraging their participation, providing applications with instructions/submission deadlines, and identifying the Local Coordinator who should be contacted if additional assistance is needed. The Local Coordinator should follow-up with schools not submitting by the deadline to find out if they intend to participate, resolve any issues, and answer any questions. Local Coordinators should monitor the process to make sure that applications and checks have been submitted to the Young Astronaut Council, and that materials have been received by the schools.
- o Problems with receipt of materials should be addressed to the Director of Membership Services (202) 682-1985.

6. IMPLEMENTATION:

- o A high visibility, festive, kick-off meeting is planned/held to celebrate the beginning of the Program and to present the school district's program plan to the district's key administrators, public officials, sponsors, business and community leaders, volunteers, media, parents, principals, and Chapter Leaders in identified Young Astronaut Schools.

- o School districts should take this opportunity to build community support. Local radio, newspaper and telegram reporters covering education should be invited to the celebration and encouraged to provide positive media coverage.
- o The Young Astronaut Council has a videotape that is appropriate for such celebrations. Should you desire a copy of "The New Decade of Discovery" videotape, send a blank tape with your request to the Council.

7. ORIENTATION:

- o An Orientation Meeting for all Chapter Leaders is planned and conducted, under the leadership of the Local Coordinator, by the Advisory/Planning Group.
- o Topics of the meeting should include: The Chapter Leader's Handbook - contents and uses, the schedule of products and topics for the year overview chart, how the products and topics relate to the district's curriculum and textbooks, resources available to Chapter Leaders (volunteers, funds for field trips, NASA Centers, speakers, etc.), presentations and demonstrations, hands-on sessions using the materials, planning for the use of the Program in their schools by small groups of Chapter Leaders, resolving of questions and concerns that Chapter Leaders may have.

8. MONITORING AND SUPPORT:

- o The Local Coordinator, with the assistance of the principals, monitors the start-up of Chapter activities, working with Chapter Leaders to resolve problems impeding successful Chapter start-up and operation.
- o The Local Coordinator monitors the Program's implementation to provide mid-course corrections, technical assistance, in-service training, sharing meetings, etc.
- o The Local Coordinator continuously assists schools in the district that might wish to expand their Programs or start Programs in their schools.
- o The Local Coordinator continuously is alert to opportunities to provide support to Chapter Leaders, such as discretionary funds for purchasing science materials, free and inexpensive materials, volunteers who may assist Chapter Leaders in their preparation and presentation of the activities and on field-trips, sponsors for new Chapters, etc.
- o Chapter renewal and continuation activities should be planned and implemented in a manner that provides Chapter Leaders with materials at the beginning of the school year. Replacements for Chapter Leaders not continuing in the Program should be quickly made, with arrangements for orientation for the new persons.

CHECKLIST

STRATEGIES FOR ESTABLISHING A SCHOOL DISTRICT-WIDE YOUNG ASTRONAUT PROGRAM

ACTION/ITEM	DATE PLANNED	DATE COMPLETED
1. Get commitment of Superintendent and top level officials		
2. Identify Local Coordinator		
3. Form Advisory/Planning Group Conduct planning meeting(s)		
4. Identify sources of funds Secure funds for Chapters		
5. Identify schools and Chapter Leaders		
6. Plan Kick-Off Celebration Conduct event		
7. Plan Chapter Leaders Orientation Meeting Conduct meeting		
8. Monitor Chapters start-up and program operations		
9. Design evaluation plan and implement evaluation		
10. Recognize and reward outstanding performance		

9. EVALUATION:

Local Coordinators should provide for Program evaluation. They are asked to cooperate with the Young Astronaut Council in its national evaluation efforts.

10. RECOGNITION AND AWARDS:

Recognition and rewards for outstanding schools, principals, Chapter Leaders, students, volunteers, sponsors, etc. should be sought from private sector businesses and organizations.

The Young Astronaut Council will award certificates to school districts successful in organizing and implementing district-wide Young Astronaut Programs.

Enclosed you will find the items checked:

- 1. Young Astronaut Program Curriculum Planning Chart(s).
- 2. Young Astronaut Program brochure(s) with the Chapter Registration Form. You may duplicate as many copies of the Form as you need.
- 3. Young Astronaut Program Information Packet(s).
- 4. Young Astronaut Program Introduction Transparency Masters.
- 5. Young Astronaut Early Childhood Education brochure(s).

Should you need additional information, please contact Dr. Shirley A. Jackson, Director of Education, (202) 682-1985.

**YOUNG ASTRONAUT COUNCIL
EDUCATION AND TECHNOLOGY ADVISORY BOARD
ASSOCIATIONS/ORGANIZATIONS**

American Association of
School Administrators
1801 North Moore Street
Arlington, VA 22209

National Association of
Elementary School Principals
1920 Association Drive
Reston, VA 22091

National School Boards
Association
1680 Duke Street
Alexandria, VA 22314

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001

National Association of
Secondary School Principals
1904 Association Drive
Reston, VA 22091

National Science Foundation
1800 G Street, NW
Room 527
Washington, DC 20553

Association for Educational
Communication and Technology
1126 16th Street, NW
Washington, DC 20036

National Association of
State Boards of Education
701 North Fairfax Street
Suite 340
Alexandria, Va 22314

National Science Teachers
Association
1742 Connecticut Avenue, NW
Washington, DC 20009

Association for Supervision
and Curriculum Development
225 North Washington Street
Alexandria, VA 22314

National Catholic Educators
Association
1077 30th Street, NW
Washington, DC 20007

JETS, INC.
National Society for Professional Engineers
1420 King Street
Alexandria, VA 22314

Association of Science and
Technology Centers
1413 K Street, NW
Washington, DC 20005

National Council of
Parents and Teachers
1201 16th Street, NW
Washington, DC 20036

Young Astronaut Council
1211 Connecticut Ave., NW
Suite 800
Washington, DC 20036

Council of Chief State
School Officers
379 Hall of the States
400 North Capital Street, NW
Washington, DC 20001

National Council of Teachers
of Mathematics
1906 Association Drive
Reston, VA 22091

Council of Greater
City Schools
1413 K Street, NW
Fourth Floor
Washington, DC 20005

National Education Association
1201 16th Street, NW
Washington, DC 20036

National Aeronautics and
Space Administration
400 Maryland Avenue, SW
Washington, DC 20546

National Institute of
Education/USDE
1200 19th Street, NW
Stop 1641
Washington, DC 20208



1987-1988 School Year

“Astronomy”

Dear Chapter Leader:

The chart on the reverse side of this page is designed to help you with your lesson planning during the year by providing you an outline of the types of products you will receive, the subjects they will cover and a schedule. By reading the descriptions and the specifics on the chart, you will be able to make optimum use of the Young Astronaut Program materials.

There will be some form of Young Astronaut Council communication with Chapters every month. In addition to the products and topics listed, information about special programs and activities will be sent as appropriate.

Best wishes for a great Young Astronaut year.

The Young Astronaut™ Program



**YOUNG ASTRONAUT PROGRAM
CURRICULUM PLANNING CHART
PRODUCTS & TOPICS**

School Year

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"ASTR

PRODUCT	NAMING THE NEW SHUTTLE	BLAST-OFF	GALAXIES!	LOOKING FOR LIFE	STARS
	SEPTEMBER	OCTOBER ⁽¹⁾	NOVEMBER	DECEMBER ⁽²⁾	JANUARY
Adventure Series Toys That Teach Physics of Fun Recycled Science		<ul style="list-style-type: none"> Water Rockets Jumping Up action reaction, diving gymnastics Balloon & Baggie Rockets 	<ul style="list-style-type: none"> Galaxy Flyers Fritsbee dynamics Earth's Place in Milky Way Big Bang Balloon Telescopes & Water Lenses 	<ul style="list-style-type: none"> Life Zones Temp., Earthlike Planets Aliens Clay Aliens different environments 	<ul style="list-style-type: none"> Prisms Rainbow Star Tr Colors Star C tions, 3C birth at Supernov
Space Watch		Astronaut Star Tracking	Andromeda Galaxy & Milky Way	Finding Our Stellar Neighbors	Stars in
Curriculum Posters	A Universe of Names Poster #0031	Mural: Space History Poster #0032		Great Galaxy in Andromeda Poster #0033	
Curriculum Activity Packages	What's In A Name?		Living Among the Stars: The Space Station		
Newsletter /Magazine			No. 1		No. 2
Competitions /Contests		#1 Astrophotography Essay		(#1 Entries due by Dec. 15, 1987)	
Astrone™ Space Update	Shuttle Update	Spacecraft	Galaxies Galore/ Hubble Space Telescope	Life in Space?/ AXAF Status	Notable Program
Space Camp Alpha (Serial Story)	Space Camp Alpha	Space Camp Alpha	Space Camp Alpha	Space Camp Alpha	Space C
Curriculum Update (Astro-Teaching Tips)	Introduction Astro-Teaching Tips	Spacecraft History	The Milky Way	Aliens	The Star
Airbits (Chapter Chatter)	September Update	October Update	November Update	December Update	January

1987-1988

Time:

