

ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672

6831 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

April 11, 1991

Good morning. My name is Bruce Lamm. I have been an Alaskan educator for 19 years. I am currently the Principal of Baxter Elementary School in Anchorage, Alaska. I am here this morning to urge your support of House Bills 203 and 204. In supporting these Bills you will be supporting the children of Alaska, now and into the future. Living and working in Alaska we know better than most the value of technology. We are doing our children a disservice if we do not fully prepare them for life in a constantly changing, technological society. With the technology available in our schools today, I can not truthfully say we are developing computer literate students. The APPLE II E's used today in most elementary schools are 70's technology. Most are 10 years old or older. They are no longer an effective teaching tool.

Education cannot do the job without the tools. Each school in Alaska needs computer labs, an automated library system, available laser technology, and much more. Computer literacy is only the first step of our journey. We need current technology to prepare students for 21st Century jobs. Present vocational education programs are not fulfilling this need. Students need to become active learners and better develop their critical thinking skills. Technology would help them accomplish this goal. As evidenced by my ability to testify to you today, technology is now a requirement for effective communication. As you also know first hand, technology is expensive. Local schools do not have the funding necessary to even attempt a solution to this problem. The state of Alaska does? You have the chance to impact the future of every child and every family in Alaska. By passing the statewide technology bills you give our teachers the tools they need to teach and our children the tools they need to learn. Thank you for your time and for your continued committment to the children of Alaska.

Written Testimony

HB 203/ HB 204

Submitted by:

Sharon Bandle
Computer Teacher Expert
Anchorage School District

April 11, 1990

Sharon Bandle

3451 Hilland Drive- Anchorage, Alaska 99504

April 11, 1990

**TO: Members of the House Committee on Health, Education
and Social Services**

RE HB 203/ HB 204

My name is Sharon Bandle. I have been a teacher in the Anchorage School District for the past 22 years; 18 of which were in the classroom and the last four as a Computer Teacher Expert. My job as a Teacher Expert entails working with 92 educational sites, 54 of which are elementary schools. I am in and out of schools on a daily basis and feel I am very qualified to give you a report card on the status of technology in the Anchorage School District.

Under the category of "EQUIPMENT-CURRENT AND UP TO DATE", I would have to check the NEEDS IMPROVEMENT section. I would, however, have to give our schools an OUTSTANDING for their efforts. Many of our schools have taken the ten year old equipment and tried to piece together labs. These labs have as many as five different types of monitors, three different types of drives and three types of CPUs. 85% of the monitors in the elementary schools are not capable of an 80 column text display. This means you are unable to read the text on the screen with the majority of the word processing programs available to us. These monitors were state of the art equipment when they were purchased ten years ago, but technology at that point had not yet embraced the wonders of word processing and the color composite monitor did not exist. Ten years ago, we did not have file servers or hard drives, as a result, these make shift labs have to deal with as many as 2,000 floppy disks. These combinations make it very frustrating for both teachers and students.

If we had a category, ABLE TO USE NEW INOVATIVE SOFTWARE, again, I would have to mark NEEDS IMPROVEMENT. "You'll never need more than 64K of memory." Those were the assuring words of the salesman who sold me my first computer. I was reminded of that recently, as I cleared 6 megabytes of memory off my computer in

order to load one new program. Software has come a long way in ten years. Programs now address higher order thinking skills, problem solving and cooperative learning. Sophisticated word processing packages include writing prompts, dictionaries and a thesaurus. These programs do, however, require more than the 64k or 128k computers we have in our schools.

Each month I log between 200 and 400 phone calls. Over and over I hear the frustrations of trying to work with old technology.

Our junior and senior high schools are not equipped much better than the elementary schools. As a parent of a seventh grader, I find it rather alarming that the computer my son had in his kindergarten class is the same computer he now has in junior high. Without funding, he could graduate from high school without ever having access to technology more sophisticated than the computer he used in his kindergarten class.

As the 69th largest school district in the nation, which was once on the cutting edge of technology, we have fallen drastically behind. We owe our children the best education we can provide. I am urging your support of HB 203 and HB 204.

HB 203-HB 204

Written Testimony

Submitted by:

Judy Weimer
Classroom Teacher
Anchorage School District

April 11, 1990

Weimer, a resident of Alaska for the past 37 years. I am a
e Alaskan schools, so are my children and my husband. I have
mentary teacher for 15 years. I am presently a Modified
ner at Chester Valley School in East Anchorage. I serve on
Computer Curriculum Committee and have since its conception over
seven years ago. I helped develop the Anchorage School District Computer
Education Scope and Sequence. Because of my interest and involvement
with computers and students, I was appointed as an In-Building Computer
Contact Person for my school for the past 5 years. I have trained teachers
on computer and computer program use.

Over the years I have watched our school district go from one computer in
each building to one computer per classroom at the elementary level. This
proved to be very poor equity, not allowing each student equal access or
equal time on the computer. It also made it almost impossible for any
carry over after teacher instruction, because of the lag time before a
student could get "their turn" on the one computer in their classroom.

We now are using equipment that is almost ten years old, which consist of
Apple II+ and Apple IIe computers. Trying to see that all the students at
Chester Valley received a computer education was to say the least
frustrating. So I wrote a grant and was successful in receiving 4 new
Macintosh computers in my building last Spring. In the past year I have
seen to it that most of my school's teachers and even some of our parents
have become trained on this new technology. But frustration still reigns.
How can we prepare our students for the future with only 4 updated pieces
of equipment for over 400 students?

To help tackle this problem, I launched a 24 station computer lab for our
school, piecing together all the old equipment in our building. This
involved set up, training all teachers on the use of a lab, scheduling and
duplication of over 1200 disks for student use. These disks were
carefully selected by each teacher to correlate with what is being taught
in the classroom in language arts, math, science, and social studies. I
monitor the lab continually trying to keep this old equipment functioning.
This enables each student in my school to receive up to 80 minutes of
computer instruction each week. But without new technology, I am faced
with a losing battle.

Your support is greatly needed on House Bill 203 and 204 if we expect to
put present day technology in the hands of our students. Please help the
youth of Alaska by empowering the teachers and students for the 21st
century.

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

I am Judy Weimer, a resident of Alaska for the past 37 years. I am a product of the Alaskan schools, so are my children and my husband. I have been an elementary teacher for 15 years. I am presently a Modified Primary teacher at Chester Valley School in East Anchorage. I serve on the Computer Curriculum Committee and have since its conception over seven years ago. I helped develop the Anchorage School District Computer Education Scope and Sequence. Because of my interest and involvement with computers and students, I was appointed as an In-Building Computer Contact Person for my school for the past 5 years. I have trained teachers on computer and computer program use.

Over the years I have watched our school district go from one computer in each building to one computer per classroom at the elementary level. This proved to be very poor equity, not allowing each student equal access or equal time on the computer. It also made it almost impossible for any carry over after teacher instruction, because of the lag time before a student could get "their turn" on the one computer in their classroom.

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Your support is greatly needed on House Bill 203 and 204 if we expect to put present day technology in the hands of our students. Please help the youth of Alaska by empowering the teachers and students for the 21st century.



ALASKA PTA
P.O. Box 201496
Anchorage, AK 99520-1496
(907) 279-9345

Jan Foster
4-11-91

Testimony before House HESS, April 11, 1991

RE: HB 203/204

Mr. Chairman, members of the committee:

Thank you for this opportunity to testify in favor of HB 203 and HB 204. For the record, my name is Jan Foster, my address is 9621 Spring Hill Drive, Anchorage, AK 99507 and I represent the more than 18000 members of Alaska PTA as their vice-president for legislation. In convention in Anchorage this past weekend, Alaska PTA added support for the Alaska Technology Fund bills to their list of legislative priorities.

The history of the general use of computers spans more than thirty years. During that time a major effort was directed toward harnessing the potential of computers to educational applications. Today there is a renewal of optimism among educators and others that computers may serve as the source of revitalization that our educational system sorely needs.

Microcomputers have made a dramatic impact on both the potential and reality of educational uses of computers.

1. Reduced cost, reliability, and user friendliness has overcome many previous objections.
2. Use of computers in schools has gained grass-roots support from teachers, administrators, and the community.
3. Computer magazines, educational periodicals, curriculum publishers, universities and teacher organizations now promote educational computer use heavily with innovational ideas for classroom application.

At present there seem to be three major justifications for increasing and extending computer education in grades K - 12. These are to produce computer literate students; to prepare students for citizenship in a computer-based society; and to prepare students for jobs and post-secondary education. A non-computer literate person is in many ways a non-functional person in today's society. The computer literate school could become the setting in which people - adults and children - learn both with and about computers. Teachers in such a school would use computers in a variety of ways: to teach, to motivate, to stimulate, to entertain, and to explain. Using computers as a tool with which children can think and learn, augments in a positive way current curriculum delivery methods.

Yes, this technology is expensive; it is also necessary. Daily the papers print the lament that our young people finish school ill prepared to enter the job market. Computers are the job market. Technology pervades our society. I commend those of you who support this bill for your vision of the future. We must provide today what we need for tomorrow; rather than wait until tomorrow for what we really needed yesterday! Although the fiscal note may seem high, our children deserve our best efforts to prepare them for their world.

Testimony prepared by Robert P. Penzenik, Supervisor, Audio-Visual and Related Services, Anchorage School District in support of House Bills 203 and 204. For presentation to the Health, Education, and Social Services Committee of the Alaska House. April 11, 1991.

Representative Canty^e, Representative Lincoln, and members of the Committee, my name is Bob Penzenik, I am Supervisor of Audio-Visual and Related Services for the Anchorage School District. For the past 23 years I have been involved in supporting classroom education through the use of instructional media. In addition, for the past 10 years I have also been directly involved in the Anchorage District's efforts to bring computer technology into our classrooms.

Two issues, I think, are addressed by House Bills 203 and 204. First and foremost is the ability of our students to operate in today's workplace. Technology is now becoming integrated into almost every field of endeavor. For our graduates to be competitive they must have developed a competency with technology that will allow them to use the tools of the trade with a minimum of training. These skills can only be gained through long term contact with technology throughout their school career.

A good example of what happens when we are not comfortable with technology is the common video cassette recorder. I won't ask how many committee members have ever used the timer feature on their VCR. However, a recent survey found that less than 10 percent of all individuals owning VCRs were able to program their recorder to record a show when they were away.

The second issue addressed by these bills is that of the age and amount of technology that exists within our schools. In Anchorage, for example, it is very possible for a student to go through their entire 12 year career with no more than a fleeting exposure to computers, and that would be in the elementary grades. This is not because of a lack of interest, just a lack of equipment.

In many cases, the equipment that is available is of such an old technology that it is difficult to integrate into the instructional program. One example that is particularly critical is the fact that 85 percent of the monitors in use in elementary schools in Anchorage are limited to only 40 characters per line. This makes word processing almost impossible. While it may not be critical that students train on the same equipment that

they will be using in the work place, it is important that the overall look and feel of the equipment and software is in the same technological generation as that which they will work with after their schooling.

In conclusion, I am asking for your support of these bills, not just as a school administrator, but also as a parent that is concerned with our students in the 21st century.

Remember, if we graduate a student that can't use a spread sheet program, and that student plans to work in the retail trade, or we graduate a student that doesn't know how to find a book in the library, and that student plans to go on to college, the system has failed.



Alaska State Legislature

Please enter into the record my testimony to the _____

committee name

committee on House Bill 203 + 204, dated April 11, 1991

bill/subject

This is to express my support for funding for an Alaska Education Technology Fund. Students need the tools to acquire skills in an increasingly technical world. Older schools are falling further behind and need computers to offer students learning opportunities. Teachers need training and the schools need up to date equipment if students are going to be able to meet the educational objectives necessary in today's world. We have students in elementary + secondary schools in Fairbanks. Please think to the future. Students are counting on you.

Signed: Leil Hattan

Testifier

Tenana Jr. High PTA / Self

Representing (Optional)

992 Willow Grouse Rd Fairbanks 99712

Address (home)

457-3925

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the H.E.S.S.F
committee name

committee on HB204 & HB208, dated 03/18/91 / 03/11/91
bill/subject

H.B. 204 seems good; however, H.B. 208 seems a possible, ludicrous waste of Alaskan's Tax Dollars.

The present Ed. system needs only to be "dusted off" and Re-Structured; formally, disciplinarianly speaking, that is. (eg. Much less reverse sexual ~~off~~ ^{pedis-} crim in nation, etc.)

Signed: Karen P. McTough
Testifier

State of AK, A.T.A.C. (informally & unapproved)
Representing (Optional)

400 "D" St. Anchorage, Alaska
Address

(907) 274-0517 TTY/TDD only
Phone No.



Alaska State Legislature

- page 1 -

Please enter into the record my testimony to the House HESS
committee name

committee on 203/
HB 204 , dated 4/11/91
bill/subject

The Alaska PTA, last weekend, adopted four priority issues. This bill was one of those. We feel that inequities which exist in the state with regard to technology must be corrected. Rep. Davis made an excellent point when she compared the ability school districts once had to address technology needs of schools and, because of reduce foundation support, the decreased ability which now exists.

Just as an example, my children attend one of the older schools in the Fairbanks area. Not only is our computer to student ratio one of the worst in the district, but we lack adequate access to VCRs, listening centers, and projectors and other equipment essential to our whole language curriculum. Since there is presently no system for addressing these needs through a state program (and since our district cannot meet these needs within the regular school budget)

Signed: SUE HULL

Testifier

Alaska PTA

Representing (Optional)

1630 Washington Dr., Fairbanks, 99709

Address

479-5729

Phone No.



Alaska State Legislature

- page 2 -

Please enter into the record my testimony to the House HBSS
committee name

committee on 203/
HB 204, dated 4/10/91
bill/subject

We joked about how we would have to find friable asbestos -- and "Scrap" our school -- in order to get our technology needs met. It was obvious to us that this was not the proper approach. But ~~never~~ as the inequities increase between our school and the new prototypicals, unless a grants fund is created our schools will fall further and further behind. It is important to point out that the students in our school -- with a high percentage of low socio-economic background children -- are far less likely to have access to technology at home.

In closing, the Alaska PTA strongly supports the passage of HB204. Alaska's children must be equitably served and technology will be critical to their success in the future.

Signed: Sue Hull
Testifier

Alaska PTA
Representing (Optional)

1630 Washington Dr., Fairbanks, Ak.
Address

479-5729
Phone No.

99709

ATTN
Rogel

My name is Brendan McGill, I am a fifth grader from U. Park. When I speak I am not speaking for just what I think, I am speaking for my class, my school, and the entire school district. I really would like to convey the message that HB203 and HB204 should be passed. Computers are taking this world over, and most people are well aware of it. What we all need to do is get used to using computers, get computer literate, and then we will be able to do anything on computers. Computers can do almost anything that people can do by hand, and computers are getting much more technologically advanced. If you pass this bill, every school will have the opportunity to experience computer communication, computer programming, and all together learn to interact with computers. The Junior High School we will go to is not very technologically advanced, but if you pass this bill, the U. Park students will be enabled to stay in contact with computers when we go to junior high, not forget all that they have learned while in U. Park. Most libraries in schools have an Encyclopedia, which is pretty efficient, but U. Park has a giant Program that enables you to sit down at one computer and easily access information about the universe's history since the big bang. It is run off a computer-controlled compact disk, another advantage that HB203 and HB204 would bring to all schools. In this school we have lots of computer technology, we have a computer or two for student use in each classroom, plus one for the teacher. We have two computer labs, a Macintosh Lab with 30 Macintoshes and another with 20 Apple II c's. We have the advantage of a network going through all the Macintosh's in the school, plus CD ROM, and Interactive Video. When I first typed this I was logged on to the network, so when I print this it will be on a LaserWriter in the computer lab, a totally different room. If HB203 and HB204 were passed, each school would have these advantages. After hearing this statement, I hope you will consider your vote a little more carefully. Thank You.

Brendan McGill
4664 Dale Rd
Box, AK
99709
99709

David Van Amburg

3212 Wentworth - Anchorage, Alaska 99503 - (907) 277-1843

April 5, 1991

To: Members of House Committee on Health, Education, and Social Services

Sj: HB203 - a bill establishing the Alaska Education Technology Fund

Honorable Members of the House:

My name is Dave Van Amburg. I am a Field Underwriter with Mutual of New York, but I have spent the last 30 years working with technology, most recently as an Education Account Executive for Apple Computer. I am here today to speak in favor of HB203 and HB204.

I urge you to move both bills from committee with the strongest possible "do pass" recommendation. I recognize that you have many demands upon your time and many requests for money. Because of the shrinking state budget, some of you will undoubtedly suggest we can't afford to put technology in schools at this time. I would suggest that we can't afford not to.

In 1989, 37% of all American workers used a computer at work. In finance, real estate, and insurance, 71% of the work force used computers on the job. Computers are in 15% of all homes nationwide and in an estimated 34% of our homes in Alaska. At the same time over half of all 4th, 6th, and 8th grade students in Alaska never use a computer in school and less than 10% of our students have access to computers on a daily basis.

(Newsweek 4/8/91; 1991 Alaska Statewide Student Assessment Program)

David Kearns, in his book, *Winning the Brain Race* stated "*The American public school classroom is the country's future in action. We can change and compete, or take the downward path to national decline.*" In Alaska, we risk not only the future of our State, but the very equality of the education we offer our students. Technology is critical to providing equity of educational opportunity across our state at a cost we can afford and sustain. We must prepare all of our students for tomorrow, not just a fortunate few.

Our children live in a world of fast paced change, yet they attend schools still using the industrial model teaching paradigm developed for the 1800's. Schools have to evolve to provide students with the skills they will need tomorrow. As noted education author and speaker David Thornburg states "*We need to prepare students for their future, not for our past.*" We stand at the dawn of the "information age". Yet a recent study showed the average American household has 4-5 times the technology of the typical classroom. It is an unfortunante fact that there are more Nintendos in our homes than computers in our schools.

HB203 and 204 would establish the Alaska Education Technology Fund, infuse it with \$60,000,000, establish a Board to manage the fund distribution on an equitable per student - per teacher basis, and then sunset after 3-1/2 years. If we provide every school with this basic infusion of technology, we can reasonably ask the individual school districts to maintain the investment into the future. This is not a program intended to continue on forever, but rather a needed priming of the pump. It does not and should not compete with the foundation funding program.

I especially want to focus your attention upon the following four points:

First, the program needs to be site based. Every successful technology based program in Alaska shares the common basis that the teachers and administrators on the school site were the primary decision makers in devising the program. After three years of working with virtually every school district in the state, I can't identify a single program driven from the top down that has enjoyed success.

Second, it is critical that 10% or more of the recommended funding be dedicated to Staff Development. As envisioned, this would start with training for each site team before the site plan was even developed and would follow through as the plan was implemented.

Third, we believe a critical support element to be 800 # access to the University of Alaska Computer Network for all schools. The University is an established resource for schools and teachers and the UACN electronic mail system is a proven cost-effective communications medium for technical support.

And fourth, schools that have already invested in technology should not be penalized for having demonstrated that technology works. They should be viewed as an important resource to the majority of schools that have not been so fortunate. They can use the funds to expand and develop their existing programs and to continue to lead the way.

Educators, business leaders, and parents such as I, believe technology can empower both students and teachers. If you agree, please help get HB203 and 204 passed! Not only out of this committee, but through the entire process of House, Senate and Administration. Thank you for your attention and consideration.

Additional Comments:

1. The question of equitably funding small schools was raised. I am very sensitive to this concern. If you examine the attached Funding Model, you will see that it is indeed adjusted to compensate all schools under 220 students for their special needs. The model makes a consistently larger adjustment the smaller the school enrollment.

2. The Committee raised the concern about obsolete computers. Computers in schools have demonstrated useful lives in excess of 10 years. This does not mean that new technology does not outperform old or that the vocational strand does not need more frequent replacement of its computers, merely that by repurposing older units their life is far greater than in a commercial environment. Education requires functionality whereas industry can justify replacement solely upon productivity gains. For example: Apple II computers were first placed in schools in the late 70's. They have outlived their usefulness in the elementary schools, but are ideal units to put into middle and high school science labs. They have a wide assortment of very inexpensive probes (temperature, pressure, light, etc.) available, have the BASIC programming language built in, run a very acceptable spreadsheet / database / word processing program (AppleWorks) that has an extensive array of science templates available either as shareware or for a nominal fee, and are very easy to maintain. Moved into labs these units are likely to have a useful life in excess of 15-20 years. We have no reason to expect today's IBM Model 50 or Apple Macintosh LC to have any shorter a lifespan.

3. Apple Computer has offered to test a program called Student Advantage in Alaska if we pass this (or similar legislation). Student Advantage would make it possible for any student attending a school with a minimum level of technology to purchase a school model computer and printer for use at home at a very attractive price. Essentially, any parent could provide their child with a computer at home for about one year's permanent fund check. If Apple implemented such a program, I am sure that other vendors would find it attractive to follow suit.

Equipment Funding Model

| # of Students | # of Schools | Projected Dollars per school | | | | | Total Dollars per Group |
|-------------------------------|--------------|------------------------------|-----------|-------------|-------------|--|-------------------------|
| | | Hardware | Furniture | Software | MultiMedia | Training | |
| 1 to 20 | 75 | \$8,300 | \$625 | \$2,400 | \$19,200 | \$33,917 | \$4,833,125 |
| 21 to 40 | 63 | \$14,700 | \$1,125 | \$4,800 | \$19,200 | \$44,250 | \$5,296,725 |
| 41 to 60 | 44 | \$20,700 | \$1,500 | \$7,200 | \$19,200 | \$54,000 | \$4,514,400 |
| 61 to 80 | 35 | \$27,100 | \$2,000 | \$9,600 | \$19,200 | \$64,333 | \$4,278,167 |
| 81 to 100 | 35 | \$33,500 | \$2,500 | \$12,000 | \$19,200 | \$74,667 | \$4,965,333 |
| 101 to 140 | 42 | \$45,500 | \$3,250 | \$16,800 | \$19,200 | \$94,167 | \$7,514,500 |
| 141 to 180 | 19 | \$57,900 | \$4,125 | \$21,600 | \$19,200 | \$114,250 | \$4,124,425 |
| 181 to 220 | 25 | \$69,900 | \$4,875 | \$26,400 | \$19,200 | \$133,750 | \$6,353,125 |
| 221 plus | 104 | \$376,350 | \$26,813 | \$140,400 | \$124,800 | \$742,625 | Note 1 |
| Actual \$s for "221 plus" sch | | \$3,763,500 | \$268,125 | \$1,404,000 | \$1,248,000 | \$7,426,250 | \$14,109,875 |
| | | | | | | Subtotal | \$55,989,675 |
| | | | | | | Statewide 800# UACN access | \$1,500,000 |
| | | | | | | Fund Earnings (Note 2,4) | (\$7,200,000) |
| | | | | | | Allowance for inflation (@ 4% annual rate) | \$8,958,348 |
| | | | | | | Fund Board expenses | \$750,000 |
| | | | | | | Projected Fund balance at sunset | \$1,977 |

Note 1 The line below shows actual funds required for the larger schools under the same formula used for the smaller schools above. Using the averages introduces too large an error in the totals.

Note 2 Shown as a negative since these are earnings, all other entries are expenses.

Note 3 Anticipate set-aside amount to be passed to UACN to fund approximately 8-10 years of access (telephone) charges.

Note 4 Assumes fund managed and invested by Dept of Revenue. Approximately 1/2 earnings rate of Permanent Fund.

General This is a model is premised upon every school buying computers, software, and multimedia tools. Not every school will do so, but dollar based models result in very similar per school allowances.

Strictly speaking this model would buy enough computers, software, etc. to assure every student in Alaska a minimum of 3 hours per week access. Every school would have a complete multimedia facility and every teacher (classroom) would have a computer for use in presentation, by students, and for teacher productivity

NOTE: This model is intended to illustrate the rationale for the requested funding only.

Mat-Su Services for Children and Adults, Inc.

5050 Dunbar St., Suite A/ Wasilla, Alaska 99687

(907) 376 - 9270

April 11, 1991

Representative Pat Carney

P.O. Box V

Juneau, AK 99811

Dear Representative Carney,

Re: Designated Fund Request

On behalf of Mat-Su residents with developmental disabilities I want to thank you for taking time out of your busy schedule to personally meet with me when I visited Juneau as part of the key campaign. Your constituents who are concerned about developmental disabilities are most grateful for the \$4,949,900 budget increase for Community Developmental Disabilities Grants that passed the House. This represents a genuine concern for the issues you heard during the key campaign. THANK YOU!

As discussed there is a tremendous transportation problem for Mat-Su residents with developmental disabilities. On behalf of the people we serve I am requesting your consideration of a \$5000 expenditure in designated funds for the purchase of a seven passenger van with wheel chair accessibility. We are making an identical request of Senator Kertula and Representatives Carney and Larson.

Our organization is struggling to meet the transportation needs of over 50 program participants. These demands create a tremendous hardship for our program and staff. During FY90 staff used their personal vehicles to transport clients over 43,000 miles. This year (FY91) projections indicate an increase to over 50,000 miles. The reimbursement rate of \$0.24 per mile barely covers the actual cost of using personal vehicles. Additionally our insurance agent informs us that there is an insurance coverage gap when personal vehicles are used to transport clients. These factors cause undue hardship to employees and the organization in terms of increased cost and stress. We have been advised that the solution to this issue is for the organization to purchase additional vehicles to be used for client transportation. Thus far our efforts to secure funding through DMHDD, UMTA, donations and other sources have been unsuccessful. We were left off the FY92 capital equipment requests submitted by the Governor's Council and the Mental Health Board. We plan to continue our efforts to secure funding for vehicles, however, we need immediate relief.

We understand that you receive many requests for expenditures of the limited designated funds that you have. However, current transportation resources for Mat-Su residents with developmental disabilities are essentially non existent and plans to address this need must be made a priority.

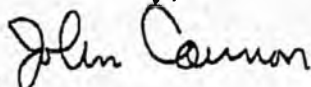
**Budget Request
1991 Seven Passenger
Wheel Chair Accessible Van**

Designated Funds

| | |
|----------------------|-------------|
| Rep. Carney | 5000 |
| Rep. Larson | 5000 |
| Senator Kertula | 5000 |
| Senator Menard | 5000 |
| Donations/local cash | <u>5000</u> |
| Total Cost | 25000 |

Should you have any questions or require any additional information regarding this request please contact me. Thank you for your time in consideration of this request and your continued support of persons with developmental disabilities.

Sincerely,



John Cannon
Program Director



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HR 203 & 204, dated 4-11-91
bill/subject

I Am a mother of two school children and active volunteer in our school, University Park.

We have been very fortunate at UPark to have up to date computers and electronic equipment these past two years as we are a new school. My husband and I have seen the benefits of this technology and a fine teacher, Skip Via. Our children, unlike their parents, are very computer literate, have no hesitation about the use of ~~the~~ electronics as essential tools in this Age of Technology + Information. We want this for all school children in

Signed: Charla Ranch
Testifier

Representing (Optional)
P.O. Box 1491 UAF 99775
Address
474-7680
Phone No.

our state - We also want our children to
articulate into a school (Jr. High, ^{sr.} High) that
will continue to use and improve their
skills.

Please support HB 203 +
204.

Thank - you

Charla Ranch



Lower
Kuskokwim
School
District

Eek School

Ken Schneider, Principal
P. O. Box 50 Eek, Alaska 99578
907/536-5229 FAX # 536-5828

4/10/91

House HESS Committee
Alaska Legislature
Juneau, AK

Dear House HESS Committee Members,

As the principal at Eek School, I am writing to ask for your support of HB 203 - Technology Bill and HB 204 - Technology Funding Bill.

Passage of this bill would give Alaskan schools adequate funding to purchase technology education materials and equipment to help our students stay competitive in a rapidly changing world.

Your support of these bills would be greatly appreciated by the students, parents, and staff of Eek School.

Thank you for your consideration on this important legislation.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Schneider". The signature is written in a cursive, slightly slanted style.

Ken Schneider
Principal

John B. Andrews
5th Grade Teacher
Rabbit Creek Elem.
13650 Lake Otis Pkwy.
Anchorage, AK 99516

Good morning. My name is John Andrews. I'm a 5th grade teacher at Rabbit Creek Elementary here in Anchorage. I've been an elementary school teacher for seven years and have been involved in computer education for 5-13 year old students for about eight years.

I strongly support House Bills 203 and 204.

Currently, at Rabbit Creek, and at many schools around our district, we're trying to teach our students to become productive members of a technologically oriented society. Computers are an integral part of our everyday lives, and educators, parents and other community members see the need for computer instruction in our schools. Unfortunately, we are being asked to provide this instruction without the proper computer equipment.

Our makeshift lab at Rabbit Creek is comprised of 16 computers that range in age from 2-10 years old. At any given time you can walk into that lab and at least one of those computers will be down. Classes are provided with one hour of lab time each week. There are 25-30 students per class, so each child receives about 7 minutes of computer time every week. However, between breaks, switching partners, and overcoming software and hardware problems each student more realistically receives only 10-15 minutes of actual time working on the computer.

Additionally, our computers are inadequate in other ways that are simply inherent to the type of equipment that we have. Many of our monitors cannot handle the 80 column display that is used by our word processing program. The quality of text that is displayed is so poor that students have difficulty reading it.

Another major problem that we face is the limited memory of our computers. The software developed for these machines is often confusing and difficult to use. Imagine the frustrations of a child unable to

accomplish a task simply because the program is not user friendly. It can be a disappointing experience for both teachers and students alike. I have spent weeks guiding fifth graders through the long and sometimes frustrating process of using the Appleworks word processor on an Apple IIe computer. I have also had the experience of teaching the same age group how to use the MicroSoft Works word processor on a Macintosh. Instead of weeks, children met with success in only a few short lessons. The difference is that the Macintosh programs are much more user friendly, and provide children with a much more powerful, interesting, and motivating writing tool.

I have witnessed many successes over the past years, especially since I've been at Rabbit Creek. We've trained students, teachers, and interested parents in the usage of the equipment and software available in our school. We've integrated computers into the instructional process as best we could with what we have at our disposal. Our students are developing their abilities to keyboard, and use word processors, as well as to reinforce their skills through curriculum integrated programs. We've involved parents in the operation of the computer lab. They are an integral, and supportive, part of our instructional technology program.

~~WE HAVE SEEN GREAT PROGRESS APPROACHING~~ → WE HAVE A VISION OF WHERE WE WANT TO GO FROM HERE, BUT
However, those successes are in the past. In order to insure that the children of Alaska are tomorrow's functional members of our computer literate society we need your ~~continued support~~ TO SUPPORT HB 203 & 204 TODAY.

AND ~~THE~~ OUR INADEQUATE EQUIP. IS LEADING US TO A DEAD END.

James E. Fellenberg
5007 E. 25th Place
Anchorage, AK. 99508

Profession: Teacher - Algebra and Technology Education
Place: Clark Junior High School

The following is a list of concerns about the lack of current technologies, such as computers, laser disc players, etc., for use in classrooms or limited supply in other classrooms.

1) Students are expected to develop an understanding of the use and application of computers by using books or videos/films. They are handicapped greatly by not being able to use the real devices. They fail to develop not only the knowledge of its use and capabilities, but also fail the basic understanding of how it works and interfaces with other aspects of life.