ASTRONOMY

POWER	THE SUN	PLANET PROPERTIES	COMPARING PLANETS	SPACESHIP EARTH	WARM WATERY EARTH
JANUARY	FEBRUARY	MARCH ⁽³⁾	APRIL	MAY	SUMMER
Films & ... & Creations of &	<ul style="list-style-type: none"> Solar Powered Toys Pinhole Solar Observatory Solar Energy Collecting 	<ul style="list-style-type: none"> Balancing Planet Mobile Planet Distances scale models 3D Planet Models scale models 	<ul style="list-style-type: none"> Robot Planet Explorers Interplanetary Weather Cratering eruptions, volcanic geology 	<ul style="list-style-type: none"> Satellite Jigsaw puzzle of Earth Dynamics of Earth/Moon system Space Suits 	<ul style="list-style-type: none"> Aquanuts motion in water (water training) Watery worlds value & search for water Terrarium/Aquarium, closed ecosystems
	Sun Path Ethno-Zodiac Astronomy	Planet Paths	Wander Stars Ethno-Astronomy Myths	Moon Watching	Astrophotography
		The Solar System Poster #0034			
	Brightly Shining Among the Stars				
		No. 3		No. 4	No. 5
	#2 The Solar System Mobiles & 3D Scale Models of Planets		(#2 Entries due by April 1, 1988)		
3/SETI	Solar Power/SMM Program/ Polar Data	Planet Mapping/ Phobos and Mars Orbiter	Robot Planet explorers/SPOT & other remote sensing programs	Tides & Return to the Moon	
o Alpha	Space Camp Alpha	Space Camp Alpha	Space Camp Alpha	Space Camp Alpha	
	The Sun	Exploring Planets	Interplanetary Weather	The Moon	
date	February Update	March Update	April Update	May Update	June Update

Description of Products:

ADVENTURE SERIES:

TOYS THAT TEACH shows how the action of familiar toys can lead to scientific investigations on Earth and in space. PHYSICS OF FUN uses children's experiences at amusement parks, playgrounds and sports events to introduce physical science concepts. RECYCLED SCIENCE draws on common household items as resources for science experiments.

SPACEWATCH:

SPACEWATCH uses the night sky as a celestial blackboard for in-class and take-home astronomy and computer science activities.

CURRICULUM POSTERS:

Full-color, high motivation pictures depict space events with curriculum materials in science, mathematics, technology and interdisciplinary fields for each grade level.

CURRICULUM ACTIVITY PACKAGES:

These packages are usually hands-on manipulatives or extended print materials designed for group projects and require longer-term involvement than do poster activities.

NEWSLETTERS/MAGAZINES:

Newsletters/Magazines will contain information about special Chapter activities throughout the country as well as puzzles, computer activities, articles on space, general news and other materials for Young Astronauts.

COMPETITION/CONTESTS:

COMPETITIONS highlight achievement directly related to science, mathematics, and Technology while CONTESTS emphasize creativity in other areas, such as language arts.

ASTRONET™:

A private telecommunications system providing astronomy and space program updates and other materials is available to all Chapters. The serialized Space Camp Alpha story, Chapter news and supplementary curriculum materials will be updated monthly. Access requires a computer with modem hook-up.

Your suggestions are always welcome. Please write us at:

Young Astronaut Council
P.O. Box 65432
Washington, D.C. 20036

TEACHER INFORMATION

LEARNING GOALS:

These activities focus on the science of playing baseball.

- *Trainees* will determine where to hit a baseball with a bat. They will also experiment with aiming the ball when hitting it.
- *Pilots* will figure out how high a baseball travels by timing its flight.
- *Commanders* will calculate the velocity of a baseball and a baseball player. They will learn to estimate distances and to use these distances to estimate speeds.

GUIDING THE ACTIVITIES:

These activities overlap in Young Astronaut abilities. After reading all the activities, you might decide to try some version of all three activities with your group. A field trip to a baseball game can be a group activity to complement this Adventure Series. The HOW HIGH, HOW FAR AND HOW FAST activities can be used at a real ball game.

BATTER UP: Young Astronauts can divide into groups to try this experiment. Each group will need a ruler, a baseball, and two pieces of tape. Instruct groups to mark the place where the ruler hits the baseball with one piece of tape. The second piece of tape should mark the place where the baseball stops. The groups can use their rulers to measure the distances.

Watch as groups complete the activities. They should observe that the ball goes farther when it is hit with the end of the ruler. The ruler's end is traveling faster than any other part of the ruler. Since it is traveling faster, it can give more momentum to the ball. If your Young Astronauts get different results, they are unconsciously swinging harder when they hit the ball with the close part of the ruler.

Read over the second part of the activity with your groups. Provide enough room on the floor for the swinging motions. Both drawings show students hitting the ball with their left hands. This seems to be a natural motion that does not result in the ball traveling so far. To minimize confusion, insist that students do the experiment as it is drawn and to sketch in the path of the ball. They will discover that when they swing early, the ball moves to the left. When they swing late, the ball moves to the

right. Ask if any of the Young Astronauts play baseball. Have a right-handed baseball player swing an imaginary bat for the group. Decide which way the ball will move if he swings early or late. Then demonstrate the swing of a left-hander. Have the students decide if swinging early or late has the same effect. They will discover that it has the opposite effect for a lefty.

HOW HIGH: Young Astronauts will need stopwatches and baseballs for this experiment. Students can work in groups of two or more. One student throws the ball straight up, while the other times how long it takes for the ball to return. The graph on the activity page shows how high the ball went. Review graph-reading skills if necessary at this point in the activity. Compare results to see who can throw a baseball the highest. If your Chapter decides to attend a baseball game, students can time pop flies to see how high they go. If students go on their own, they can make a report to the group.

HOW FAR AND HOW FAST: This activity requires a baseball game and a stopwatch. A televised game can be used. Students first get practice in calculating speed as a function of distance and time. Since students tend to think of speeds in English units, the activity has been set up to produce velocities in feet/sec. or miles/hour. You may convert your findings to metric if you wish.

The speeds of line drives and fast balls usually surprise students. To get very accurate results, they will need to read results in tenths of a second if this is possible. They will also have more difficulty in estimating distances from television. Suggest that they use clues like the distance to the back fence. This information is often painted on the fence. For those attending a live game, this information may be in the program.

As an advanced activity, students can also see if the hits from fast balls travel farther. Foul balls can also be used for this activity. As an extension of this activity, you might get a high school or college baseball coach to visit the group and talk about baseball pitching and batting techniques. There are interesting physics lessons involved in how the different pitches are thrown.



PHYSICS OF FUN

BATTER UP

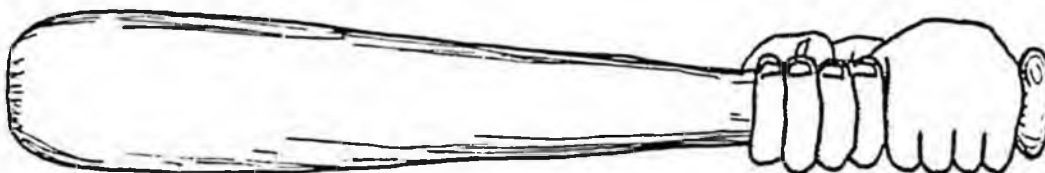
The batter hits the baseball. Where on the bat should the ball hit for the longest hit? Try this experiment to find out. Place a baseball on the floor. Swing at it with a ruler. Try to keep your swings constant. Hit the baseball with the ruler's end. Mark how far the ball rolls.



Hit the baseball in the middle of the ruler. Mark how far the ball rolls.

Hit the baseball with the part of the ruler next to your hand. Mark how far the ball rolls.

Put an "X" on the place where the batter below should hit the ball with his bat.



Have a friend roll the baseball slowly toward you. Swing early so that you hit it before it reaches the plate. Draw how it moves on the sketch below.

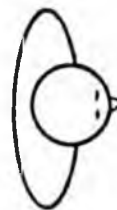
Have your friend roll the ball again. This time swing late so that you hit the ball after it reaches the plate. Draw how this ball moves on the sketch below.



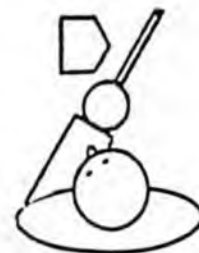
PITCHER



BATTER



PITCHER



BATTER

Explain how hitters aim the balls that they hit.

TEACHER INFORMATION

LEARNING GOALS:

The paddleball was one of the first ten toys taken into space. Its behavior was interesting and predictable.

- *Trainees* will investigate which direction is best for paddleball hitting and will also explain why.
- *Pilots* and *Commanders* will make a g-detector out of a paddleball. They will also learn what the term "1 g" means.
- *Commanders* will carry the finished paddleball g-detectors on elevators, in cars, and to playgrounds in search of different g-force sensations.

GUIDING THE ACTIVITIES:

There are two different kinds of activities in this series. The trainee activity uses the paddleball as a toy. It can be done as a group at any level. If possible, obtain the "The Toys in Space" videotape and play the footage on the paddleball at the conclusion of the activity. The videotape is available through your nearest NASA regional service center. See your Chapter Leader's Handbook to find your regional center. The other two activities convert the paddleball into a force detector. *Pilots* and *Commanders* must do the paddleball g-detector activity. Both *Pilots* and *Commanders* can then use the final activity to measure forces in the environment.

PADDLING THE BALL: This activity gives Young Astronauts experience in collecting and displaying data. Younger students will also gain experience counting. The students will also see that data do not always agree. Some students may paddle better upward, and others may paddle better downward. In general, most students get more bounces when paddling downward because gravity slows the ball down as it reaches the paddle. The ball is then easier to hit. Also when paddling sideways, gravity pulls the ball down and below the paddle. A ball bounced downward will usually return to the vicinity of the paddle.

PADDLEBALL g-DETECTOR: This is, perhaps, the easiest and safest force detector that students can build. First they glue the pattern on a paddleball. Then they suspend the ball in front of the paddle by attaching the string to the paddle's top. The string should be just long enough to have the ball hang freely at the "1 g"

reading. This paddleball g-detector can be calibrated because most paddleball balls have about the same mass. When purchasing paddleballs for this activity, be certain to get balls that are not too light. After the detectors are completed, discuss what g's are. Astronauts use the term to describe the sensations of space flight. One g is the force you feel as you sit or stand on the earth's surface. If you travel upward quickly (like an astronaut at lift off), you may feel twice or three times as heavy as normal. This is called 2 or 3 g's. If you fall on a roller coaster or elevator, you feel lighter than normal. Then you are experiencing less than 1 g.

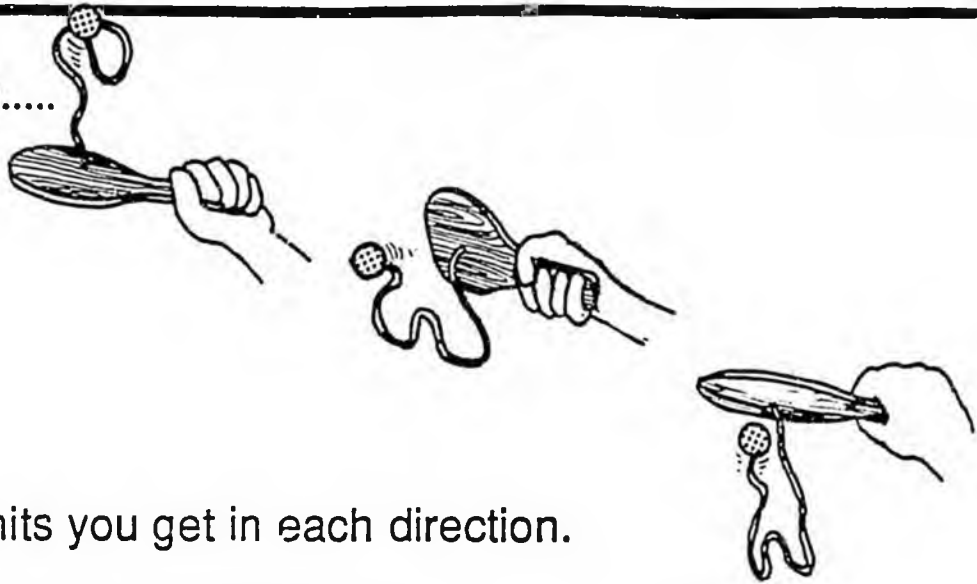
MEASURING g's: Once Young Astronauts have made their g-detectors, this can be a fun community activity to determine where people feel heavier and lighter than normal. The fast elevator in a sky skyscraper can be the source of changing forces. To verify their paddleball readings, Young Astronauts can also carry a bathroom scale on the elevator ride. The bathroom scale is more sensitive to small changes in force. Students can have a contest to see who can gain or lose the most weight. The paddleball g-detector or bathroom scale will read lower g's as the elevator stops or starts. Readings will be greater than normal when the elevator starts up or stops going down. In a car, force changes are even greater. A sudden bump can send a passenger off the seat. This is a moment of zero g or weightlessness. Passengers can feel themselves pushed into their seats in a steep valley or dip. In discussing the g's felt in cars, be sure to urge proper speeds and safety precautions. Playground forces depend on how fast the riders are going. Once again safety precautions must be stressed. Students must always hold on with both hands on the swing, merry-go-round, and see-saw. They can tie their g-detectors in place before the ride begins. The swing and see-saw can produce weightless sensations as riders reach the highest point and fall downward again. The merry-go-round spinning rapidly can give almost one g of sideways force. In talking about the g's felt, remind students that the Shuttle astronauts never feel more than 3 g's -- even at lift off. For safety's sake, students should also avoid experiences that pull over 3 g's.



TOYS THAT TEACH

BOUNCING THE BALL

Paddle a paddleball up.....
sideways.....
and then down.



Count the number of hits you get in each direction.
Record the numbers.
Watch five of your friends paddle the ball.
Record their names and scores.

Paddler	Paddle Up	Paddle Down	Paddle Sideways
Me			

Which direction is the easiest?

Which direction is the hardest?

Can you explain why?

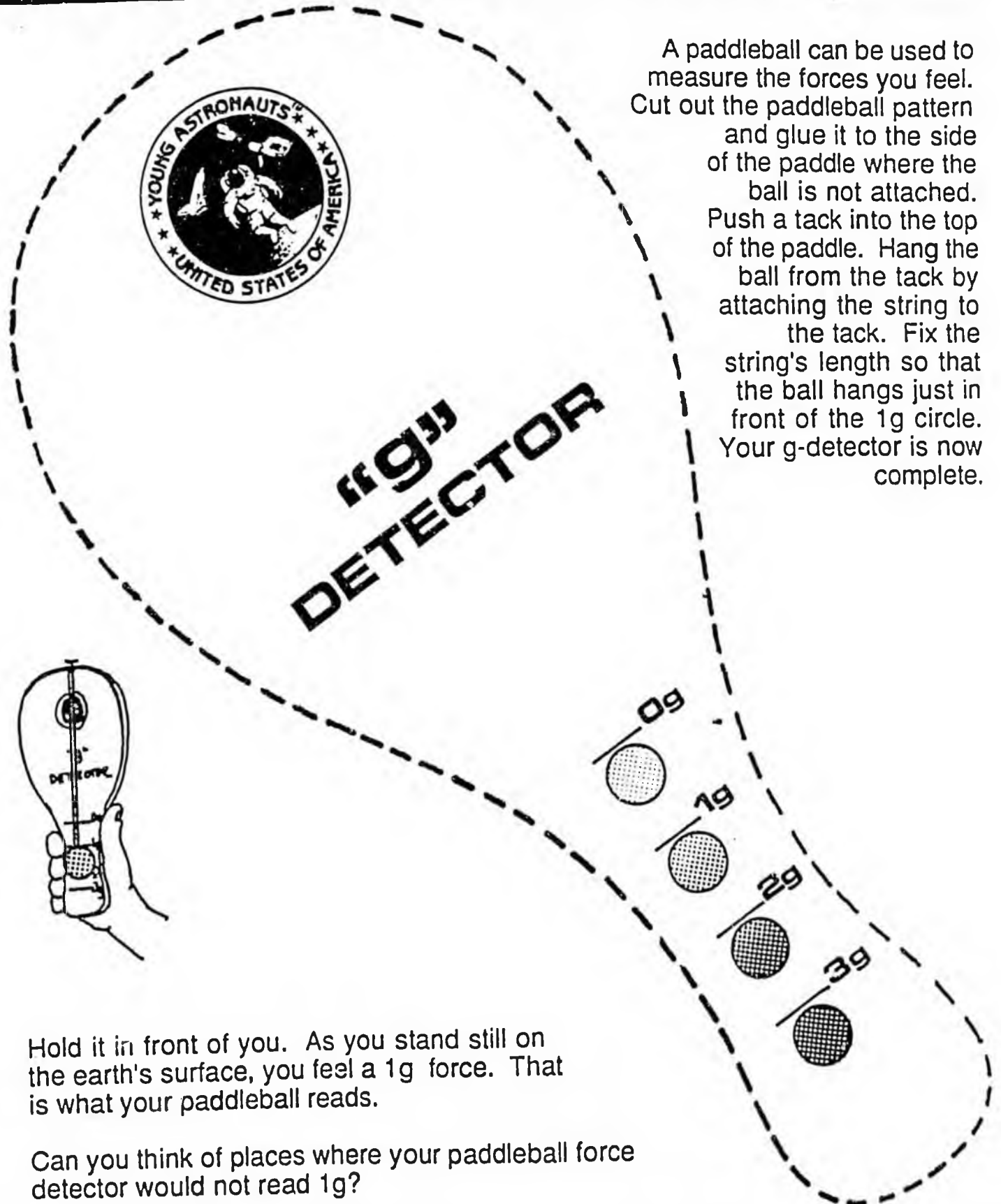
TOYS THAT TEACH

Adventure Series

YOUNG  **ASTRONAUT**
PROGRAM

PADDLEBALL G-DETECTOR

United States of America



A paddleball can be used to measure the forces you feel. Cut out the paddleball pattern and glue it to the side of the paddle where the ball is not attached. Push a tack into the top of the paddle. Hang the ball from the tack by attaching the string to the tack. Fix the string's length so that the ball hangs just in front of the 1g circle. Your g-detector is now complete.

Hold it in front of you. As you stand still on the earth's surface, you feel a 1g force. That is what your paddleball reads.

Can you think of places where your paddleball force detector would not read 1g?



TOYS THAT TEACH

MEASURING G'S

Once you have made a g-detector, you can measure the forces you feel. If you feel a force that is twice as strong as the earth's pull on you, your g-detector will register 2g's. If you feel no forces for a moment, then you are feeling 0g, or weightless. See what happens to your g's in these places:



ON ELEVATORS:

Use your g-detector to show the changing forces in an elevator. Pick the tallest and fastest elevator you can find. Describe the results in the table below:

LOCATION	g's MEASURED	SENSATION
As elevator starts up		
As elevator stops going up		
As elevator starts down		
As elevator stops going down		

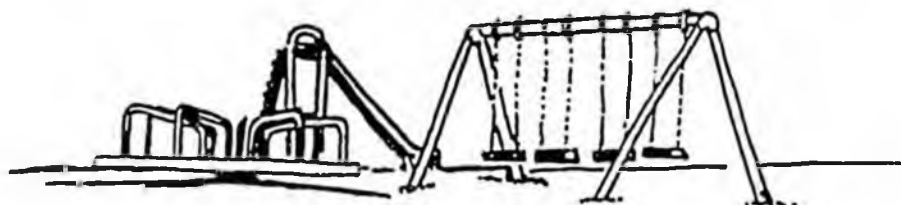
IN CARS:

Carry your g-detector in a car. Bumpy roads with hills work best. Be sure that your driver is careful. What happens as you go over a bump or hill? What happens as you go through a valley or dip?