2) Students, who do have limited access to computer equipment, realize it can only be found easily accessible in one or two locations in the building. They do not get the opportunity to transfer skills and knowledge from one location to another or even one discipline to another.

3) Technology in every classroom opens the door to true learning by a hands on, activity based process with some real application versus the outdated communication process utilizing just books and teacher lectures.

4) Students using and applying updated technologies may graduate not having touched the latest in equipment, but if they have had the opportunity to experience technologies which are only a few years old, the gap to a successful real life or career transition is only a narrow one. They are much more receptive to the training required to bring them in step.

**TESTIMONY BEFORE THE HOUSE H.E.S.S. COMMITTEE ON
HB 203/204**

Thank you. I'm Lee Wilson. I work with a variety of instructional support programs in the Anchorage School District, including Instructional Technology and Staff Development.

Teachers and principals can give strong testimony about the need for more student access to sophisticated instructional tools. Honestly, I haven't talked to anyone lately who disputes the need. The School District Budget Advisory Commission which is appointed by the municipal Assembly has for several years recommended greater investment in technology. Business people I talk to are appalled by the lack of access by secondary students to what are rapidly becoming "standard tools of commerce." Support within the school board for technology is strong and growing. The superintendent is an outspoken advocate for greater use of technology in schools.

With all this open support, why has the District been unable to meet this compelling need? The answer is simple: the demands on the operating budget are growing each year while the base of support within the foundation program has been unchanged for five years. While we anticipate a budget increase for the coming year, almost all of the additional monies secured will be devoted to meeting the demands of the 2000 additional students we expect to serve. There are numerous districts in the state with fewer than 2000 students total. Community pressure is growing to commit a greater portion of

the operating budget to major maintenance projects; the list of wants in this area exceeds \$200 million.

At best we can hope for enough recurring revenue to insure support and maintenance of a new hardware base for classroom computing, over the next decade. The likelihood that the operating budget will cover a major investment in technology for our students is too small to take seriously. The legislature is our primary hope. We have extended the useful life of the antiquated hardware we now have about as far as we can. We can refurbish it but the cost per unit is typically 2/3 the cost of new, far more powerful and flexible equipment. Without a major influx of resources, specifically targeted to address this issue, our ability to provide learning opportunities relevant to the world as it is and how we think it will be will diminish each year at a time when the pressure to graduate a product with appropriate technical skills expected in the world of work is increasing.

I hope you will see your way clear, not simply to move this bill out of committee, but through the House, through the legislature, and through the Governor. Thank you for your consideration.

Lee Wilson
8410 Pioneer Drive
Anchorage, Alaska 99504

House Health, Education & Social Services Committee

House Bills 203/204 Teleconference

Thursday, April 11, 1991

Lawrence A. Wiget, Ed.D., Supervisor Instructional Technology Services
Anchorage School District
phone: (w) 269-2255

Good morning! My name is Larry Wiget and I am the instructional technology supervisor for the Anchorage School District. It is my responsibility to respond to the needs of principals, teachers and parents for technology in our schools, a job made difficult by a lack of resources not only in Anchorage, but in school districts throughout the state.

Our teachers and our students statewide desperately need computers and other instructional technologies, as well as the training in the use of these technologies. Passage of House Bills 203/204 will help meet these needs.

Several weeks ago, I attended a statewide computer conference here in Anchorage where computer experts from the U.S. and Canada told us that we were doing an excellent job in preparing our students for life in the 1970's, but not for life in the 1990's; and, that the technology we are using in our classrooms is not the technology our students will find in the workplace, nor the technology needed to prepare them to lead successful and productive adult lives in the world in which they will inherit.

As we prepare to enter the rapidly changing and globally competitive world of the 21st century, we must provide our teachers and our students with the technological tools to enhance productivity, master basic skills, improve communication skills, develop critical thinking abilities and foster cooperative learning. Greater access to technology will enable us to accomplish this.

And how do we effectively integrate this technology into our classrooms and into our curriculum? ---- Through Planning and Training!

At the District level here in Anchorage, we provide continuity of program and support, as well as coordination with principals and teachers in the establishment of District technology goals and objectives.

We work with building-level principals, their staffs and their parents to create a site-based technology plan which allows them to choose the technology and the training which meets the instructional and training needs of the teachers and students in their school.

We coordinate with our staff development department to deliver training to teachers; and, we work with our tests and measurement department to

assess the effectiveness of the training and the technology in meeting stated goals.

The intent of House Bill 203 is not only to purchase hardware and software, but to provide the training for its effective use, training which will help us successfully integrate the technology into our curriculum, training which is often omitted in favor of purchasing hardware. We cannot merely provide our teachers and students with the tools, we must train them to use them effectively.

Our District technology planning process ensures this; and, the guidelines for implementing technology presented in House Bill 203 will guarantee it.

Passage of House Bills 203/204 is a major step in enabling our schools to meet the educational challenges of the 21st century. Thank you for your support!

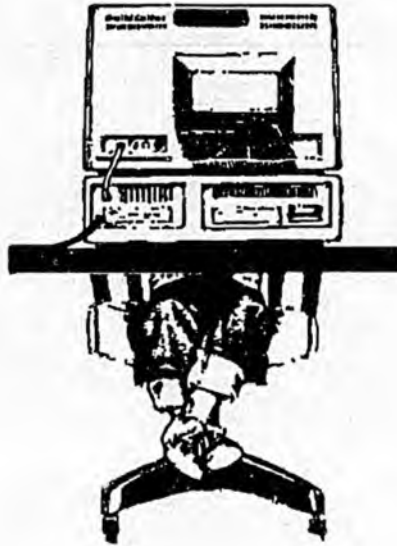


Table of Contents

- HB 203** **An Act establishing the Alaska education technology fund, and relating to publicly funded libraries; and providing for an effective date.**
1. **HB 203**
 2. **Fiscal Note, Department of Revenue**
 3. **SPONSOR BACK-UP MATERIALS**
 4. **Education**

CS FOR HOUSE BILL NO. 203 (HES)

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVES BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

A BILL

FOR AN ACT ENTITLED

1 "An Act establishing the Alaska education technology fund, and relating to publicly funded
2 libraries; and providing for an effective date."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1. FINDINGS AND PURPOSE.** (a) The legislature finds that

5 (1) 75 percent of the labor force in the state is unprepared to deal with rapidly changing
6 technology;

7 (2) the education system can help in creating a trained labor force;

8 (3) schools lack adequate hardware, software, and training for students and teachers in
9 computer technology;

10 (4) in order to implement effective education programs, teacher training and active
11 participation is essential.

12 (b) It is the purpose of this Act to establish the Alaska education technology fund, to provide
13 teachers with training in how to apply education technology in meeting instructional objectives, and to
14 provide the necessary equipment and materials to effectively utilize education technology within the

1 adopted curricula throughout the rural and urban schools of this state.

2 * Sec. 2. AS 14.30 is amended by adding new sections to read:

3 ARTICLE 10. ALASKA EDUCATION TECHNOLOGY FUND.

4 Sec. 14.30.750. ALASKA EDUCATION TECHNOLOGY FUND ESTABLISHED. (a)

5 The Alaska education technology fund is established in the department. The purpose of the fund
6 is to enhance the quality and equity of education at public elementary and secondary schools by
7 providing grants to purchase, install, and maintain instructional equipment and materials related
8 to technology for classroom use, to provide training in the use of the instructional equipment and
9 materials to help students achieve student performance standards, and to provide network access
10 for public schools through the University of Alaska computer network. The fund consists of
11 legislative appropriations to the fund and public or private donations made for the purpose of the
12 fund.

13 (b) A grant application may be submitted to the department by a public school or by a
14 school district on behalf of a public school. The department shall award grants from the fund
15 to a school district or to a public school grantee selected by the committee.

16 Sec. 14.30.760. POWERS AND DUTIES OF THE COMMISSIONER OF REVENUE.

17 The commissioner of revenue is the treasurer of the fund and has the following powers and duties
18 under this section:

19 (1) to act as official custodian of the cash and investments belonging to the fund
20 by securing adequate and safe custodial facilities;

21 (2) to collect the principal and income from investments owned or acquired by
22 the state treasury and deposit the amounts in separate principal and income accounts for the fund;

23 (3) to invest and reinvest the assets of the fund as provided in this section and
24 as provided for the investment of retirement funds under AS 14.25.180;

25 (4) to exercise the powers of an owner with respect to the assets of the fund;

26 (5) to do all acts, whether or not expressly authorized, that the commissioner of
27 revenue considers necessary or proper in administering the assets of the fund;

28 (6) to maintain accounting records of the fund in accordance with investment
29 accounting principles and with distinction between the principal and income accounts of the fund;

30 (7) to engage an independent firm of certified public accountants to annually audit
31 the financial condition of the fund's investments and investment transactions;

1 (8) to enter into and enforce contracts or agreements considered necessary for the
2 investment purposes of the fund;

3 (9) to report to the department the condition and investment performance of the
4 fund.

5 Sec. 14.30.770. EDUCATION TECHNOLOGY GRANT COMMITTEE. (a) The
6 Education Technology Grant Committee is composed of seven members appointed by the
7 governor. The governor shall appoint

8 (1) four members who are educators with demonstrated education technology
9 experience;

10 (A) one from a district with 15,000 or more students;

11 (B) one from a district with at least 6,000 but less than 15,000 students;

12 (C) one from a district with at least 1,000 but less than 6,000 students; and

13 (D) one from a district with less than 1,000 students;

14 (2) one member with demonstrated education technology experience who is
15 employed by the University of Alaska;

16 (3) one member with demonstrated education technology experience who is
17 employed by the department; and

18 (4) one public member.

19 (b) The committee shall review grant applications and award grants to school districts
20 or public schools from the fund. In reviewing grant applications, the committee shall incorporate
21 the school's or district's plan for utilizing new equipment and materials, and shall consider the
22 school's or district's provisions for initial and ongoing training for teachers in curriculum
23 application and implementation, the completeness and consistency of the application, and the
24 relationship between the application and the board's standards for student performance. In
25 awarding grants, the committee shall develop appropriate guidelines to ensure an equitable
26 distribution of grant funds. The committee shall recommend to the department the best method
27 for providing statewide teacher training on the application and implementation of education
28 technology as a part of the classroom curriculum.

29 (c) Members of the committee serve without compensation but are entitled to receive per
30 diem and travel expenses authorized for boards and commissions under AS 39.20.180.

31 Sec. 14.30.780. DEFINITIONS. In AS 14.30.750 - 14.30.780,

1 (1) "committee" means the Education Technology Grant Committee;

2 (2) "district" has the meaning given in AS 14.17.250;

3 (3) "fund" means the Alaska education technology fund.

4 * Sec. 3. AS 14.56.030 is amended to read:

5 Sec. 14.56.030. STATE LIBRARY DUTIES. The department shall undertake state
6 library functions that will benefit the state and its citizens, including:

7 (1) coordinating library services of the state with other educational services and
8 agencies to increase effectiveness and eliminate duplication;

9 (2) providing reference library service to state and other public officials;

10 (3) providing library services and administering state and other grants-in-aid to
11 public libraries, including publicly funded libraries, to supplement and improve their services,
12 the grants to be paid from funds appropriated for that purpose [,] or from other funds available
13 for that purpose;

14 (4) providing library service directly to areas in which there is not sufficient
15 population or local revenue to support independent library units;

16 (5) distributing financial aid to public libraries for extension of library service to
17 surrounding areas and to improve inadequate local library service under regulations adopted by
18 the department;

19 (6) offering consultant service on library matters to state and municipal libraries,
20 community libraries, school libraries, and libraries in unincorporated communities;

21 (7) serving as a depository for state and federal publications concerning Alaska;

22 (8) applying for, receiving, and spending, in accordance with AS 37.07 (the
23 Executive Budget Act), federal, state, or private funds available for library purposes;

24 (9) recording and distributing the election pamphlet provided for by AS 15.58 to
25 libraries throughout the state for use by blind voters;

26 (10) establishing and charging fees for reproduction, printing, and handling costs
27 [,] for mailing and distributing state publications and research data [,] and for other services
28 authorized by this chapter;

29 (11) operating and maintaining the Alaska State Archives under AS 40.21.

30 * Sec. 4. Before accepting grant applications under AS 14.30.075(b), enacted in sec. 2 of this Act
31 the Department of Education shall conduct a statewide education technology and grant writing seminar,

1 available to all public schools and school districts.

2 * Sec. 5. AS 14.30.750, 14.30.760, 14.30.770, and 14.30.780 are repealed December 31, 1996.

3 * Sec. 6. This Act takes effect July 1, 1991.

FISCAL NOTE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. HB 203

Revision Date: March 11, 1991

Department Affected: Revenue

Title: An act establish the Alaskan Education Technology fund

BRU: Treasury

Sponsor: Brown

Component: _____

Requestor: HESS

Component Serial No. _____

| | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

Expenditures/Revenues: (Thousands of Dollars)

| OPERATING | FY 92 | FY 93 | FY 94 | FY 95 | FY 96 | FY 97 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| PERSONAL SERVICES | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| TRAVEL | | | | | | |
| CONTRACTUAL | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 |

| | | | | | | |
|---------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|---------|--|--|--|--|--|--|

| | | | | | | |
|---------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|---------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| GENERAL FUND | | | | | | |
| FEDERAL FUNDS | | | | | | |
| OTHER | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 |
| TOTAL | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 | 25.0 |

POSITIONS:

| | | | | | | |
|-----------|--|--|--|--|--|--|
| FULL-TIME | | | | | | |
| PART-TIME | | | | | | |
| TEMPORARY | | | | | | |

Estimate of current year impact: _____

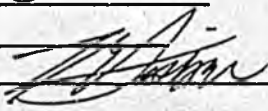
ANALYSIS: Basic personal services and contractual costs for investment management, accounting, auditing, and custodial services for a trust fund within the Treasury division.

Prepared by: Brian C. Andrews 

Phone: 465-2350

Division: Treasury

Date: March 11, 1991

Approved by Commissioner: 

Agency: Revenue

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

SPONSOR STATEMENT

HB 203/204 - Establishing an Education Technology Fund

HB 203

HB 203 would provide for education technology in Alaska's public elementary and secondary schools.

Specifically, the legislation would:

- 1) **Establish an Education Technology Fund in the Department of Education.** The purpose of the fund is to provide one-time grants to public elementary and secondary schools to purchase, install, and maintain education technology in the classroom.
- 2) **Establish an Education Technology Grant Committee, consisting of seven members, appointed by the Governor.** The Committee would review grant requests using specified criteria and award grants to individual schools or school districts.
- 3) **Expand the duties of the state libraries system.** The state library would be able to provide grants to all publicly funded libraries to expand and update database and information network systems.

Discussion

Look around you. In this room, and every room in the Capitol Building there are computers. In the past, computers were considered to be nothing more than revolutionary word processors. Today, they act as gateways to a wealth of information unheard of as little as five years ago.

Technology now reaches beyond basic keyboarding skills. Interactive multimedia centers combine telecommunications, satellite systems, and videodiscs that open new doors to students. Databases, documentaries, and dramas offer a glimpse into a rich and diverse world. Student's interests become more global, and provide the incentive to learn how to further access information.

As a state, we can no longer afford to neglect this issue. A recent national poll indicated that on the job computer use has increased from 25 percent in 1984 to 37 percent in 1989. Each year businesses spend approximately \$250 billion to train and upgrade the skills of employees. In spite of the increasing

prevalence of computers in the work place, innovative applications of education technology have been lacking in our schools.

Education Technology has the potential to act as an equalizer in education, and to assist with the delivery of quality education in rural Alaska. This is essential to insure that our students are prepared to meet the needs of the business community in the future.

Alaskans cannot afford to be followers in the technological revolution. We need to become leaders.

HB 204

House Bill 204, as a companion measure, would appropriate \$60 million from the general fund to the Education Technology Fund. In addition, \$3 million would be appropriated from the general fund to the state libraries system to provide grants to all publicly funded libraries to expand and update database and information network systems.

SECTIONAL ANALYSIS

HB 203 — Education Technology Fund & State Library Duties

Section 1

Findings and Purpose.

Section 2

The Alaska Education Technology Fund is established in the Department of Education. The purpose of the fund is to provide one-time grants to public elementary and secondary schools to purchase, install, and maintain education technology in the classroom. The Commissioner of Revenue is designated as treasurer of the fund.

An Education Technology Grant Committee, consisting of seven members, is appointed by the governor. The Committee shall review grant requests using specified criteria and award grants to individual schools or school districts. Members of the Committee serve without compensation but are entitled to receive per diem and travel expenses.

Section 3

AS 14.56.030 is amended to allow the state library to make grants to publicly funded libraries.

Section 4

Sunset clause. The Alaska Education Technology Fund established by this legislation is repealed December 31, 1994.

Section 5

Effective date of July 1, 1991.

HOUSE BILL NO. 203

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

Introduced: 3/8/91

Referred: Health, Education & Social Services, Finance

A BILL**FOR AN ACT ENTITLED**

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15 (3) one member with demonstrated education technology experience who is
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5 library functions that will benefit the state and its citizens, including:

6 (1) coordinating library services of the state with other educational services and
7 agencies to increase effectiveness and eliminate duplication;

8 (2) providing reference library service to state and other public officials;

9 (3) providing library services and administering state and other grants-in-aid to
10 public libraries, including publicly funded libraries, to supplement and improve their services,
11 the grants to be paid from funds appropriated for that purpose [,] or from other funds available
12 for that purpose;

13 (4) providing library service directly to areas in which there is not sufficient
14 population or local revenue to support independent library units;

15 (5) distributing financial aid to public libraries for extension of library service to
16 surrounding areas and to improve inadequate local library service under regulations adopted by
17 the department;

18 (6) offering consultant service on library matters to state and municipal libraries,
19 community libraries, school libraries, and libraries in unincorporated communities;

20 (7) serving as a depository for state and federal publications concerning Alaska;

21 (8) applying for, receiving, and spending, in accordance with AS 37.07 (the
22 Executive Budget Act), federal, state, or private funds available for library purposes;

23 (9) recording and distributing the election pamphlet provided for by AS 15.58 to
24 libraries throughout the state for use by blind voters;

25 (10) establishing and charging fees for reproduction, printing, and handling costs
26 [,] for mailing and distributing state publications and research data [,] and for other services
27 authorized by this chapter;

28 (11) operating and maintaining the Alaska State Archives under AS 4 . . .

29 * Sec. 4. AS 14.30.750, 14.30.760, 14.30.770, and 14.30.780 are repealed December 31, 1994.

30 * Sec. 5. This Act takes effect July 1, 1991.

HOUSE BILL NO. 204

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE BROWN, MacLean, B.Davis, Koponen, Ellis, Bruckman, Ulmer

Introduced: 3/8/91

Referred: Health, Education & Social Services, Finance

Funding Information: General Fund \$63,000,000

Other Funds -0-
\$63,000,000

A BILL

FOR AN ACT ENTITLED

1 "An Act making special appropriations for the Alaska education technology fund and
2 grants for publicly funded libraries; and providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. Contingent on the enactment of an Act passed by the Seventeenth Alaska State
5 Legislature creating the Alaska education technology fund, the sum of \$60,000,000 is appropriated from
6 the general fund to the Alaska education technology fund.

7 * Sec. 2. Contingent on the enactment of an Act passed by the Seventeenth Alaska State Legislature
8 amending AS 14.56.030 to authorize grants to publicly funded libraries, the sum of \$3,000,000 is
9 appropriated from the general fund to the Department of Education, division of libraries, for grants to
10 publicly funded libraries for library computer automation and resource sharing systems.

11 * Sec. 3. The appropriations made by this Act lapse June 30, 1994.

12 * Sec. 4. This Act takes effect July 1, 1991.



MORE WEAKNESSES ARE REVEALED IN ANCHORAGE'S EMERGENCY RESPONSE CAPABILITY WHEN A POTHOLE SWALLOWS A FIRE TRUCK, AN AMBULANCE, AND SEVERAL LOOSE DOGS.

Best foundation for future is education

Is there a reason why it's so much easier to get legislators and governors fired up about construction projects than about spending money to produce stable, well-educated citizens?

Let's get specific: Why have we committed tens of millions to a demonstration coal power plant to produce power we don't need at prices higher than we now pay while funding day-care assistance at barest minimums — and arguing about even that?

Why is it that most politicians get hot and bothered by dams and port projects but seize up at the mention of community block grants? Why can they coolly calculate payoffs from causeways and deep-sea pipelines costing hundreds of millions of dollars but fail to see the value of Head Start programs that have proven effective in keeping marginal kids in school?

We'll readily spend \$50 million on a new prison, but choke on hiring inspectors to keep day-care centers operating safely. Does it occur to the people making these decisions that they're just pay-



HOWARD WEAVER

ing at the wrong end of the pipeline?

To be fair, not everybody in Juneau misses the point. It was a politician whose recent quote started me thinking along these lines. Rep. Niilo Koponen of Fairbanks capsulized it well when he observed, "Criminals don't come out of the woodwork. They come out of the second grade."

Increasingly, many experts would argue, second grade is too late to consider this issue. Formative years begin far younger than that, and the inescapable fact is that our society increasingly forces parents to commit

kids in those tender stages to the care of strangers with uncertain qualifications.

The dam builders and port planners will surely argue that their special spending interests represent "infrastructure" — concrete investments in the future designed to generate jobs and wealth. They will say day-care assistance is just an operating budget line-item, spent today and gone tomorrow.

To begin with, let's acknowledge the need for concrete. I'm only arguing that it would be easy to pay for a host of needed additional programs if we could just avoid the genuine turkeys in the Cement Budget.

(We need to pay for roads, for instance. But before we spend untold millions on a road to Cordova, shouldn't we buy ourselves a decent road to Eagle River?)

Take the proposed Fire Island port — the one with no customers yet, and nothing much to ship through it. It's projected to cost better than \$250 million, even according to the traditionally optimistic estimate of its proponents. Do you have

any idea how much quality day care \$250 million would buy?

Truth to tell, there is no more cost-effective investment in Alaska's economic future than the production of mentally healthy citizens with skills and attitudes that are going to be useful in tomorrow's marketplace. There's will be a world increasingly oriented toward information and internationalism, and they will need all the help they can get competing in it.

But will we spend the money to help them? For about \$60 million, we could fund a plan to bring real technological literacy to every school in Alaska — grants for computer labs, specialized teachers and enough hardware to give kids ready, easy access.

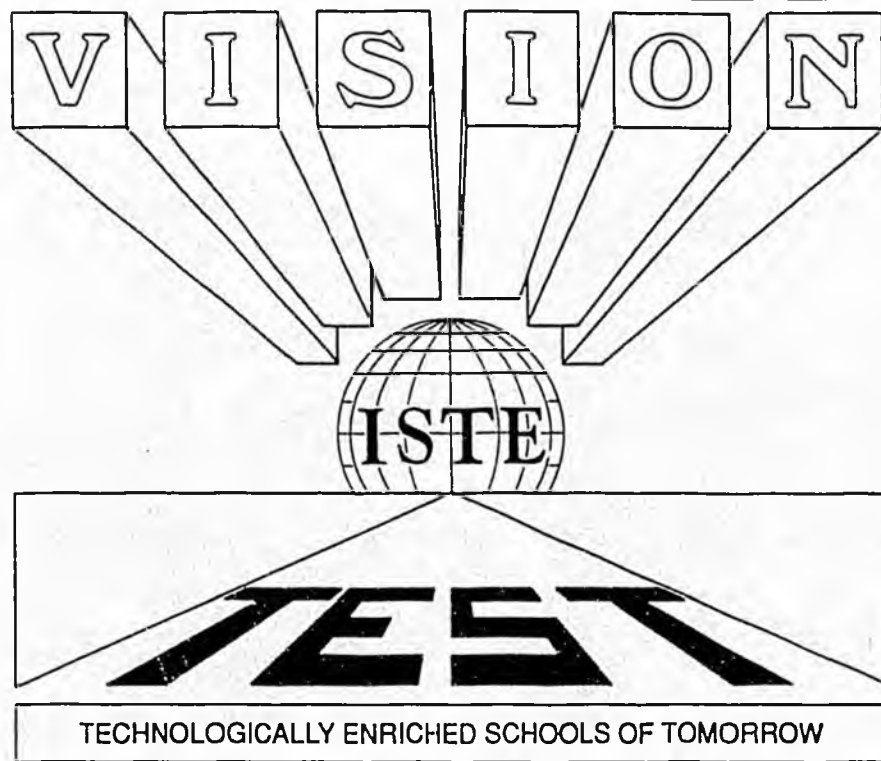
There's a bill to do just that in the House this session — right alongside the turkey coal plant at Healy. Want to bet on which one gets the bucks?

□ Howard Weaver is editor of the Anchorage Daily News.

Bush causes longing for the Reagan years

School Dropouts, Economics, and Technology

by Lud Braun



This article is excerpted from Vision:TEST (Technologically Enriched Schools of Tomorrow) Final Report: Recommendations for American Educational Decision Makers. The Vision:TEST project, carried out by ISTE with funding from IBM, involved 150 leading educators at all levels in a study of the potential that technology offers to education. Copies of the Vision:TEST report and related videotapes may be purchased through the ISTE office.

During the same period, the decline for Hispanic young men was 38.6%; for young black males it was 61.3%.

In terms of the current state of our economy, the consequences of dropping out of school and/or not achieving at full potential are summarized below (Taggart, 1987):

One of the great tragedies of the educational system of the United States is that one child in four who enters school as a starry-eyed kindergartner will be seriously handicapped in realizing the American dream of success and a secure family life because that child will not graduate from high school. If that kindergartner lives in the inner city, the chances that the child will not graduate from high school rise to one in two or worse.

In the past, this tragedy has been mitigated by the easy availability of jobs at which one could spend a lifetime and through which one could maintain a middle class standard of living without a high-school education. As we move into the Information Age, where technology plays an increasing role in business and industry, such jobs are disappearing. (For example, one of the major national fast-food restaurant chains is planning to almost totally automate its fast-food restaurants, eliminating many jobs currently available to ambitious but under-educated people.)

The existence of school dropouts is socially unacceptable and has dire consequences for business. The waste of potentially productive lives cannot be tolerated in a society that values the life of each of its citizens. Even if, as a nation, we wish to ignore the social dimension of this waste, we cannot ignore its business consequences. As we move into the Information Age, businesses need highly-skilled employees in increasing numbers. For the sake of our national economic health, we cannot accept a generation of increasing numbers of under-prepared workers. Both for humanitarian and for business reasons, we must consider the immediate future as the Era of Human Capital Development.

A recent report focusing on at-risk youth warns that "We are on the way to creating a soup-kitchen labor force in a post-industrial economy." (MDC, Inc., 1988.) It points out that the real mean earnings of male high school dropouts between the ages of 20 and 24 declined 41.6% between 1973 and 1984.

- The dropout realizes only 64% of the income of a high school graduate achieving at grade level; high school graduates average 1.6 times the lifetime income of dropouts; people with 1-3 years of college average 1.7 times and those who graduate from college average twice the income of dropouts.
- Each year of added schooling reduces by one-third the likelihood that a person will receive food stamps or cash assistance.
- In 1979, among women who were 17-21 years old, 7.7% gave birth out of wedlock.
- Among non-institutionalized males over 19, 7.7% were arrested in 1981; among those with high school diplomas, 93.5% fewer were arrested than those who had dropped out.
- Parents with more education have children with better basic skills; basic-skills deficiencies often continue from generation to generation.

Taggart cites the experience gained from a national program carried out by the Remediation and Training Institute in which tens of thousands of people have experienced typical gains of 1.1 grades in reading and 1.6 grades in mathematics skills through the intensive use of educational technology. These results were achieved in an average of 50 hours of instruction at an average cost of \$300 per student. These gains were realized in a population that included single parents, welfare recipients, people who read below seventh-grade level, and dropouts.

Taggart has proposed a comprehensive Agenda for Action that is too extensive for description here; however, his demonstrated success and his detailed study of the effects of technology on dropouts with reduced levels of basic skills are worthy of careful study by educational decision makers at all levels.

In a long-term study of educational system reform and the impact of dropouts, Robert Gholson of IBM observes (1990, August):

- 80% of the jobs that will exist in the year 2000 do not exist today; 70% of these will require two years of education beyond high school, and 35% will require four years of education beyond high school.
- The half-life of the knowledge of an engineer (the time it takes for half of an engineer's specialized knowledge to be replaced by more current knowledge) is 3.2 years. This suggests the necessity for lifelong learning.
- Most jobs currently held by dropouts will be done by robots in the year 2000 (see the comment about automation plans of fast-food restaurants above).

Gholson has developed a model of the economic impact of dropouts that is known as the Colorado Model. Among the inputs to this model are: total student population; dropout rate; percentage of dropouts who go on welfare; percentage of dropouts who go to prison; costs of welfare and of incarceration; costs of current dropout prevention programs and remediation costs; costs of adult literacy programs; and wage rates for dropouts, high school graduates, and college graduates. After all inputs are entered into the model, in a hypothetical state with a population of 500,000 students, the cost of dropouts (including lost tax revenue because of low annual incomes of dropouts, and costs of dropout-prevention programs, incarceration, and welfare) over a four-year period is \$1


billion. This cost amounts to \$500 per student per year. The existence of dropouts drains state-wide resources that could be invested in educational enhancements for all children statewide, including the at-risk students.

If we wished to carry the Colorado Model to its logical conclusion, we would extrapolate the welfare costs over the lifetime of the recipient (typically \$200,000-\$400,000); we would add the long-term cost of the children of dropouts (many of whom will become dropouts themselves); we would add the costs of recidivism among dropouts who are incarcerated; and we would add the costs of additional pregnancies among female dropouts. We shall leave these out of the current discussion to ensure that the conclusions are conservative. In addition, we do not account for the real, but unquantifiable, social cost of unrealized contributions to society of people who do not reach their intellectual potential, the social cost of unstable families of dropouts, or the cost of the stigma of failure among these dropouts.

Using the most conservative estimates, then, we conclude that school dropouts cost our nation \$500 per student per year. This economic loss is a combination of direct costs and unrealized tax income. If we identify some way of dramatically reducing dropout rates, we can realize significant savings. If we cut the dropout rate by half, we can realize a reinvestment potential of \$250 per student per year, nationally. With 43 million students enrolled in our public schools in 1990-91, this is a reinvestment potential of \$11 billion per year nationwide that can be used to provide funds needed to purchase hardware and software to improve the educational environment of all students, as well as to provide funds for teacher training and to provide teachers with the time and support they need to integrate technology into their classrooms. Gholson has used his model to extrapolate these results over the next several years. (Gholson, 1990, September). The annual reinvestment potential, which is \$11 billion in 1990, totals several hundred billion dollars over the next decade, an amount which, if directed to the improvement of our educational system, would have an enormous impact on the preparation of our children for the 21st century.

In addition to the reinvestment potential identified above, we should consider the fact that U.S. industries and businesses spend \$25 billion annually developing basic skills among their employees. These funds, com-

bined with the \$11 billion identified above, represent a total of \$36 billion that the United States is spending to compensate for inadequacies in our educational system. It seems clear that, if an effective way can be found to reduce dropout rates and to improve basic skills, this nation has a significant sum to use to support improvements in our educational system without requiring any additional revenues! It should be noted here that the money we are talking about is real money—money that comes from eliminating costs of programs that will become unnecessary, and from added revenues based on increased earnings among those children whose education is improved through reinvestment.