AT PLAYGROUND:

Find out where you feel the strongest forces: on a swing, on a merry-go-round, on a see-saw, or on a slide.



PHYSICS OF FUN

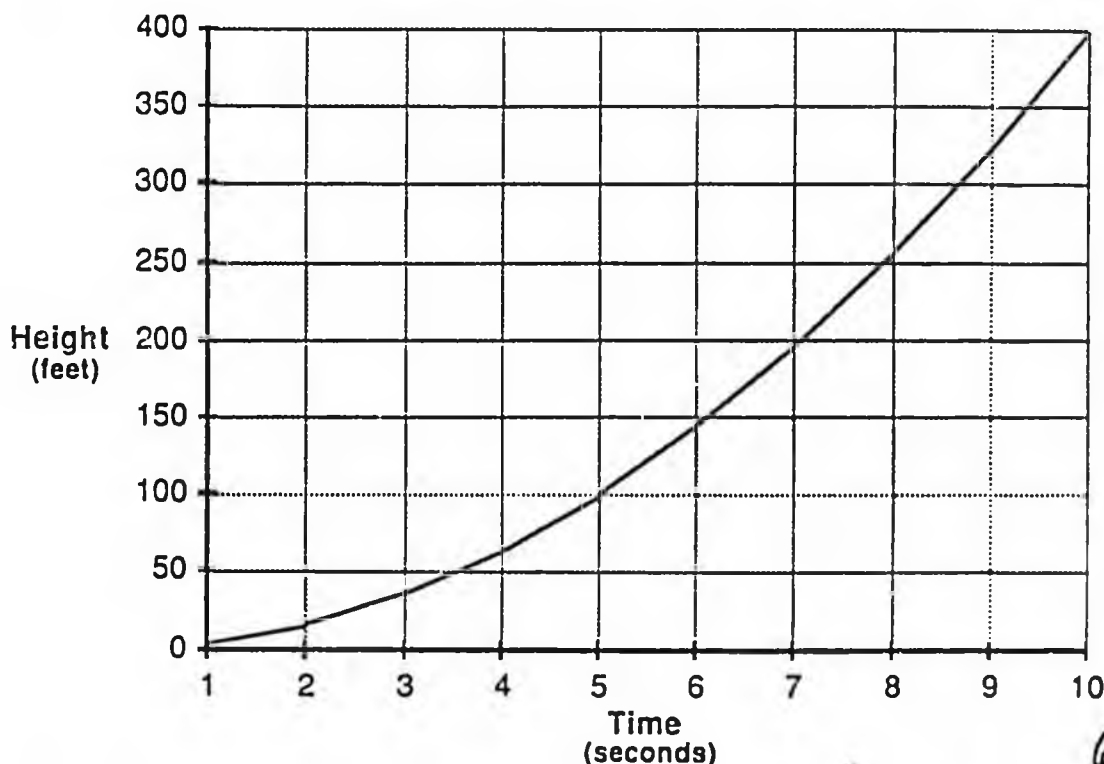
Adventure Series

YOUNG  **ASTRONAUT**
PROGRAM

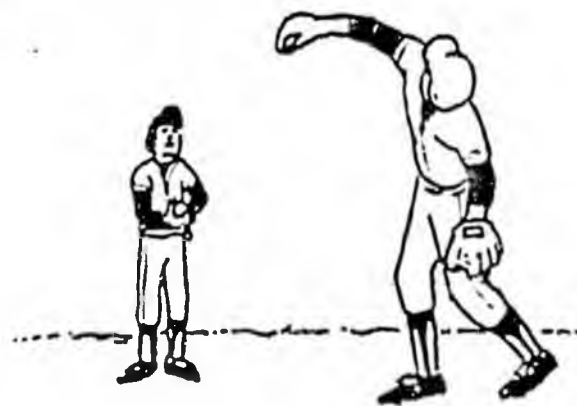
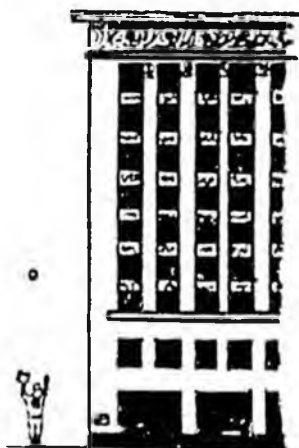
HOW HIGH

United States of America

For this experiment you will need a stopwatch and a baseball. Throw the ball straight up. Have a classmate time how long it takes for the ball to return to your hand. Read the graph below to find out how high your ball went.



Your highest toss is _____ feet.
Each story of a building is 12 feet high.
With your toss, you could put a baseball
on top of a _____ story building.



Go to a baseball game. Time how long it takes for a pop fly to return to the ground. Figure out how high the pop fly traveled.



PHYSICS OF FUN

HOW FAR AND HOW FAST



A baseball diamond is 90 feet on a side. Watch a baseball game in the stands or on television. Time how long it takes for a runner to get to first base. Record this time along with the player's position, i.e., pitcher, catcher, outfielder, infielder. Divide 90 feet by this time. The result is the player's speed in feet per second. Multiply this number by .68. The product is the baseball player's speed in miles per hour. Convert your results to kilometers per hour. (mi/hr) X 1.6

PLAYER'S POSITION	TIME (sec)	SPEED (ft/sec)	SPEED (mi/hr)

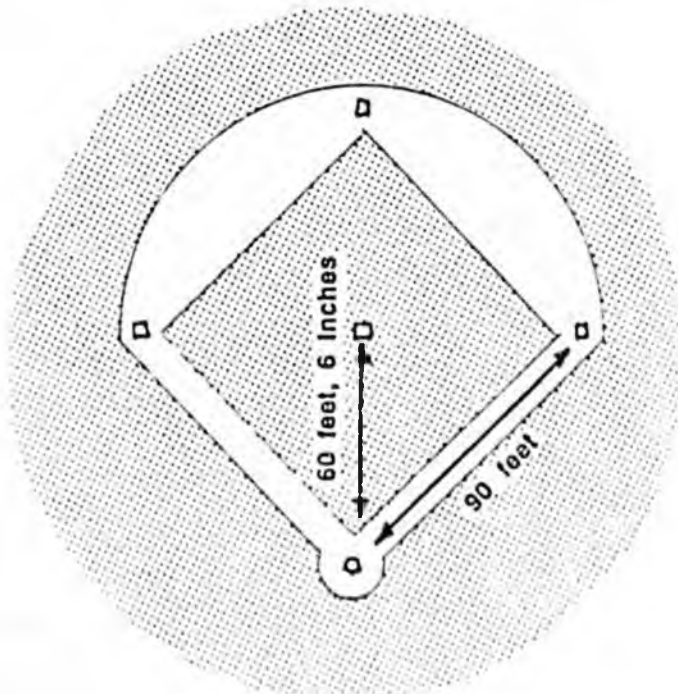
Which players are the fastest?
Is this logical? Why or why not?

Time a line drive from impact with the bat to being caught by a fielder. Estimate how far the ball traveled. Use the length of the base lines as a guide. Divide the distance by the time to find out how fast the ball traveled.

Time of line drive:
Approximate distance traveled:
Approximate speed:

The pitcher's mound is usually 60 feet 6 inches from the plate. Time how long it takes for a ball to leave the pitcher's hand and reach the plate. Divide this time into 60. The result is the ball's speed in feet per second. What is the fastest pitch you see in an inning? Convert this speed to miles per hour? Then kilometers per hours.

FASTEST SPEED	(ft/sec):	(mi/hr):





Soviet Visitors Leave a Lasting Impression

The word "droug" became a common one during the 13 days the Soviet Young Cosmonaut delegation spent in the United States. It means friend in English and there were new friends to be made in Washington, Orlando, Huntsville, Houston and New York. In addition, there were old friends to renew relationships with along the way.

Ten Young Cosmonauts and five adults, including the Soviet Cosmonaut who holds the record for time spent in space, arrived at Dulles International Airport on December 9. They were greeted by an enthusiastic crowd of more than 50 Young Astronauts from Hutchison Elementary School in Herndon, Virginia and other dignitaries including columnist Jack Anderson, the Chairman of the Young Astronaut Council, Wendell Butler, Executive Director of the Council, and Florida Congressman Bill Nelson, who flew aboard Space Mission Columbia 61-C in January 1986. Nelson entertained the Hutchison students with tales

of space adventures while the Soviets were checked through Customs.

And then they arrived. Vladimir Shaplyko, the leader of the delegation and the Secretary of the Komsomol Central Committee, Vladimir Solovyov, the Soviet Cosmonaut who spent 362 days in space aboard two separate missions, Viktor Yevseyenkov, Chief of Section, Committee on Youth Organizations (CYO), Viktor Boychevskiy, CYO staff member, Elena Kolesnikova, a teacher at the Moscow Teachers Training College, and Young Cosmonauts Aleksey Alkhov, Michayl Baskov, Yuliya Grishina, Yuri Zolotov, Aleksander (Sasha) Konkov, Oleg Korotovskikh, Pavel Kudryavtsev, Tanya Nikitina, Igor Novikov, and Anton Perkusev. The Hutchison students waved their Soviet and American flags wildly and later gave each member of the delegation a gift of flowers. The Soviets in return shared souvenirs with the Hutchison Young Astronauts.