Technology combined with properly trained teachers offers a dramatic solution to the dropout problem. The successes I have described elsewhere in the *Vision: TEST Final Report* (Braun, 1990) suggest that we can cut dropout rates at least in half and we can significantly increase the basic-skills levels of our students. Further, we can improve the levels of problem-solving, decision-making, communication, and other skills among students at all age and ability levels if we provide schools with adequate amounts of technology and provide teachers with professional development activities to learn how to use the new technologies and apply them in their own work and in the design of student learning activities. These technologically enriched classrooms can inspire all students to achieve at levels beyond anything possible in conventional classrooms. 

[Ludwig Braun, c/o ISTE, 1787 Agate Street, Eugene, OR 97403; CompuServe 7014.2117; Bitnet ISTE@Oregon.]

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Rainbow Educational Video

Classroom Technology And Its Global Connections

By Jane Boston, Adrian Chan
and Gary Mukai

The vignettes which follow describe three such approaches.

WE LIVE IN A SOCIETY in which every space of public and, increasingly, private life is influenced by technology. New and emerging forms of media have opened windows into the world's many cultures and brought us up to speed with the pace of current events. Through the use of technology, many schools are adapting their curricula to reflect changes in our interdependent world. Students are developing critical thinking and perspective talking skills, gaining an appreciation of other cultures and actively participating in decision-making exercises in their own communities and beyond.

Jane Boston is the Interim Director of the Stanford Program on International and Cross-Cultural Education (SPICE) at Stanford University. Adrian Chan is the Project Coordinator of the Soviet Union and Eastern Europe Project of SPICE. Gary Mukai is the Project Coordinator of the Japan Project of SPICE.

Satellites, Computers and Penpals

It's Halloween, and dressed in all of the Ninja Turtle, Bart Simpson, Pirates of the Caribbean and Karate Kid costumes is a bubbly group of kindergartners at Jeanne R. Meadows Elementary School in San Jose, California. Behind their masks, I see that 90% of them are Asians — Vietnamese, Chinese, Cambodian, Japanese and Filipino. The other 10% are of European or Latin American descent. How many of them realize that their ninja and karate costumes originated in Japan? Do they know there's a Disneyland near Tokyo?

The themes of the newly established (1990) Meadows School are global understanding and interdependence. Eleanor Kitagawa, kindergarten teacher at the Meadows School, skillfully directs her class in Halloween activities. Above the jack-o-lanterns, Drachmas and orange-frosted cookies, is a large-

please turn to page 48

screen television connected to a videotape player located in the media center of the school. Lynne Hopkins, principal, has ambitious plans for utilizing technology to help children understand the theme of global understanding. A satellite dish has also been installed and plans are underway for Meadows' students to interact with penpals in other parts of the world.

Today, Kitagawa has decided to show *My Day*, a video profiling a

day in the life of a child in Japan. Students are quick to spot cultural similarities and differences. Masafumi, a young boy in Japan, wakes up to a breakfast of raw eggs, baked fish, seaweed and soy bean paste soup. At school, however, he has a lunch of meat cutlet, spaghetti, bread and milk. After school, Masafumi enjoys going to the candy store and playing ninja, but he has to spend time doing homework too. In sharp contrast to textbooks, videos allow limited or non-English speakers to better understand

other cultures and expose students to the sights and sounds of foreign places and languages, important elements of global education. Later Kitagawa helps her students write letters to penpals in Japan.

Storyboards and Video Presentations Via Networked Computers

In Pat Sheltren's eighth grade classroom at Ravenswood Middle School in East Palo Alto, California, students huddle around Macintosh workstations, conceptualizing, researching, sorting, organizing and editing digitized images, sounds and text into presentations. The MediaWorks project gets the young learners actively engaged in their community. Using topics that cover different subject areas, they conduct and videotape interviews, research newspapers and maga-

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The Media Works project gets the young learners actively engaged in their community.

zines and watch TV documentaries and special reports. Students then use SuperCard storyboards on their six networked computers to paste together their presentations. Working in their interdependent groups, they come to appreciate the different abilities and perspectives each of them brings to the project. Where one makes a good editor, others demonstrate talent in choosing sounds or images, or in solving bugs in the technology.

One project constructed by 12 eighth grade girls focussed on the issue of redevelopment in their lower income community of East Palo Alto. For example, they juxtaposed an interview with a real estate developer with the views of people living there and views of fellow students. Students followed the issue

in the newspaper, and in four weeks produced a video presentation containing animated and still images, sounds and text. They had examined the development project from multiple perspectives, weighed the planned hotel's costs and benefit to the community and considered how these should be measured. Later, students were able to reflect on their experience while looking at issues of development.

Computer-Based Telecommunications System

Imagine a portable classroom with wall-to-wall bulletin boards covered with computer paper. Messages from other "countries," weather reports and research notes fill every available inch of wall space. Excited students move about the classroom and the noise level rises as they share ideas and respond to new information. Students give up spring break time to return to the school to work. This is not a description one would ordinarily give to a required senior high school economics class, but fits the one taught by Vicky Dewar at Turlock High School in Turlock, California. Embedded in a one-semester economics class is a simulation which links Dewar's students to 19 other classrooms in nine states, Canada and Argentina through a computer-based telecommunications system.

During the first quarter, Dewar's students study a more traditional economics curriculum, but the second quarter is consumed entirely as they apply and extend their learning through preparation for and participation in the simulation. Students first become "experts" in the economic, political and social systems of the countries with which they will be negotiating. Next they prepare in depth for the country they represent. This year it will be the United Kingdom. According to Dewar, there is not a more effective teaching strategy to develop students understanding of the complex and changing international economic system.

The program, which requires a single computer with a modem, a printer and a telephone line, was initiated by a collaborative ar-

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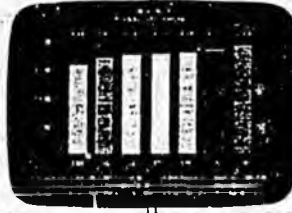
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in the newspaper, and in four weeks produced a video presentation containing animated and still images, sounds and text. They had examined the development project from multiple perspectives, weighed the planned hotel's costs and benefit to the community and considered how these should be measured. Later, students were able to reflect on their experience while looking at issues of development.

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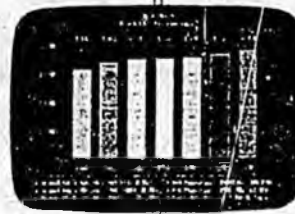
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range between the school district and the Program on International and Multicultural Education (PIME) at California State University, Stanislaus. PIME's co-director, Dr. Pail Magnelia, linked Dewar to the telecommunications program with some financial support from the California International Studies Project managed by Stanford University. The ongoing success of the class has earned it a firm place in the school district's program and budget.

Today's educators face the challenge of how best to foster the knowledge and understanding students need to keep up with the rapid pace of change in this increasingly interdependent world. When logically embedded and woven into the curriculum, the use of technology in our schools can help meet the goals set forth by schools like Meadows, Ravenswood and Turlock.

The students not only created the graphic but also created brochures for the events.

The experience is not always without hitches, of course — the use of technology always introduces new and unforeseen problems. But Pat Sheltren tells a story about an eighth grader who delivered his presentation to educators and project managers at a large computer company one summer. His system crashed during the middle of the presentation. Sheltren stood at the back of the room and watched as her shy ESL student casually explained that these things happen every once in a while and not to worry, he could reboot the machine and be back in the swing of things just a moment. If that doesn't demonstrate a learned familiarity with technology and the ability to adapt to a changing world, what does? ■

a client/producer relationship. When a teacher or an administrator requests a product from the Video Rangers, a student is assigned as producer. The student then sets up a meeting with the client to discuss the project. During the development of the project, the student consults with the client several times to make sure that the product is meeting the client's needs. Some of the desktop publishing products created by students include newsletters, forms, brochures, overhead transparencies and programs for events.

Great and exciting opportunities are on the brink for our students. With whole language as an area of instructional focus for our Chapter I students (grades K-2), Chapter I teachers have been given an Apple IIGS computer, an ImageWriter printer and specially chosen software. Since desktop publishing is a natural avenue for whole language development, *Print Shop* was chosen so students could begin with some simple desktop products. Young students will learn to make cards (perhaps a get-well or birthday card for one of the characters in a story they've read), signs (to advertise a "good" book or as a book jacket cover for their own books) and personalized stationary.

As students begin to develop writing skills, we needed a program that would allow them to create and illustrate their writing. The software package chosen for this purpose was *Children's Writing and Publishing Center*. Students will be able to write and illustrate their own stories and learn about the importance of editing at the same time. Choosing fonts and graphics is a big plus in this user-friendly program and is a natural motivator for students and teachers alike. *The Comic Book Maker* (Pelican, Farmington, CT) and *Big Book Maker* (Pelican) also offer students an opportunity to create original stories often found in the books in the media center.

Another curriculum area where plans are in operation to introduce desktop publishing is Industrial Technology. Plans include a communication strand of all levels of the Vocational Education curriculum. Junior High Industrial Tech-

nology teachers plan to use desktop publishing as one component in the communication unit with all junior high students. *Publish It* and *CAD-Apple* (T&W Systems) were chosen for this course. *CADApple* offers future possibilities for students to incorporate their CAD drawings with desktop publishing as well. One of the possibilities is to have students use the CAD program to design a product, and then incorporate that design into their desktop publishing program and create an advertisement to promote their design.

Students give up spring break to return to the school to work.

Students choosing Industrial Technology at the high school level will have the opportunity to continue their desktop publishing skills through the communication strand of the curriculum. At this level, the students will work with several computer programs to produce products that relate to their field of study. They will learn how several different programs can be used together to create advertisements, newsletters and diagrams. The CAD program chosen for the high school students is *CADKey* (CAD Key, Inc., Manchester, CT).

As you can see, desktop publishing is alive, well and growing in popularity for students and teachers alike in the Dubuque Community School District in Iowa. As students continue to work with desktop publishing, they are developing the necessary skills of writing, editing and creating as well as the higher level thinking skills of analysis, synthesis and evaluation. Many exciting opportunities await our students in the 21st century and desktop publishing offers one way students will be prepared to face those challenges. ■

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

Global Mind Change

The Challenge of Restructuring Education

David Thornburg, Ph.D.

Thornburg Center for Professional Development
1561 Laurel, Ste. A, San Carlos, CA 94070 (415-508-0314)

Restructuring may come from the top or from the bottom but, either way, our schools will undergo a tremendous transformation before the end of the century.

Why restructure?

The future isn't what it used to be.

Arthur C. Clarke

We need to prepare students for their future, not for our past.

When will your child be your age now?

Too many students spend their school careers leaning on their shovels.

William Glasser, The Quality School

The American public school classroom is the country's future in action. We can change and compete, or take the downward path to national decline.

David Kearns, Winning the Brain Race

Technology in the home...

| | |
|------------------|-----|
| Telephone | 99% |
| Color Television | 96% |
| VCR | 68% |
| Cable | 50% |
| Computer | 23% |
| Video Projector | 6% |
| Satellite Dish | 3% |
| Copier | 3% |
| Fax Machine | 2% |

(Figures for 1990, obtained from the Electronic Industries Association.)

Note, 14% of all households fall below the poverty level.

Technology in the Classroom?

Technologically, we have 19th century classrooms for 21st century students.

Paradigm Paralysis...

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain of its success, than to take the lead in the introduction of a new order of things, because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new.

Machiavelli

Assessment...

What gets measured gets done.

Tom Peters

What you test is what you get.

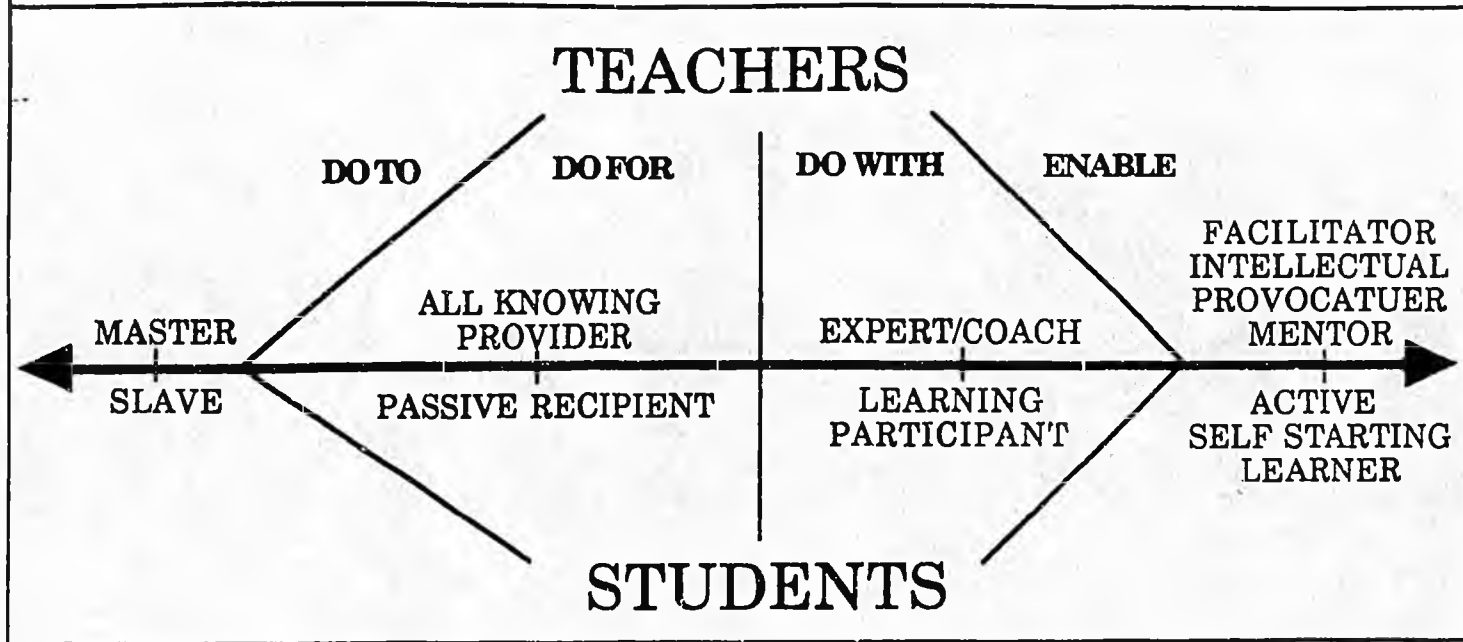
Anon.

Performance-based assessments have moved us beyond the bubble sheet.

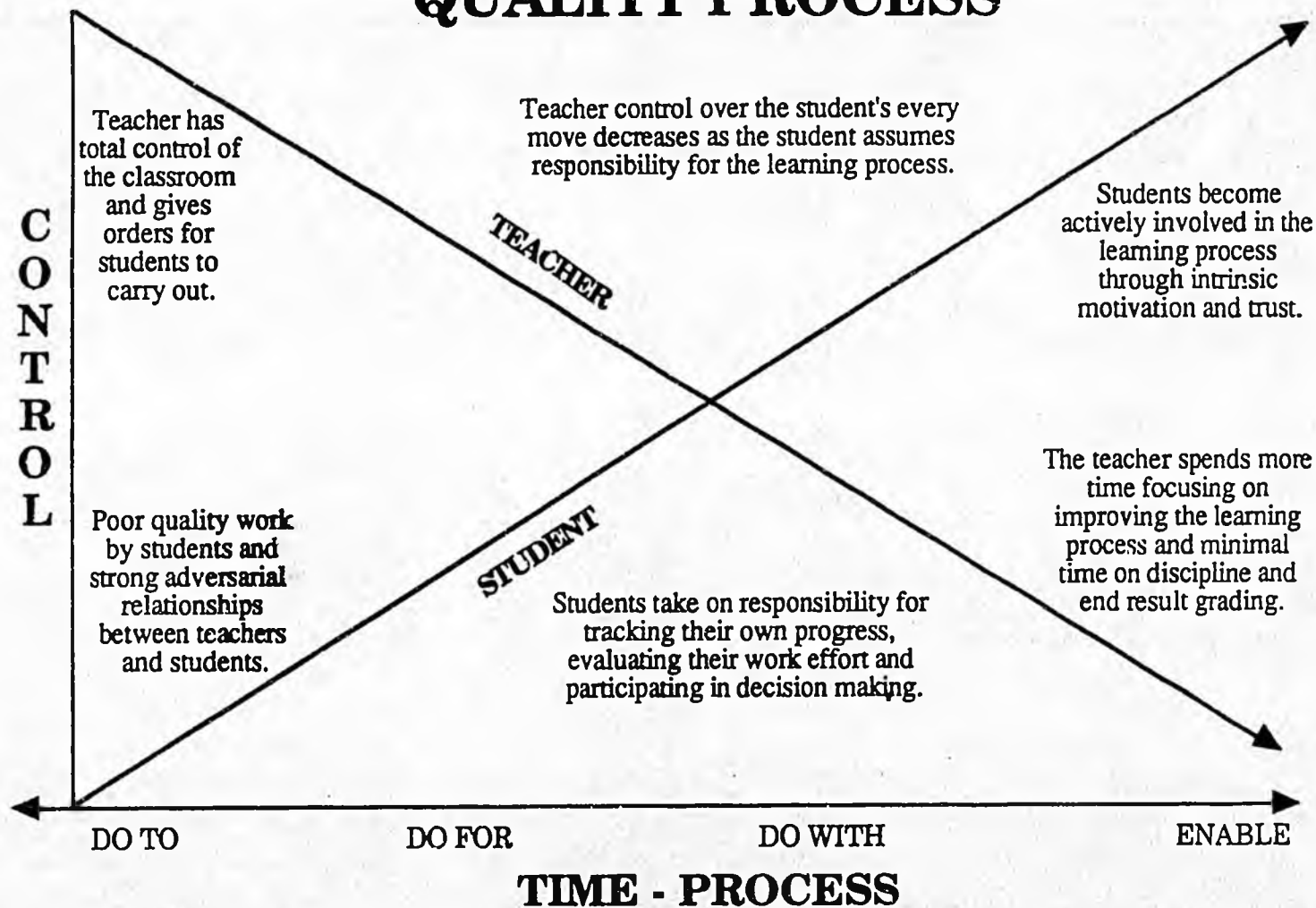
What's next?

- Treat education as if it mattered
- Insure schools have tools
- Reduce class size
- Provide teacher training
- Restructure for the future
- Change assessment methods

Teacher/Student Relationship Spectrum



QUALITY PROCESS



EDUCATION IN THE INDUSTRIAL AGE AND INFORMATION AGE

Industrial Age

Information Age

- | | |
|---|--|
| 1. Promotes uniformity while stressing self-reliance. | 1. Promotes individual variation while stressing collective responsibility. |
| 2. Defines the core of education as knowledge of a set of basic mathematics and communication skills necessary for minimal economic survival in an industrial society. | 2. Stresses training of the mind in high level cognitive skills and acquisition of knowledge. The term "to know" is redefined to include being able to locate facts, to interrelate data, and to evaluate. |
| 3. Education is primarily for individual benefit. | 3. Education is a national economic imperative. |
| 4. Insular outlook. | 4. Stresses a national economic imperative. |
| 5. Promotes linear, sequential thinking. | 5. Promotes non-linear, multi-dimensional thinking. |
| 6. Textbook oriented. | 6. Multimedia, experiential approaches to education. |
| 7. Promotes rigid hierarchies among students and staff in schools. | 7. Hierarchical relationships are de-emphasized. |
| 8. The teacher is the purveyor of knowledge. | 8. The teacher is a resource manager and guide. |
| 9. The teacher tends to deal with people in groups and categories. | 9. The teacher deals with group and individual characteristics and needs. |
| 10. Views the outcome of education as a set of knowledge. The school is conceived of in industrial terms as the production center for a product that can be measured with standardized tests. | 10. Views the outcomes of education as a process. The results of education are indirectly observed and inferred. |
| 11. Education terminates at graduation. | 11. Education is a lifelong experience. |
| 12. Education creates economic and social mobility. | 12. Education creates national wealth. |

(Bramble, Mason & Berg, 1985, p. 300).

FISCAL NOTE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. CS HB 203

Revision Date: _____ Department Affected: Education
 Title: Establishing the Alaska Education Technology Fund BRU: Education Program Support
 Component: Basic Education and Instructional Improvement
 Sponsor: Brown
 Requestor: House HESS COMPONENT SERIAL NO.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Expenditures/Revenues: (Thousands of Dollars)

| OPERATING | FY 92 | FY 93 | FY 94 | FY 95 | FY 96 | FY 97 |
|------------------------|---------------|--------------|--------------|-------------|-------------|-------------|
| PERSONAL SERVICES | 119.6 | 119.6 | 119.6 | 78.3 | 78.3 | 78.3 |
| TRAVEL | 15.0 | 15.0 | 15.0 | 4.0 | 4.0 | 4.0 |
| CONTRACTUAL | 26.6 | 26.6 | 26.6 | 11.6 | 11.6 | 11.6 |
| SUPPLIES | .6 | .6 | .6 | .6 | .6 | .6 |
| EQUIPMENT | 6.0 | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS. CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | 167.8* | 161.8 | 161.8 | 94.5 | 94.5 | 94.5 |

| | | | | | | |
|---------|--|--|--|--|--|--|
| CAPITAL | | | | | | |
|---------|--|--|--|--|--|--|

| | | | | | | |
|---------|--|--|--|--|--|--|
| REVENUE | | | | | | |
|---------|--|--|--|--|--|--|

FUNDING: (Thousands of Dollars)

| | | | | | | |
|---------------|---------------|--------------|--------------|-------------|-------------|-------------|
| GENERAL FUND | 167.8* | 161.8 | 161.8 | 94.5 | 94.5 | 94.5 |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |
| TOTAL | 167.8* | 161.8 | 161.8 | 94.5 | 94.5 | 94.5 |

POSITIONS:

| | | | | | | |
|-----------|---|---|---|---|---|---|
| FULL-TIME | 1 | 1 | 1 | 1 | 1 | 1 |
| PART-TIME | 1 | 1 | 1 | 1 | 1 | 1 |
| TEMPORARY | 1 | 1 | 1 | - | - | - |

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

This fiscal note is based on the sponsor's intent that funding for the statewide education technology and grant writing seminar is to be allocated from funds appropriated in HB 204; this cost is not reflected in this fiscal note.

Prepared By: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 4/18/91
 Approved by Commissioner: Steve Hole, Acting Commissioner
 Agency: Education Date: 4/18/91

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

NOTE: This fiscal note is based on the sponsor's intent that funding for the statewide education technology and grant writing seminar as required in Section 4 is to be allocated from funds appropriated in HB 204; this cost is not reflected in this fiscal note.

Personal Services

FY92 through FY94:

1 FT Education Specialist II, Range 21: \$64.3

Primary responsibilities: Assistance to school districts in grant proposal development, technical expertise on instructional strategies utilizing technologies, coordination of projects and proposals between school districts, planning for training, Grant Committee meetings, overall oversight of grant program.

Temporary Project position: 1 FT Education Associate I, Range 13: \$41.3

Primary responsibilities: Overall support to Education Specialist in administrative requirements of program including paperwork associated with grant proposal review, disbursement of funds, support for Grant Committee work, response to general inquiries from school districts and technology vendors, public notices, scheduling of audioconferences, etc. Position will last the duration of the grant fund (through FY94).

1 PT Clerk Typist III, Range 8: \$14.0

Primary responsibilities: Clerical support for Technology grant program and Specialist's work with school districts in use of technologies in the classroom.

FY95 through FY97:

Retain Education Specialist and part time clerical support to provide ongoing assistance and support to teacher and school districts on implementing and utilizing education technologies.

Travel

FY92 through FY94:

Travel for Grant Committee members to meet and develop grant criteria and procedures (7 members for one 3 day meeting, with \$500 average travel cost, \$285 for per diem): \$5.5

Three day meeting of Grant Committee for review and award of grants: \$5.5

Technical assistance, advisory function of DOE specialist, travel to school districts, estimated at 5 per year, at cost of \$.8 per trip: \$4.0

FY95 through FY97:

Travel for technical assistance retained: \$4.0

Contractual

FY92 through FY94:

NOTE: This fiscal note assumes that all training opportunities, including district pre-planning are to be funded by the appropriation contained within HB 204.

Fiscal management/sub-grant accounting functions: \$15.0

Phone, postage, photocopying: \$8.0

Audioconferencing with school districts and follow-up meetings with Committee: \$3.2

Materials: \$.4

FY95 through FY97:

Phone, postage, photocopying, audioconferencing and materials: \$11.6

Commodities

FY92 through FY97:

Supplies associated with positions: \$.6

Fiscal Note Analysis
HB 203: Establishing the Alaska education technology fund
April 10, 1991
Page 4

Equipment

FY92 only:

Computer terminal for word processing, electronic mail system interconnecting school districts and school libraries, grant management (spreadsheet) functions: \$6.0



Opinion...

War with Iraq

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Features...

JDHS Grads in Saudi Arabia

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Sports...

Region V Highlights

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A&E...

All-Northwest Candidates

Page 10

The J-Bird

68 years-Juneau's Student Voice

Juneau-Douglas High School

Juneau, Alaska

Vol. 68 Issue 5

February 4, 1991

Planning Committee aims for improvement

by SARAH BERNSTEIN

A new plan has been implemented to provide students with a mechanism for restructure and improvement at Juneau-Douglas High School. The Strategic Planning Commission will be the tool used to obtain this higher quality atmosphere here at the high school.

Teachers, staff members, and representatives of the Juneau community and student body, 28 in all, met for the first time in November. At this meeting, the group came up with a mission statement summarizing what they hope to help JDHS eventually develop into. The statement reads as follows: "The mission of JDHS, a healthy community of learners, is to prepare our culturally diverse students for global citizenship by providing a comprehensive educational program, including prescribed competencies in communication, thinking skills, and mathematics."

Following the mission statement is a list entitled "JDHS Strategies." These strategies are the specific subjects and goals that the Strategic Planning Commission will focus on. Ideas include developing a more effective grading method, increasing involvement of the Native community in both academic and extra-curricular activities, and establishing a system to help students with attendance problems.

Other focuses include: organizing a better communication system between the decision makers and the students of JDHS, reducing the number of non-teaching tasks for teachers, and providing programs which allow the students of JDHS to voice their opinions.

Six sub-committees, one to focus on each strategy, were created. The members of these smaller groups were either representatives of the original 28, or additional students, community representatives, and staff or teachers.

The sub-committees will produce plans that give necessary attention

to the strategies laid out. According to Principal Kathy Odegaard, these plans will not resolve the problems. Instead, they will lead the administration and school board in the right direction. Said Odegaard, "the plans don't resolve the issues, but lay out the road that we must take to successfully address each strategy."

Each of the six sub-committees will research their specific strategy. The groups will also review all the research and statistical information that pertains to their goal. After forming a plan of attack, they will present it to the original group who created the mission statement.

The 28 members of the original group, all various representatives for facets of the school community, will review the plan and determine its workability. The group will then present the accepted plans to the school board Superintendent, Bruce Johnson.

Odegaard said that everything will remain in the planning stage until

turn to plan, p. 16



photo by Mike Olsen

Student Supports Soldiers: Juneau-Douglas High School junior Frank Rowcroft kneels with loyalty in front of the National Guard building near the airport. Rowcroft has also demonstrated several times in January at the intersection of Egan drive and the Douglas bridge during the 4:30 rush hour.

Rowcroft explained why he chooses to demonstrate, "I just believe in what's going on, I support what we're doing," he said. "I saw a bunch of peace demonstrators and didn't think it was realistic...there's no quick way for peace." Rowcroft added, "these people (troops) didn't want to go to Saudi Arabia. They had to."

Rowcroft also mentioned that he himself has been getting a lot of support. "People in 1 out of every 3 cars will honk and wave," he said, adding that he has been given coffee, doughnuts, camouflaged gloves, a pole for his U.S. flag, and a marker to darken his sign. KINY radio, which incidentally is across the intersection from where Rowcroft had been standing, broadcasted an interview with the young demonstrator. Rowcroft stressed that in no way did he intend to solicit the attention. "I don't want people to think I wanted this publicity."

Rowcroft has grown up in a family with a military background; his father, step-father, all three of his uncles, and his grandfather were members of various armed forces. He plans to join the Marine Corps upon graduation from JDHS as a way of financing his college education.

South African connection postponed

by KIRSTEN SHELTON

According to Principal Kathy Odegaard, the Juneau-Douglas High School/South Africa connection has been postponed, but definitely not terminated.

The program, first made public in the fall of 1990, was organized in Juneau by high school faculty Bob Weiss, Nancy Seamount, and Odegaard. With the help of modern technology, students from JDHS and the University of Witwatersrand in Johannesburg were to be linked together in a television extravaganza.

Recently, the South African Broadcasting Corporation, producers on the other end of this project, sent a letter to JDHS coordinators informing them of a change in the leadership of their organization. The new head is interested in incorporating the Philippines and Czechoslovakia into the program. Due to this addition, the project will not actually begin until the 1991-1992 school year.

Odegaard says that at the moment, JDHS program coordinators are awaiting further in-

cont. on page 16

Editorial:

War: The choice of a new generation?

Personally, each of us on the editorial board, has our own ideas about the war, but collectively, just as this nation cannot agree, neither can we. War is never a clear cut case of who is right and who is wrong. When war occurs, those involved are filled with emotions, all different, stemming from different ideals. That is, in fact, why war exists.

If Americans find it so difficult to arrive at the same point of view concerning Operation Desert Storm, why have the halls of JDHS been filled with students wearing yellow ribbons? These ribbons are worn in support of the troops who are serving in the Middle East. Although the board could not agree on why the United States is in the Middle East, or whether our forces should be there, we did agree on the fact that our soldiers are there, and that we should be standing solidly behind them, praying for their safe and speedy return.

We have been given many different reasons, by many different people as to why we are in this war. Some say that Bush wants Kuwait for its oil. Hussein argues that it was a part of his country to begin with, and that he wants it back. The Coalition says that it is to punish this Hitler-like man for his cruel actions in taking over a smaller, and more helpless neighboring country. Others say that this is an ego trip between Saddam Hussein, and George Bush. Who are we to believe? Is it wise for us to bestow so much power primarily on our president? Should Americans trust their lives, and those of their loved ones to one man? If the draft is reinstated, it is our friends, our brothers and sisters, the children of our generation, that will die. Is what we are fighting for worth the losses we will suffer? Is killing others worth whatever it is we are hoping to gain?

The objective of this editorial is not to change your mind about any aspect of the war. It was written to challenge you to think, and to openly question yourself as well as those in authority. The editorial board of the J-Bird strongly encourages anyone wishing to express their perspective concerning our presence in the Middle East to write a letter to the editor of this or any other newspaper. Freedom of speech is a right that we, as Americans enjoy. Exercise your right to free speech and let your leaders know how you feel about the decisions they make concerning you. Although it is a fundamental human right, sadly there are countries in which this freedom does not exist.