Anderson welcomed the



SOVIETS STEP-OUT — Members of the Soviet delegation enjoy a jaunt to Disney World's Magic Kingdom and share a moment with Mickey Mouse and Pluto. They are from left to right: Young Cosmonauts Aleksey Alkhov, Michayl Baskov, Pavel Kudryavtsev, Igor Novikov, Yuliya Grishina, Oleg Korotovskikh, Tanya Nikitina and Elena Kolesnikova, a Soviet teacher and translator for the group. Photo by Walt Disney Corporation

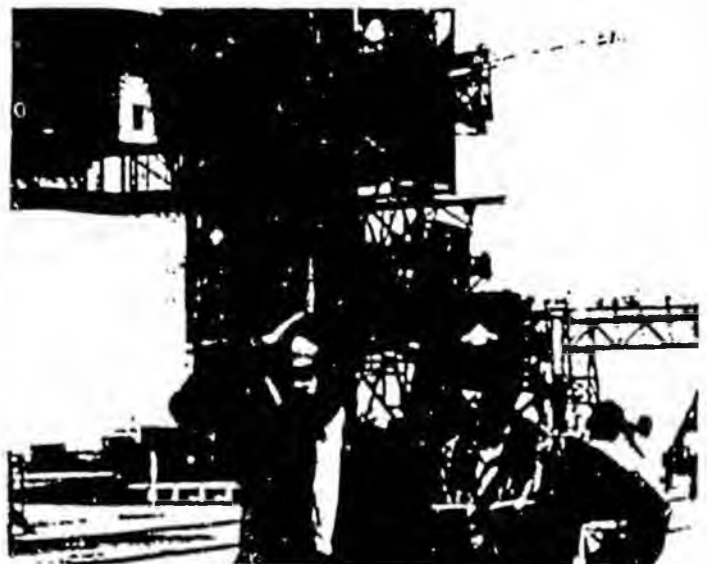
Soviet delegation warmly and said, "I look forward to a great time together and in ten years

we will be going to Mars together." Shaplyko thanked *continued*



WELCOME — Young Astronauts from Hutchison Elementary School, in Herndon, Virginia, give the Soviet delegation a rousing welcome when they arrive at Dulles International Airport on the first leg of their 13 day tour.

Photo by Vicki Warren



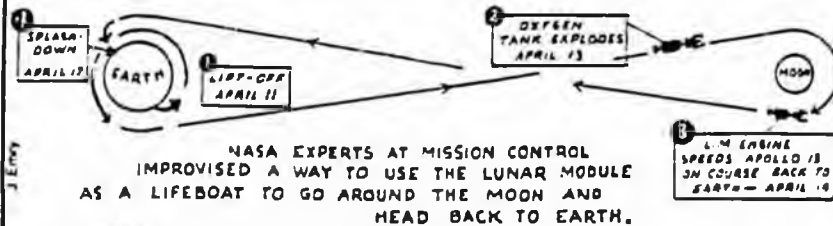
LAUNCH PAD INSPECTION — Vladimir Shaplyko, leader of the Soviet delegation and Vladimir Solovyov, a Soviet Cosmonaut, take a close-up tour of a launch pad at the Kennedy Space Center, Cape Canaveral, Florida.

ASTRO-THOUGHTS™ FROM YOUNG ASTRONAUTS™

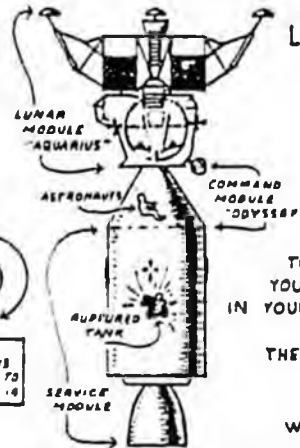
RESCUE IN SPACE!

APOLLO 13, LAUNCHED IN APRIL 1970 WAS SCHEDULED TO MAKE OUR THIRD APOLLO MOON LANDING. BUT WHEN THE SPACECRAFT WAS 205,000 MILES FROM EARTH, AN OXYGEN TANK IN THE SERVICE MODULE EXPLODED, LEAVING APOLLO 13 WITHOUT ENOUGH POWER OR AIR.

ASTRONAUTS JAMES LOVELL, JAMES SWIGERT AND FRED HAISE WERE IN GRAVE DANGER. APOLLO'S SERVICE MODULE — CONTAINING ROCKET MOTOR, PROPELLANT TANKS, AND FUEL CELLS TO MAKE ELECTRICITY — WAS CRIPPLED AND ALMOST USELESS.



NASA EXPERTS AT MISSION CONTROL IMPROVISED A WAY TO USE THE LUNAR MODULE AS A LIFEBOAT TO GO AROUND THE MOON AND HEAD BACK TO EARTH.



LUCKY APOLLO 13

THE SKILL, INGENUITY AND TEAMWORK OF THE GROUND CREW AT MISSION CONTROL AND THE ASTRONAUTS OF APOLLO 13 MADE THE MISSION A LESSON IN COURAGE.

TO LEARN HOW TO START A YOUNG ASTRONAUT™ CHAPTER IN YOUR SCHOOL, ASK YOUR TEACHER TO WRITE TO:

THE YOUNG ASTRONAUT COUNCIL
P.O. BOX 65432
DEPT. E

WASHINGTON, D.C. 20036

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everyone for the warm reception and added, "When we go back home, we will tell our children everything we have seen."

Amy Grubb, of Clairton, Pennsylvania, one of the Young Astronauts who visited the Soviet Union in October, flew to Washington to greet the delegation and to see Tanya, Yuri and Sasha again. She grew friendly with the trio during the time she spent in the Soviet Union. Amy gave Solovyov an American and a Soviet flag.

After the reception, it was on to a visit at Hutchison Elementary School. The Soviet delegation hopped aboard a bus donated by Safeway Stores to ferry them about Washington. At Hutchison, the group had a chance to view the kind of projects American students are involved in at

their schools. They also shared two six-foot long submarine sandwiches with the students, teachers and other guests.

Here is how one Hutchison student described the Soviet visit, "When I first heard about them coming, I had a picture of them in my head. The Cosmonauts looked nothing like I had expected. They looked just like us. I really enjoyed participating in it. I think Friendship Through Space is a very good thing to do. I think we should do more things with the Young Cosmonauts and Cosmonauts."

The next two days spent in Washington were action-packed. From the National Air and Space Museum where the delegation got a chance to examine U.S. space artifacts and view the film "The Dream is Alive" on a giant



FIRST HAND LOOK — Members of the Soviet delegation get a close-up view of space equipment at the Marshall Space Flight Center in Huntsville, Alabama.

screen, to Arlington Cemetery where the group laid a wreath at the Tomb of the Unknown Soldier, there was plenty to see and do. The delegation was also invited to a private session at NASA headquarters with James Fletcher, the current head of the space agency. Fletcher was the head of NASA during the days of Apollo-Soyuz, the joint American-Soviet mission. At NASA, the delegation was given a variety of space gifts, including an autographed picture of Astronaut Frederick H. Hauck, who showed slides of his mission into space.

Other highlights of the Washington part of the U.S. visit included the viewing of Star Trek IV, a reception at the Soviet Embassy, viewing the White House Christmas tree lighting, a visit to the graves of President John F. Kennedy

and Astronaut Dick Scobee, lunch at McDonalds and a bus tour of Washington. One of the more poignant moments occurred during a lunch at Joe and Mo's Restaurant. According to Tanya, one of the most important holidays in the Soviet Union is a person's birthday. Appropriately, her sixteenth birthday fell on the group's third day in Washington and everyone shared a grand celebration provided by Joe and Mo's, a popular Washington restaurant. Liza Mallott, a staff member at the United States Information Agency, baked a special cake decorated with flags of the Soviet Union and the United States. The Council presented Tanya with a Young Astronaut cabbage patch doll. Those at the lunch were also treated to a musical

continued



REAL TASTE OF AMERICA — Tanya enjoys a lunch break at McDonald's restaurant during the Soviet delegation's visit. The McDonald's Corporation treated the delegation and visiting dignitaries to some "real American food."

rendition of "Happy Birthday" by the Joe and Mo waiters, and Lolita Hickman, Deputy Director of the Council, sang "O Holy Night." Also invited were representatives of the Future Farmers of America who concluded that the Soviet Young Cosmonauts "were just regular kids." It was a special occasion in every way.

The group hardly had time to settle into their lovely accommodations provided by the Mayflower Hotel before they were off to Orlando, Florida. Thanks to the Department of Transportation, a special plane was made available to the group for the entire trip. American Airlines was generous enough to provide two stewardesses, Gale Sloan and Martha Flannagan.

rockets are on permanent display.

During a press conference held by NASA at Kennedy Space Center, Soviet Cosmonaut Solovyov told the group that during his most recent space trip to the Soviet Space Station Mir, he took a picture of the seven Challenger astronauts with him. "I wanted those seven brave astronauts to go to outer space," he said.

Soviet Young Cosmonaut Yuri Zolotov had this to say about Kennedy Space Center, "We have a saying in Russian, it's better to see something once, than to hear about the same thing seven times."

Later, back at the hotel the delegation was honored by Action Packets, a sponsor of the Young Astronaut Program.



SPACE UPDATE — Young Astronaut Antonio Smith, second from left, joins the Young Cosmonauts examining space equipment at Marshall Space Flight Center in Huntsville, Alabama.



ASTRONAUT HONORED — Yuliy Grishina and Sasha Konkov honor Challenger Astronaut Dick Scobee by placing flowers on his grave at the Arlington Cemetery.