Letters to the editor:

Editor's Note: Ms. McCoy originally wrote this letter last November. Unfortunately, we were unable to print it until now due to space restrictions. We are striving to provide more space for future letters and regret any inconvenience.

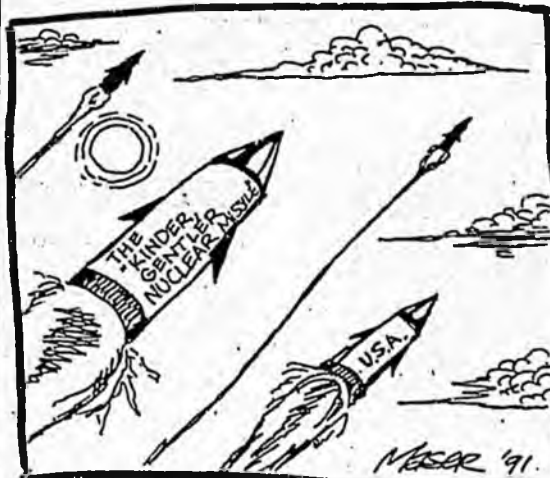
Dear Editor:

In the fall of 1987, I entered JDHS as a freshman. Everything about the school was so big and wondrous. Since then my impression of JDHS has weakened. Every year I have become less and less impressed with all that goes on in the school. When I was a freshman, homecoming was an event that made me love the school, that feeling of love is so contrasting to the feelings that I received from my senior year homecoming that it is almost unbelievable. Before the assembly I was terribly upset because I wasn't

going to be able to participate in it. I had remembered the assembly as the funnest part of homecoming. All of the classes pull together to raise the level of spirit in the school. Everyone, freshmen through seniors, pep up the basketball teams and JDHS students are no longer in separate classes, they are a unified school. When I returned from my Thanksgiving vacation, I asked my sister how the assembly went. Her answer was surprising to me, but even more, it was embarrassing. She told me that when the seniors found out that they didn't win homecoming they all left the gym. Why? Homecoming week isn't supposed to be about winning, it is about pulling together as a school. Sure, the competition aspect of it is fun, but it is nothing to act like babies over if you lose. I know that a lot of people put a lot of time and effort into making homecoming fun and when their class doesn't win they get upset. Those of us who didn't help with the float or the wall

still appreciate the effort that went into it. The seniors always want to think of themselves as mature and ready to be on their own, leaving an assembly because you lost a class competition is not mature. Sure, it is a sign of going on your own, but where are you going? You are running away. Also, I don't understand why some people, seniors, are saying that they aren't going to go to any more pep assemblies for the rest of the year. That is not helping anything except for proving to the teachers that you are just kids and teaching the people younger than you that giving up is the way to act. You aren't hurting the juniors by not going to the pep assembly, you are hurting yourself. You are also defeating the whole purpose of the pep assemblies, the school administration has already cut down the number of assemblies that we have from when I first started going to this school. If everybody stops going to them, then the administration won't let us have them at all. That isn't fair to the people that enjoy the assemblies and it isn't fair to the people in the activities that the assemblies are pepping up.

Sincerely,
A senior, Liz McCoy



"BUSH SENDS HIS REGARDS TO IRAQ"

Dear Editor:

Now that war is a reality in Iraq, thousands of people are dying.

Saddam Hussein is a war-monger who some have compared to Hitler, or that he is on the edge of going insane. The man comes out of an eight-year war with Iran, only to engage in war with...how many, a twenty-eight nation alliance. Weren't we allies with Iraq during their last war? What happened to that?

Saddam's troops give him honor and respect for standing up to such an awesome force, but they just don't know what's good for them! Thousands of Iraqi civilians have been reported dead or injured by the Allied air raids and bombings. If you lived in Iraq, for the time-being, you'd probably be safer if you were in the military.

The way I see it, as I'm sure many others do, Saddam Hussein feels he has nothing to lose (he "it's better to burn out, than to fade

away" theory). He stated that he was willing to lose as much as fifty per cent of his troops before surrendering to the Allies.

Civilians have been a major target in this war so far, both in Israel and Iraq. I don't believe that the U.S. can really say that Iraqi civilians are not targets, because the U.S. and the Allies are allowing these people to die.

I think that once American casualties increase, perhaps in a ground war, the protesting for peace will grow even stronger. Protestors are a very small minority of America, but they still can make a difference.

War is o.k. if we're on the winning team, right? Wrong. This war especially is not in this country's best interest. I don't know if President Bush would agree with me. It's going to get a lot worse because our military leaders have stubbornness in their blood.

War, what is it good for? Nothing.

Josh Masar

J B I R D



by ZACHARY PEREGRINE

I was sitting at the kitchen table this morning, listening to the news, thinking about the world and eating my cereal, when I decided that I don't much like Raisin Bran. The flakes always go soggy before I finish and I've always had trouble with the box tops. The top of a Raisin Bran box is a victim of questionable architecture. On the top flap there is the old "LIFT TAB TO OPEN" which, being a trusting soul, I always do, but it doesn't work; I lift up on it and it tears off to the right, making its insertion into the lower flap ("TO CLOSE, INSERT TAB HERE") an exercise in futility.

I suppose there are other ways of going about opening a box of Raisin Bran: I could carefully slide a sharp knife between the flaps from one end of the box to the other, or I could hold the box upside-down above a pot of boiling water and gently steam the two flaps apart, but I don't usually think about these more reasonable methods of gaining access until after I've irreparably damaged the flaps of the box. I suppose I should allow time for the necessary debate before I open the box, but if I have to think about it that much I'm probably not really hungry, and if I'm not really hungry there's no need to eat Raisin Bran. Once you've opened the box you've crossed the Rubicon, all the debate

and protest in the world won't change the fact that you're left with a whole box of cereal to eat.

Raisin Bran isn't that bad if there's nothing else left to eat and you're starving, but I think it would be better without the raisins. I don't really like the taste of raisins, they depress me. I always think of

"It's entirely a human thing; there are no forces outside of ourselves that compel us..."

grapes as they once were, young and bursting with Dionysian joy and potential; ready to be made into wine that will age gracefully and add something to the greater glory of mankind and all. Raisins are murdered grapes, left to shrivel and blacken in the desert sun; the sickeningly sweet remains of a once noble fruit. But I suppose you

can't really have Raisin Bran without the raisins. So it goes.

But I don't have to eat Raisin Bran; nobody does really. That's the part that confuses me. It's entirely a human thing; there are no forces outside of ourselves that compel us to eat Raisin Bran, so whether we do or not doesn't really matter to the real world of trees and rocks and mountains. It would be wonderful if the citizens of the world could unite and say, "Raisin Bran is gross; it tastes like mothballs and we don't want to eat it again. Ever." It would be nice. But let's face it, many people like Raisin Bran and are excited, even proud, to eat it. Maybe it's the box. The box is indeed a glorious thing, it says, "RAISIN BRAN" in strong, sure, white letters right below the red "Post" trademark and right above the photograph of the blue bowl full of big, ever-crunchy high fiber flakes and plump raisins that look happy to be sitting there in the milk. It's nice to have the photo there for reassurance when you pour the cereal and see the small, stale, cracked flakes and rabbit-dropping raisins fill your bowl. If the photo isn't enough, you can turn to the back of the box and read that Raisin Bran offers you over six grams of dietary fiber. "Yes Kyrn," John might explain, "Raisin Bran sure is awful, but it's good for you, gives you fiber. That's what those anti-Raisin Bran folks need, a little fiber."

The box is nominally democratic; on the side, below the fine print and statistics there is an address to which you may send complaints "if you are not completely satisfied" with the product. I suppose that I could write to the president of the company and tell him what I think of his cereal, invite him down to my kitchen table and have him eat some of the stuff, but I doubt that it would help much now that the box is open. No, now that the box is open, the best thing to do is finish it as quickly as possible, avoiding the raisins where I can. But it's a big box, a lot bigger than I expected, a lot bigger than many of us expected. I'd rather have granola.

Every Rose has its thorn...



by ROSE FLEISCHHAUER

I am so tired. I'm either an incurable hypochondriac suffering from exhaustion (I think) or a 97 year-old trapped in the body of a teenager; a very stressed and busy high school senior -- in the throws of finals at that.

When I'm not looking at my feet to keep from stepping in nacho cheese or Coke spills from the pigs in the hall, I glance at the crowds around me. I see kids cruising around at mach 4, leaping and pirouetting through slower students like ballet dancers wearing Reeboks. I imagine they don't tire either because:

- a.) they've never been to school before, or
- b.) they have some kind of intravenous apparatus full of Jolt ("all this sugar and twice the caffeine") pumping into their bloodstreams every 3.14... seconds.

I go for filling in oval B as caffeine stunts growth and the majority of sprinting blurs that jostle me have reached their full mental capacity of age six already.

After being knocked to the tile by a bulldozing Barishnikov, I hear someone comment to their friend that they have, "just seen a corpse with black eyes sitting in the nacho cheese by her locker".

A fellow senior slumps comatosely down beside me and offers me some Jolt. My lethargic, half-slumping companion smiles knowingly at me and reminds me that everyone gets to be exhausted seniors someday.

We finish off the Jolt and start toward the "off limits" parking lot with visions of Fahrvergnugen (I'm a phonetic speller) dancing in our heads. The bronze paint of the Mom Mobile beckons to us and we run for the hills.



Juneau-Douglas High School
10014 Crazy Horse Dr. Juneau, Ak 99801
Editorial policy summary

J-Bird

The views expressed in the J-Bird belong solely to the authors and are in no way to be construed as those of the school board, administration, faculty, or advisor. The J-Bird invites and encourages its readers to submit their comments and views for publication as letters-to-the-editor. Please limit the length of submissions to 300 words. No letter will be published without the author's name. All submissions are subject to editing as deemed appropriate for length and/or content. Submission is no guarantee of publication.

Student's European exchange cut short due to war

by MEILANI CLARK

Six months ago, Juneau-Douglas High School student Mike Satre departed from Juneau, Alaska to spend a year abroad as an American Field Society (AFS) exchange student in Belgium. He has returned early, a result of the conflict in the Middle East.

It was Satre's parents who decided that it would be safer for him to be back home in Juneau. They were worried about potential terrorism, and wanted their son to be on the safe side. Satre also lived amongst a large amount of Arab refugees who had a reputation for getting into fights.

Satre's parents had mentioned the possibility of bringing him home early, and Satre told them to make the decision, which they did. His parents called him on the morning of Jan. 14, and twelve hours later, Satre was on a plane back home. "I

didn't know what to think at the time," he said. The big rush was due to the impending United Nations Jan. 15 deadline requiring Iraq to withdraw from Kuwait or face military attack, which did, in fact, result in conflict.

Satre said that the airport in Belgium had taken heavy security measures, including machine gun patrols. He added that he had to undergo 20 minutes of questioning and bag-searching. "They asked me questions like, when was the last time I used my walkman."

While he was overseas, Satre stayed with the Bua's, an Italian family, in Fremeries, Belgium. He had two brothers, Mike and Jonathan, who, ironically, have the same names as Satre and his real brother in Juneau. Satre said he really enjoyed living in Fremeries, which was within bike-riding distance from the border of France.

Satre found Belgium's school system to be quite different from the typical American experience.

"The Belgium school's are prisons," Satre stated emphatically. "All the buildings are old and have bars on the windows. When the bells ring, we all had to line up. There are no extra-curricular activities, and the classrooms have nothing in them except for ancient desks and a chalkboard."

Satre attended sophomore classes while living in Belgium, and found them to be about the same level of difficulty as the classes he was accustomed to at JDHS. However, this was the only similarity. "I stayed with the same class all day," said Satre. "The teachers weren't very friendly with the students. They didn't joke around like they do here, and we had to call them 'sir' and 'madam'. At lunch time, we would all go to a room where we would have 15 minutes to eat, and then we would all have to go outside for 45 minutes no matter what the weather was like," he said.

The school Satre attended was much stricter than American

schools. "We ha carry around ID cards and assignment books with us all the time, and if we didn't have them, we would get detention," he said. One thing that Belgium schools do have, however, are dances, but the dances differ as well, due to the fact that, in Belgium, there isn't the 21-year old drinking age that students in the United States are accustomed to. According to Satre, alcohol is served at the dances in Belgium.

One of these dances in October provoked speculation at JDHS as to why Satre returned home early from Belgium. According to the rumor, Satre was beat up by someone expressing their anti-American sentiment in conjunction with the war. In reality, Satre was hit, but it was by a man who was extremely intoxicated, a long time before the antagonism in the Middle East had heightened to the point of war.

Overall, Satre says that his trip was "a good experience," and that he liked living in Europe.

"Basically, there were long times where it was boring," admitted Satre. "But, there were short times where it was a lot of fun. It was like normal life except in a different setting," he said. Satre mentioned that he had a good time attending the parties and concerts. Also, he said he often biked the half-hour journey to the border of France.

Another benefit of his overseas visit, said Satre, was being able to spend Christmas with his relatives in Germany. Incidentally, the father of the family he stayed with, his uncle, is serving in the Persian Gulf.

Satre is not going to return to Belgium as an exchange student, but hopes to go back and visit his family there. He plans to take the extra year at JDHS that he needs in order to fulfill his credit requirements, and will graduate next year with the class of 1992.

Drama team showcases talents at recent assembly



"The snails usually suik under the cinnamon bush..." Brennan Halterman sulks as Sarah Hanson and Mellani Clark perform "When the sky is like lace"



Todd Satko warns the audience with the help of "hands"

photos by Mike Olsen

"What makes me really mad is all the *@!# red-necks who say, 'we're out there to kick some Iraqi \$#!' I'm sort of a hippy myself and somewhat anti-war. War isn't exactly a wonderful thing."
- Matt Pasteras, 10th



"I support the soldiers that are over there - and I'm scared. But, we have to stand up to Hussein before his evil spreads too far."
- JDHS Police Hason Jackie Renniger



photo by Jan Gunstrom



J-D girls celebrate 1st place victory at Southeast

Women's b-ball team upset over lack of radio coverage

By STEPHANIE EADDY

"I don't think it's right, I mean it's just not fair! Aren't we just as important as the guys?" asked Nicole Beadle emphatically. Beadle, a member of the Juneau-Douglas High School women's varsity basketball team, was referring to the lack of airplay the team's games receive on the radio.

The lack of airplay is not a new issue. According to Bill Szepeanski, head coach of JDHS women's varsity basketball team, he and several parents have been trying to get women's games on the air for the past six to eight years. "We were told there was no money for it, and when we got the money we were told there was no time," said Szepeanski. "It has been very discouraging," he said.

Jennifer Mickle, a junior on the women's varsity team, asked, "Shouldn't the community support both the girls and the boys equally?" Women are not the only ones questioning the lack of

broadcasting. Travis Rose, a member of the men's varsity basketball team said, "I think (the radio station) ought to play girl's games. It would be nice to hear how they're doing, especially when they're out of town."

Dave Mathews, JDHS's Student Services Coordinator and Athletics Director, feels that this is a business decision, not a matter of preference. "Over the years, KINY has been a strong supporter of all athletic programs," he said. "I think it would be inaccurate as well as unfair to say that KINY does not air women's games simply as a personal preference. I view this as a cold hard business decision," continued Mathews.

Businesses are asked to be sponsors, and according to Dan King, station manager of KINY, there is "very little interest" on the part of businesses to sponsor women's basketball games. Since the programs that will be aired are based on the number of sponsors, women's games are not broadcasted.

Alaskan students plan for better future

by BROOKE ROHWEDER

Recently, high school students from across the state of Alaska met on a cloudy Saturday afternoon to discuss ways they could help contribute to our nation's "drug war."

Ten sophomores and juniors representing Fairbanks, Cordova, Kenai, Ketchikan, Juneau, Craig, and Sitka gathered Jan. 19 on the sixth floor of the Court building in Juneau, brought together by the "Youth Awareness Student Congress," sponsored by the Loyal Order of Moose.