Photo by Katherine Lambert

Disney World in Orlando was a big hit with the Young Cosmonauts. They thoroughly enjoyed Epcot Center, the Magic Kingdom and the wonderful accommodations provided by Orlando Marriott World Center. They loved the glass outdoor elevators, indoor and outdoor swimming pools and jacuzzis. The Young Cosmonauts also tried their hand at video games for the first time and got "hooked."

The Florida trip included a stop at Kennedy Space Center, where the delegation had the unique opportunity to walk out onto a Shuttle Launch Pad, tour the Vehicle Assembly Building, a 52-story structure where Shuttles are readied for lift-off, visit the Apollo Moon Program Flight Simulator and stop at the Space Port Visitors Center, where a variety of

A press conference was held and the Young Cosmonauts were interviewed by local junior and high school journalists. Adult members of the press were also there, but it was the student journalists who impressed the Young Cosmonauts the most.

A barbecue was also held by Action Packets. Besides getting a taste of good old American food, the Soviets were treated to a square dance complete with straw hats and bandannas. After sharing the American dance tradition, the Soviets treated everyone to a display of Russian dancing.

The next two days were spent at Epcot Center and Disney's Magic Kingdom, both made more enjoyable because of the hospitality of the Walt Disney Corporation

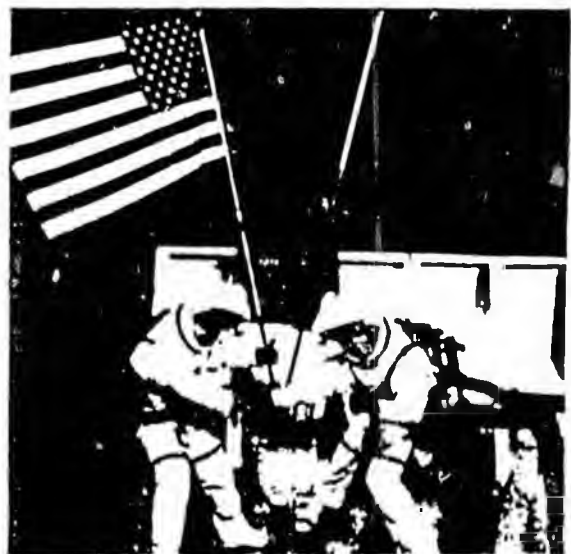
and the three escorts they made available. At Epcot Center, the group really enjoyed the spectacular battle between good and evil fought by planes, boats, hydroplanes, hand gliders and dragons. Good won and everyone cheered.

At Disney's Magic Kingdom, everyone enjoyed shaking hands with Mickey Mouse, Pluto and Donald Duck. The parade marking Disney's fifteenth anniversary was also a special hit.

The next stop on the delegation's whirlwind American tour was another Young Cosmonaut favorite — United States Space Camp in

Huntsville, Alabama. Eastern Airlines was kind enough to offer all the Young Astronauts who visited the Soviet Union a flight to Huntsville, and Space Camp opened its doors to the entire group of Young Astronauts and Young Cosmonauts. Officials at Space Camp had the facility's technical manuals translated into Russian for the Young Cosmonauts and had interpreters on hand to aid the Cosmonauts while they were in training. The Young Cosmonauts and Young Astronauts participated in two simulated shuttle missions and later were given wings as part of their graduation.

Cont. on page 6



FLYING HIGH — Soviet Young cosmonaut Yuri Zolotov and American Young Astronaut Chip Yarbrough get a chance to "fly" at U.S. Space Camp in Huntsville, Alabama.

Young Cosmonauts Come To Houston

By Dr. Carolyn Sumners
Director of Astronomy
Houston Museum of Natural
Science

On December 17, the Soviet delegation of Young Cosmonauts landed in Houston. They were tired, but ready for the day of fast-paced activity that awaited them.

The first stop was a Safeway grocery store where the group got a chance to meet some local high school students who had been studying Russian. The students and the Young Cosmonauts had plenty to talk about. A tour of the grocery store and a lovely reception followed, and some of the Russians did seem a bit surprised by our food selection—especially the variety of fresh fruits and vegetables in the winter.

After a brief check-in at their hotel, the group arrived for the evening's festivities at the Houston Museum of Natural Science. The Mayors of both Houston and Friendswood proclaimed December 17 and 18 as "Young Cosmonauts' Days." A bilingual program entitled "Sharing the Space Adventure" was enjoyed by the Soviet delegation and the Houston Young Astronauts and their families. The audience was "carried" to Venus, Mars and the Moon. At each destination, the theme of Americans and Soviets exploring space together was reintroduced. The finale of the program was a picture of the Earth as seen from space and a restatement of the idea that

we are all brothers sharing the Earth and sky.

The Young Cosmonauts then joined the Museum's Young Astronaut Commanders in a tour of the Observatory with its optics and computer labs. Along the way, they met a Russian-speaking robot, had their hair stand on end with a Vandergraft generator, learned how laser light shows are produced, and experimented with the Museum's microcomputers.

By this time, everyone was starved, and the group quickly joined all the other Young Astronauts around the Museum's big dinosaur. Twelve long library tables held over 120 different dishes prepared by the Museum's Young Astronaut Chapter members. They helped serve their dish to members of the Soviet delegation and other visiting dignitaries.

In the formal, after-dinner program, the Houston Young Astronauts presented a bilingual welcome with banners and signs. Captain Alan Bean, the fourth man to walk on the Moon, described what it was like to explore the lunar surface. Jim Oberg, an American expert on the Soviet Space Program, welcomed the delegation on behalf of space enthusiasts of all nations. Thanking them for their expressions of grief over the loss of the Challenger astronauts, June Scobee, wife of Challenger Commander Dick Scobee, spoke eloquently to the Soviet delegation. Soviet Cosmonaut Vladimir Solovyov

Trainee Activity

Space Stations of Today and Tomorrow

The Soviet Union launched its Mir Space Station in 1986. The United States plans to launch its Space Station in the mid 1990's. The Space Stations are similar in many ways—both have solar panels for power, docking places for transfer vehicles, and both have crew quarters and communication antennas. The United States Space Station design has been changed from the preliminary drawing on the right. On the Space Stations shown on the next page, color the solar panels blue, the docking ports green, the communication antennas red and the crew quarters yellow. Can you name the vehicles which carry astronauts and cosmonauts to these Space Stations?



SUPERMARKET WELCOME—Safeway Stores welcomed the Young Cosmonaut delegation to Houston with a reception inside one of their grocery stores. Members of the delegation enjoyed walking around and seeing what kinds of foods are available to Americans in their supermarkets.

ended the speeches with his own personal hope for cooperative space efforts between our two countries.

The evening's final event was a telecommunications conference on CompuServe. Callers from around the country were encouraged to ask questions using their computers. The questions were translated into Russian and then answered by the Young Cosmonauts. The discussion allowed many more Americans to participate in the visit by the Soviet delegation.

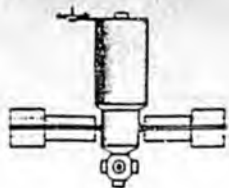
The next day, the Soviet delegation and five Young Astronaut Commanders from the Museum enjoyed a VIP tour of the Johnson Space Center. Eight astronauts accompanied the group and led them through a Space Station Mock-up and the Shuttle trainers. The Young Astronauts and Young Cosmonauts sat in the trainer cockpit, operated the remote manipulator arm from the flight deck trainer, and rode on the frictionless table where astronauts train to operate the

Manned Maneuvering Unit. The delegation also visited Mission Control and was allowed to push buttons and turn dials. Everyone saw different kinds of moon rocks and how rockets were handled. Later, they were treated to a lunch in the Space Center Cafeteria by the American Institute for Aeronautics and Astronautics.

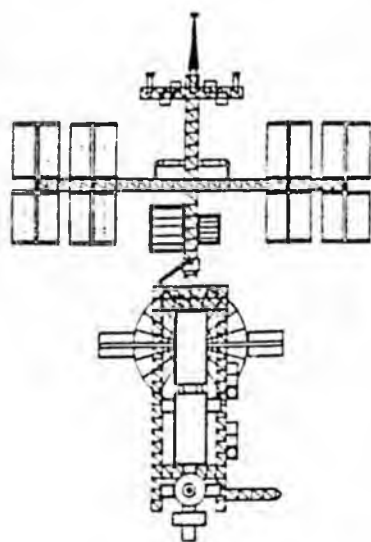
The visit ended with the Young Astronauts wishing the Young Cosmonauts a fond farewell at the airport. At the next Young Astronaut meeting, everyone shared memories and memorabilia from the delegation's stop. Many of the Young Astronauts had collected autographs, others had addresses of their favorite Young Cosmonaut so they could write letters and the Commanders had been given lapel pins and small gifts from their new Soviet friends. We are now researching whether CompuServe can send electronic mail to the Soviet Union so that we can send our new friends our thoughts and best wishes.



SPACE STATION—Young Cosmonauts and Young Astronauts get a close-up view of the Space Station's Operation Module at the Johnson Space Center in Houston.



U.S.S.R. Mir Space Station



U.S. Space Station

Pilot Activity

Name That Date

The Soviet and American space programs have moved ahead with a series of firsts. Name the years of the following special first space occasions.

- Sputnik 1, the first artificial Earth satellite, is launched by the Soviet Union. First puppy orbits the Earth.
- America's first satellite is launched.
- Luna 2 crashes into the Moon's surface. Luna 3 makes the first photographs of the Moon's far side.
- Soviet Cosmonaut Yuri Gagarin becomes the first man in space. He is followed one month later by American Astronaut Alan Shepard in a suborbital flight.
- John Glenn is the first American Astronaut to orbit the Earth.
- Mariner 2 successfully completes flyby of Venus and sends back first useful information.
- America's first manned rendezvous in space aboard Gemini VI and Gemini VII.
- The Soviet Luna 9 craft makes the first soft landing on the Moon. Venera 3 crashes on Venus, the first man-made machine to land on another planet.
- Apollo 8 orbits the Moon with three astronauts
- Apollo 11 lands on the Moon. Neil Armstrong becomes the first human to set foot on another world.
- Luna 16 lands on the Moon and scoops up materials which it returns to Earth. Luna 17 discharges the robot Lunokhod 1, which explores the Moon.

Commander Activity

Soviet Space Program Crossword

Discover how much you know about the Soviet space program. Fill in the crossword puzzle below using these words:

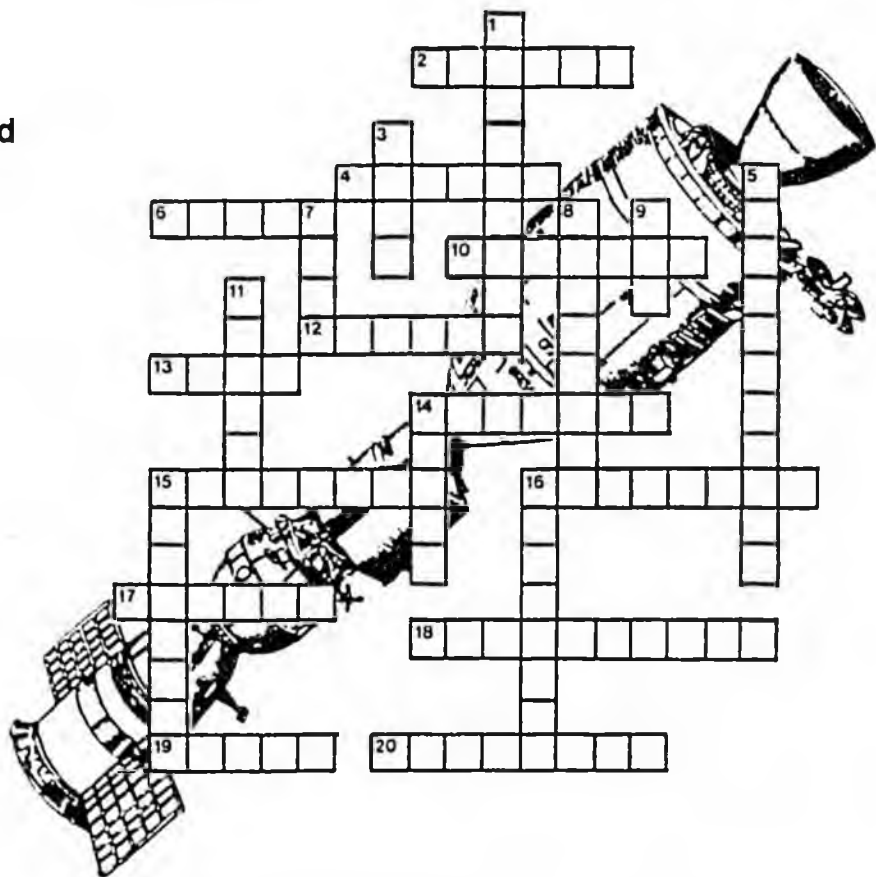
- | | |
|-----------|--------------------------|
| Apollo | Plesetsk Progress Salyut |
| Baikonur | Solovyov |
| Cosmonaut | Soyuz |
| Gagarin | Sputnik |
| Kizim | Star City |
| Luna | Tereshkova |
| Lunokhod | Tsiolkovsky |
| Mars | Vega |
| Mir | Venera |
| Moscow | Venus |

ACROSS

- 2 American craft that docked with a Soviet craft.
- 4 First man to walk in space.
- 6 One of the cosmonauts who first visited Mir.
- 10 First man in space.
- 12 First Soviet Space Station.
- 13 Soviet unmanned Moon craft.
- 14 First artificial satellite.
- 15 Place where cosmonauts train.
- 16 Soviet supply freighter.
- 17 Capital city of the Soviet Union.
- 18 First woman in space.
- 19 Planet that Soviet spacecraft visited first.
- 20 Unmanned Soviet lunar rover.

DOWN

- 1 Soviet Cosmonaut.
- 3 Soviet Halley's Comet probe.
- 5 Soviet scientist who formulated the theoretical foundations of space travel.
- 7 Planet that Soviets and Americans would like to visit.
- 8 Cosmodrome for manned flight.
- 9 New Soviet Space Station.
- 11 Soviet unmanned Venus probe.
- 14 Soviet space taxi.
- 15 Cosmonaut who first visited Mir and who visited U.S. with Young Cosmonauts in 1986.
- 16 Military and unmanned cosmodrome.





FOOT-STOMPING IN ANY LANGUAGE — The Soviet delegation was treated to a square dance by Young Astronaut sponsor Action Packets in Orlando, Florida, complete with straw hats.

Also on the agenda in Huntsville was a stop at Marshall Space Flight Center where everyone viewed a Shuttle mock-up, a Space Station mock-up, the Manned Maneuvering Unit and the bouyancy tank where astronauts try out equipment under water to simulate zero gravity conditions.

From Huntsville, it was on to Houston, Texas and a reception put on by Safeway Stores. The event gave the Soviet delegation a chance to see what is available in American grocery stores. Pepsi-Cola gave the group gift bags at the reception and later they were whisked off to the Warwick

Museum and Johnson Space Center, the government plane was waiting to take the group to New York City and the final leg of the Soviets' American trip. Donald Trump hosted the adults in the delegation for a special dinner as a welcome to the City. It was beautifully decorated for Christmas, and the Soviets enjoyed shopping, especially for electronic goods like radios. Young Astronaut Rica Buxbaum's school, the Robert F Wagner Junior High School, invited the delegation for a special program. The student orchestra played, mimes entertained and dignitaries spoke. It was an enjoyable morning and



ENTERTAINING — The Soviet Young Cosmonaut delegation found many interesting things to see and do at the Robert F. Wagner Junior High School. The student body put on a show for the visitors which included music and mime.

Hotel where rooms were provided for their Houston stay. Special events were planned by Dr. Carolyn Summers and the Young Astronauts at the Houston Museum of Natural Science (more on that part of the trip on page 4).

After a fun visit to the

later the delegation was treated to some shared computer time with students from Robert F. Wagner.

A visit to the Empire State Building was of great interest to the delegation. The group rode the elevators to the observation deck on the

102nd floor and had panoramic view of the city. Skyscrapers from the Soviet Union and the group was impressed with the height of the Empire Building.

Other highlights of the New York visit included the Christmas show at the Radio City Music Hall complete with the Rockettes. The following evening, McGregor's Specialties arranged for the delegation to enjoy a dinner at the private Madison Square Garden. Afterwards, they had a chance to meet members of the New York Knicks basketball team. Adidas later hosted the delegation at a team basketball game.



YOUNG COSMONAUT — Novikov, a member of the delegation, examines some space equipment in Huntsville, Alabama.

It was hard to believe the time had come for the delegation to leave. After a farewell brunch at the New York Marriott Marquis, the group boarded a bus for John F. Kennedy Airport and their flight home. Fifteen pe-



TOO MUCH TOURING — The delegation stays in the States for the Soviet Young Astronauts, including Yury Bankov and Pavel Kudachov.

Meet The Staff



MEET THE EXECUTIVE STAFF — The Young Astronaut Council Executive Staff manages to keep Program operations running smoothly. They are: standing left to right, Lorelle Goodpaster, T. Wendell Butler, Russ Ritchie, Dick Funkhouser and Jennifer Rae. Seated are: Mary Ellen Foster, Linda Long, Lolita Hickman and Liane Kerry.

Photo by: Vicki Warren

This month, Chapter members will get a chance to visit with the Executive Staff at the Young Astronaut Council headquarters in Washington, D.C.

The Executive Staff is responsible for seeing that all facets of the Young Astronaut Program run smoothly from monthly educational mailings to special projects such as last year's Soviet-American Youth Exchange. The man at the helm is Executive Director T. Wendell Butler. Columnist Jack Anderson credits Butler with getting the Young Astronaut Program off the ground. Anderson originally

went to President Reagan in 1984 with his idea for an organization to foster young people's interest in math and science by using the excitement of the space program. Reagan assigned the idea to his Office on Private Sector Initiatives and asked them to decide whether or not the White House should get behind the plan. They voted to go for it, after a Blueprint Committee designed a model and educational experts gave the idea their okay. That was more than two years ago and you know the rest — 10,000 Young Astronaut Chapters, international Youth Exchanges



WALNUT STREET SCHOOL YOUNG ASTRONAUTS

YOUNG ASTRONAUTS SCORE ANOTHER FIRST — Walnut Street Elementary School Young Astronauts, from Toma River, New Jersey, placed first in the Youth Organization category for their prize-winning float in the town's Halloween parade shown above. Chapter Leader Barbara Moreau said the Young Astronauts were the largest group ever to march in the Parade's 49-year history. Walnut St. Elementary School has been involved with the Young Astronaut Program for two years. Currently, there are 11 Young Astronaut Chapters at the school with 367 Young Astronauts. More than 70 adults joined the Young Astronauts marching in the parade which was viewed by 80,000 people.

and rapidly growing interest at home and abroad in adopting the Program.

Butler's interest in space goes back to his days as an Air Force officer more than two decades ago. He then went to work for a variety of Presidents, from John F. Kennedy to Ronald Reagan.

Still he has been most successful as the leader of the Young Astronaut Program and predicts even better days ahead.

One of the keys to the growth of the Young Astronaut Program has been the top flight staff at the Council. At no time was it more essential than when the Program first got started. In those days, getting the ball rolling fell to Lolita Hickman, Butler's right hand "man." Today, Hickman is the Deputy Director for Administration and she watches over personnel and finance matters. She holds a Masters Degree in industrial psychology from Southern Illinois University and her specialty is organizational development.

Russ Ritchie, a newcomer from NASA, serves as Deputy for Operations. Russ oversees the programs and projects of the Council and makes certain that quality work is produced on schedule. Russ worked for 25 years as a federal executive and brings experience and space education knowledge to his post.

Mary Ellen Foster came on board in December, 1985 and for a time acted as secretary for Lolita and Wendell. Today, she is an administrative assistant and assists the accountant. Her years of experience in office work for the Defense Department draw other office workers at the Council to her for advice. She says that space is "a mystery" to her and is more interested in the Young Astronaut Program for what it does for children.

The Hon. Dick Funkhouser has been with Butler and the Program since its inception. He was a career Foreign Service Officer and Ambassador with the State Department and served in the Soviet Union, France, Romania, Vietnam and several African and Middle Eastern countries. It is only logical that Funkhouser head up the international side of the Young Astronaut Program. He has built

up the foreign segment of the Program to 144 overseas Chapters and Satellites in 28 foreign countries and has negotiated exchange visits with Canada, Japan and the Soviet Union. Funkhouser also serves as "quality control" for all official documents and handles the "Pilot" schools which pretest Young Astronaut Program curricular materials in the classroom.

Lorelle Goodpaster serves as the accountant for the Council. She began overseeing the books in April 1986. Prior to her work for the Council, she served as an accountant with the Center for Strategic and International Studies. She holds two degrees — one in accounting and another in commercial education. One reason she came to the Council is she saw the potential for growth and she herself has witnessed it since she began working there.

A more recent arrival at the Council is Butler's personal secretary Liane Kerry, who started work last October. Kerry is also studying for a liberal arts degree at a nearby college. She is a science fiction buff and so has an indirect interest in space.

Linda Long serves as Butler's special assistant and helped organize the Soviet-American Youth Exchange. She was a member of the delegation to the Soviet Union in October and accompanied the Soviet delegation during their U.S. visit. Long, who has a law degree from Delaware Law School, worked for NASA and later served as a public relations person for Christa McAuliffe. She has been at the Council for about a year and has been successful furthering the organization's aims. Her next move is to help in marketing at the Council.

When you call the Young Astronaut Office, the first voice you usually hear belongs to Jennifer Rae, the receptionist for the Council for the past year. Before she came to the Young Astronaut Program she worked in financial planning for two years. She has an undergraduate degree from Sweet Briar College in political science.

Congratulations to all for a job well done!

Contest News

Throughout the year, the Young Astronaut Council holds a variety of contests designed to challenge the creativity and imagination of Chapter members. Winners of one competition were recently selected — The Young Astronaut Space Olympiad Contest. Young Astronauts were asked to invent games that could be played in the zero gravity conditions of space and the 40 percent gravity of a Mars Space Station.

The entries were both imaginative and ingenious. Judging was difficult and T. Wendell Butler, Executive Director of the Young Astronaut Council, along with Glenn Swengros of the President's Council on Physical Fitness, commended all the participants for their outstanding ideas.

Congratulations to the following Young Astronauts for their winning entries:

Commander Level

First Place:

Sean MacNew
Roland Park Middle School
Baltimore, MD
Jeff Brady
Arcola Intermediate School
Norristown, PA
David Gradella
Ockerman Jr. High School
Florence, KY

Second Place:

Richard Essary
West Jordan Middle School
West Jordan, UT
Shane Pulver
Churubusco Jr. High School
Churubusco, IN
Brian Thomas
Bryson City Elementary School
Bryson City, NC
Jeremy Wiesbrook
Otter Space Young Astronauts
Streator, IL
Alberto Sanchez
Mary Help of Christians School
Tampa, FL
Ron Wales
Twin Spruce Jr High School
Gillette, WY

Pilot Level

First Place:

Jason Bates
Thomas E. Bowe School
Glassboro, NJ
Arlin Leber
Woodlawn Elementary School
Danville, KY
Steve Bailey
Jerabek Elementary School
San Diego, CA

Second Place:

Michael Jensen
Douglas T. Orchard
Elementary School
West Valley City, UT
Allison Hipwell
St. Luke's Episcopal School
Baton Rouge, LA
Richard Miller
North Belle Vernon Elementary
Belle Vernon, PA
Jonathan Panz
A J Griffin Middle School
High Point, NC
Michael Murphey
Erie Elementary School
Erie, IL

Trainee Level

First Place:

James Wadell
Chadds Ford Elementary School
Chadds Ford, PA

Daniel Meskett
Lapeer Young Astros
Lapeer, MI
Laura Vrabel
Schuchard Elementary School
Sterling Heights, MI

Second Place:

Oranin Harrison
Charlotte Anderson Elementary
School
Arlington, TX
Raj Singaraju
Club #923 Aliens
Albuquerque, NM
Keith Chilton
Southwestern Elem. School
Hanover, IN
Juan Pedro Sanchez
Young Astronauts of Cancun
Cancun, Mexico
Matthew Kemmis
St. Patrick School
Jaffrey, NH
Shelly Jo Engel
SkyMaker Pilots
Long Beach, NC

Additional Third Place and Honorable Mention winners were selected and are being notified by mail. Congratulations to all those who entered the contest. You did an outstanding job.

Trainee Answers

The Soyuz carries cosmonauts. The Shuttle will carry astronauts. The solar panels are the flat panels on the sides of both stations. The docking ports are the concentric round circles. The crew quarters are the cylinders. The antennas are obvious.

Pilot Answers

1957

Sputnik 1, the first artificial Earth satellite, is launched by the Soviet Union. "Laika," a part-Samoyan puppy, orbits the Earth aboard Sputnik 2.

1958

Explorer 1, America's first satellite is launched on January 31.

1959

Luna 2 crashes to the Moon's surface. Luna 3 makes the first photographs of the Moon's far side.

1961

Yuri Gagarin becomes the first man in space. One month later, Alan Shepherd completes a suborbital flight aboard Freedom 7.

1962

John Glenn becomes the first American to orbit the Earth on February 20.

1965

On December 4, Gemini VII is launched and 11 days later Gemini VI lifts off. They meet each other in space for the first manned rendezvous.

1966

The Soviet Luna 9 craft makes the first soft landing on the Moon. Venera 3 crashes on Venus, the first man-made machine to land on another planet. In December, Mariner 2 is launched and

completes a 109 day mission and sends back the first useful information.

1968

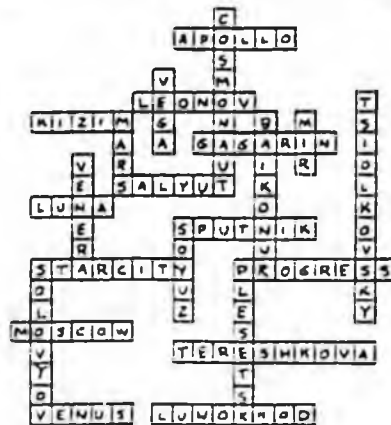
Apollo 8 orbits the Moon with three astronauts.

1969

Apollo 11 lands on the Moon. Neil Armstrong became the first human to set foot on another world.

1970

Luna 16 lands on the Moon and scoops up materials which it returns to the Earth. Luna 17 discharges the robot Lunokhod 1, which explores the Moon.



Announcement for all Young Astronauts: Each Young Astronaut is eligible to receive a Personalized Membership Kit containing Young Astronaut stickers, a Certificate of Membership suitable for framing and a personalized Membership card. If you have not already sent for your kit, call toll-free 1-800-328-2791 (in Minnesota call collect: 612-881-3409) for more details about this special offer.

Young Astronaut Program List of Corporate Sponsors

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STATE OF ALASKA
1988 LEGISLATIVE SESSION

BILL VERSION: CSSCR-37 (Hess)
PUBLISH DATE: 2/25/88

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: . . young astronaut program. . .

Agency Affected: Education
BRU: _____

Sponsor: Uehling
Requestor: Senate HESS

Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING		0	0	0	0	0
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND		0	0	0	0	0
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Steve Hole
Division: Commissioner's Office

Phone: 465-2800
Date: 2-19-88

Approved by Commissioner: William G. Demmert
Agency: Department of Education

Date: 2-19-88

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

SCR

50

HOUSE STATE AFFAIRS COMMITTEE

NEXT COMMITTEE: FINANCE

BILL: SCR 50

CURRENT VERSION: CS SCR 50 (FINANCE)

SCHEDULED: APRIL 27, 1988

SPONSOR: DUNCAN

PHONE NO: 4766

CONTACT FILE: _____

BILL SUBJECT: RELATING TO SENIOR CITIZEN HOUSING

SPONSOR BACKUP: IN FILES

AFFECTED AGENCIES:

<u>DEPARTMENT</u>	<u>CONTACT/PHONE</u>	<u>COMMENT</u>
ADMIN	PUSHPENDER DHILLON/2200	

FISCAL NOTES

<u>AGENCY</u>	<u>REQUESTED</u>	<u>DATED</u>	<u>FY 88 AMT</u>	<u>FY 89 AMT</u>
ADMINISTRATION		4/14/88	-0-	\$52,800

ACTION

<u>DATE</u>	<u>COMMENT</u>
4/27/88	PASSED FROM HOUSE STATE AFFAIRS

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

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May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

House State Affs:

4/27/88