The Loyal Order of Moose is a 1.5 million-member fraternal organization with lodges located in the United States, Canada and Great Britain. The individual lodges often perform civic activities within their communities.

According to Robert Deyemude, LOM's statewide coordinator for the conference, the purpose of the conference was for the students to prepare for six presentations they will each be giving to schoolchildren, ages four through nine, in their communities. Deyemude, along with Juneau LOM member Dolan Lancaster, were facilitators for the conference. Joe Graham, the local coordinator for the conference, handled transportation, food, housing and chaperoning for the students.

The 15-min. talks will focus on the dangers of drug and alcohol abuse, "explained to them in their terms," said Deyemude. "This is a time when we should really start working with them," he said. "Before peer pressure starts taking its effect."

Students were encouraged to come up with their own ideas for the presentations, such as how they



"Youth Awareness Student Congress" participants

will talk to the children, and the kinds of visuals and handouts they will give to the young students.

While at the conference, the ten students voted on one representative out of the group to attend the LOM national convention in Anaheim, Calif.

In order to select the students, various LOM lodges, across the

state sent requests into the high schools in each of their communities. Teachers nominated and selected interested students namely on the basis of a good academic record, but also, said Deyemude, "if they are someone that can relate to what could happen (with drugs) and maybe what did happen to them."

The student's airfare, lodgings and food costs were all paid for by the LOM.

Kelly Williams, a sophomore at JDHS, as well as the only student from Juneau who attended the conference, said it "was a nice

experience," and added that she enjoyed "hearing what other people had to say about the topic."

Russel Thomas also felt that it was beneficial for him to listen and learn from his peers. "I'm really involved with 'Drug-Free' in Ketchikan, and I wanted to see what other people in the state are doing," he said.

Other students said that they wanted to help do their share to improve life for young children. "I really like little kids," said Deena Haffman from Sitka. "I know it sounds corny, but I want to make sure they have a better future - I care about their future." She also mentioned that this was especially crucial in today's society, which, added Chris Colbert, who came to Juneau from Craig, "is going downhill - with no parking brake."

"...I think Hussein is insane!"
- Jason Cadigan, 9th



"Right now I support it. I don't want the other generation to deal with a more supplied Hitler-wanna be."

- Corey Heimbuch, 12th

"I don't think we're over there for the oil. We're there to protect the country, just trying to promote world peace. Yeah, it's lame that we lose people, but I do think we should be over there."
- Tara Lee, 12th



"I think it was necessary that force be used to remove Hussein. I'm certainly surprised at some of the things the Iraqi's have done. I have faith that we will prevail, and gas prices will go down so I can afford to drive to school."
- Chris Anderson, 12th

NEWS IN BRIEF:

* Juneau-Douglas High School Drama Competition Team will present solo, duct scenes, pantomime and reader's theatre on the theme, *And You Call This Love?* The program will take place on Fri., Feb. 1, and Sat., Feb. 2, at 7:00 p.m. in the Drama Studio. Cost is \$3 for students, \$5 for adults.

* Juneau Arts & Humanities Council presents *Tears of Joy Puppet Theatre*, Sat., Feb. 23, at 2:00 p.m., Centennial Hall. Admission is \$8 for adults and \$4 for children. The puppet theater company will present Mercer Mayer's *There's a Nightmare in My Closet*, a Danish folk tale called *The Fat Cat*, and Lewis Carroll's *Jabberwocky*. For more info., call 586-ARTS.





Hearing impairment 1st-hand

BY AYA NAKAGAWA
ASNN-YAMASHIRO HIGH SCHOOL, JAPAN

I have a profound hearing impairment. But I can speak normally because I didn't have any impairment until I was 7. Most hearing impaired people, including me, understand what people say by watching the movements of a speaker's mouth, that is, by lipreading. Well, my hearing impairment causes me many difficulties.

First, making a telephone call is very difficult for me. I can hear only vaguely what is being said over the telephone. But I can't understand it as soon as it gets a little complicated. My telephone conversation is limited to only what is necessary.

When I talk with my friends, I can't read four or five people's lips at the same time. Often I can't laugh when everybody else is laughing. But I have an advantage! I can talk through window glass. When my friend in the hallway talks silently near the end of a class period, I can tell what she is saying while others can't.

Well, there is another important thing. When I become a lady and fall in love, I can't whisper with my lover on a romantic night date along the beach.

So you can see I have a lot of problems, but I think I can solve most problems by remembering sign language and seeing a few words written down. Of course, this can be done only if there is effort on both sides. A small amount of cooperation will help me a lot.

Now there are 9 hearing impaired students, including me, at my school. And my school has 'guarantee of hearing' for us hearing impaired students: that is, they guarantee that information which is necessary for all students is conveyed to us. For example, when the students of the same grade meet in the auditorium, outlines of teachers' and students' talks are projected onto a screen with an overhead projector. We are happy with this. But, what is considered to be not-so-important is not projected. And we wish to know it as well. Are there any ways to enable us to receive information besides mere outlines? If we only had a machine which would transcribe voice into written words, it would help us very much. I'm sure we could think of many good ways if the wisdom and knowledge of people all over the world were put together. So I'd like to ask all of you to think about this problem.

Some hearing impaired people don't wear their hearing aid on purpose to hide their handicap. In trying to look normal, they are deceiving themselves. Rather than doing such a thing, we, hearing impaired people, should make efforts and make up for what we can't hear. Also we should speak out about our hearing impairment and gain people's understanding. To do this, I must accept the reality that I am hearing impaired. We all choose to disregard reality too often, don't we? I think we must be willing to see reality, accept it and act upon it.

Endurance training brings out best in Korean grade schoolers

ASNN- JING EUI GIRLS' HIGH SCHOOL, KOREA

From July 18 to 20 the second-graders (822) finished the endurance training program for 2 nights and 3 days at Sanjung Youth Town. They had a great chance to cultivate their mind and body by receiving well-scheduled meaningful train such as mountain climbing, mind exercises, and etiquette training. First day, they climbed Myongsung mountain with a view of Sanjung lake. They took the fresh air of the mountain after having climbed to the top of the mountain with great difficulty. After having descended from the mountain, they had mental training with the head of the group and watched a movie instead of night march.

On second day, waking up early, they did jogging and exercise similar to military drill. Under the direction of instructors, they got exercised like army rangers, had confidence and trained bodies. In the afternoon they swam in the pool or at the brook, had etiquette training, learned how to bow and the way to carry themselves when wearing Hanbok, and had

Korea through Japanese eyes

BY MAKI LIDA ASNN-JAPAN

My image of Korea since my childhood has been a country between Japan and China both geographically and culturally. "Culturally in-between" means that Korean culture is the mixture of that of Japan and China. I had little knowledge of Korea before and I couldn't tell things of Korea from those of China. Cultures and customs of these two countries seemed so similar to me. And to me, China was far more familiar so that I used to regard Korean culture as no more than a imitation of that of China.

I learned that Korea was different either from Japan or from China, which I understand in my head, but basically my view on the country didn't seem to change much since my childhood.

It was not until I did visit there that my view of Korea saw a drastic change. Then I made some important discoveries.

In the first place, I found that the country had bright and dark sides at the same time. Korea, which has been growing economically, has its long history and the culture of a remarkable level on the one hand.

On the other hand, Korea has been facing the threat of war since the civil war and the division of the country into the north and the south. That wide highways which allow many tanks to pass along any time symbolizes that reality. The people are exposed to the possible danger of war all the time, while they contribute to the development of that country.

The second discovery is about cultural matters. It may be very natural that Korean things should resemble Japanese or Chinese ones, because many of them have the same origin and these three countries have been influencing one another for years. But it was in the colors of such buildings as temples and palaces that I took great interest. The color of Japanese temples is more colorless than dark colors. By contrast primary colors are often used in Korean temples. According to the theory a noted scholar proposed, such colorfulness has much to do with the climate of Korea.

Thirdly, Korean people generally seem to keep strong racial consciousness. For example, my pen pal in Korea introduced a famous temple to me, where only Korean characters called Hangul were written on the signboards of the stores. Other characters like English or Chinese Kanji letters could be rarely seen. Korea is quite different from Japan in this respect. It may be because Korea is divided so that the people are sensitive to their characters which is supposed to unite the two divided peoples.

The trip to Korea has revealed a couple of new aspects of the country to me. If I should go there again, I would surely make a new discovery. Every trip could be very educational and fun. Thinking this way, I felt like traveling all over the world.

mental training. During the campfire each class showed off their talents, put away all the stress and pressures, and had pleasant time with recreation instructor. After the campfire, they had candle ceremony and could realize the deep debt they had towards their parents and teachers. The last day, at the look out near the DMZ (de-militarized zone), they could catch the glimpse of North Korea, and had a deep wish for re-unification of two Korea. The program gave us a chance of being far from home and school, spending time with friends, and feeling gratefulness towards our parents and home, and confirmation of friendship. Enduring the physical hardship and winning at 'the fight with myself' they got confidence and could get the feeling of 'I can do it'. By this program Jeung Eui girls built up more confidence and patience and they got the strength to be exact in everything, to act clearly, to think 'us' rather than 'me', and decided to do well in school and home.

Soviet principal sends season's greetings to J-Douglas High

ASNN-MOSCOW, USSR

We send you our hearty greetings and best wishes on the occasion of Christmas Day. We are happy to say that this year we shall celebrate this great holiday in our country too. Now many of our people want to be christened and to read and learn from the Bible. Perhaps you know that under Stalin regime millions of the best people of our country were exterminated (thousands of clergymen among them) and thousands of churches and cathedrals were blown up. Now people collect money to build them again. Some churches are under construction and many are being restored. We also take part in the restoration.

Our country is the largest country in the world. It is so large, that when it is morning in the East of it, it is already evening in its West. When it is still Winter in the North of our country, it is summer in its South. The capital of our country is Moscow and its heart is Red Square with the Kremlin. "Red" means beautiful. In our old songs you can hear of "krasnaya solnishko" (the red sun, the beautiful sun) and krasnaya devitsa (a beautiful girl). Our country is very rich in gas, coal, oil, and mineral resources. There are great rivers and lakes, mountains and forests in it. But our main treasure is our people. Russian people are modest, sincere, hard-working, hospitable, friendly and generous. After the revolution some of them would present a museum with a picture from their old collection that cost a million, while they were dying with hunger.

Dear friends! We want to say that Russian people respect you and love you. We are your friends and we are happy that we work to save our planet together with you. With all our hearts we wish you happiness and peace. Merry Christmas!

Lyudmila, Principal of Moscow school #1201.

Auditorium Manager chosen

by ELLEN McALISTER

"All the world's a stage and the men and women merely players..."

-William Shakespeare

Can you tell me, then, who is lighting this stage?

At JDHS an elite group of students known as the "stagecrew" not only keep the players from standing in the dark, they give them music to dance to and create far-away places for them to exist within.

However, creating alternative worlds with simply the use of light, sound, and a few props is not an easy task. Said Jessica Currier, a junior who has spent two years on the stagecrew, "I like the challenge. I like working against the clock. I can now get a light plot done and set in one day." Currier continued, stating that light design was her favorite element of stagecrew. "I can use my own ideas to create the picture I have in my mind...on stage," she said thoughtfully. As to stagecrew on the whole, Currier replied, "There are definite shows that I have liked more than others. I liked putting on my own light show - designing my own lights. There was a time last year when I was told that I was a student and that I had no right to give my opinion."

Despite this, the stagecrew members were suddenly dealt an extreme amount of freedom when

Maureen Crosby, former auditorium manager, accepted a teaching position in Soldana. Until a new auditorium manager could be hired, Lee Riggs, a light designer living in the Juneau area, filled the position. Said Riggs, "I'm just helping out the school district in an interim period - filling in." However, he was not interested in the position himself. "I just...I'm working for myself right now," stated Riggs. As such, the stagecrew members were, for the first time, allowed to run shows without the supervision of an auditorium manager.

David Eddy, a second year stage technician specializing in sound, even questioned the necessity of such an authority figure. Commented Eddy, "For the paperwork, yes we need an auditorium manager. In other cases we'd almost be better off without." Other members of the stagecrew echoed this idea. Stated Heather Westcott, the only senior on the stagecrew, "Yeah, we need one, but only to do the paperwork stuff. We know how to handle the equipment."

In spite of these queries, a new auditorium manager was hired just prior to Christmas break and many people seemed to have the perfect one on their holiday wish lists. Said Riggs, concerning the new manager, "He needs to be gentle, calm, committed - part philosopher." Currier seemed to agree with him, "It needs to be

someone with a good sense of communication...he needs to be able to keep his cool."

Enter Dan Miller. Currier, also a member of the interview board, commented, "He was aware of what he was talking about and it showed." Others must have agreed for, on December 26, the new manager arrived in Juneau.

Prior to his new position, Miller worked as "a self employed light designer." He became interested in stage technology while in high school and immediately following his graduation he began touring with the Osmonds. Later he returned to school at a college level. He has worked as a light designer for productions of "Cats" and "Little Shop of Horrors," among others.

Though newly arrived, Miller has definite goals set for the stagecrew. "Unification, education, commitment to professionalism," the new manager stated simply. In contrast to some of the stagecrew members, Miller feels that the role of the auditorium manager is "to structure the stagecrew...to work together with the stagecrew on projects." At this point, Miller plans to set up workshops to increase the knowledge of those on the crew and others in the performing arts department. "I'm thinking about basic seminars - sound reinforcement, practical lighting, stage managing...safety," said Miller. After a moment of thoughtfulness, the creator of so



JDHS Stage Crew

photo by Lara Denhart

many fanciful worlds, commented, "It's exciting. I feel that Juneau, Alaska is a magical place. It's a wonderful opportunity."

The following students are involved in stagecrew this year: Jessica Currier, David Eddy, Heather Westcott, Cynthia Cintra, Mathew Maguire, Sara Ward, Dustin Grimes, Sean Gillis, Ellen McAlister, Louisa Cryan, Phillip Fitzgerald, Annie Laurie Ward, Tammy Busich.

Upcoming shows for the 1991 season include: (in order of

scheduling) Fine Arts Showcase, Orion Trombone Quintet, Body Building Competition, In Studio S.N.T., Talent Show, Juneau Symphony Concert, Fairbanks Youth Symphony, Spring Musical - "Anything Goes," Paula Poundstone, Miss Juneau Competition, Fine Arts Potlatch, Juneau Lyric Opera - "The Desert Song," Ketchikan Jazz Society Big Band, Jazz and Classics Festival, JDHS Spring Concert, and Baccalaureate.

Wasi'chu defined

by TANYA CROSBY

Wasi'chu. If you have seen the movie *Dances with Wolves* you may remember this word. Wasi'chu is a Lakota word which is not only an important word for the past but for the present. Among the Lakota people wasi'chu has come to mean white man, although the original translation is: greedy one who takes the fat. Today, however it has come to have a broader interpretation, wasi'chu is a disease, a rapid spreading, contagious disease in which its victims are inflicted with the insatiable desire to take more than they need at any cost. You may have seen this disease blatantly displayed in *"Dances with Wolves"*, a screenplay based on a novel by Michael Blake,

directed, and produced by Kevin Costner who also starred in the film as Lt. John Dunbar. At the time that this film was placed as far as the Lakota people knew the wasi'chu disease was isolated in the white culture, but the reality today is that the disease is global, in fact this disease has been alive and flourishing for centuries in many cultures.



The disease is seemingly brought on by the separation of the spirit from daily life and religious practice. The victim so drastically compartmentalizes his or her life so that values and respect for the earth and its inhabitants are no longer of any importance unless there is some gain to be had.

Today, the wasi'chu disease is growing, running rampant throughout the whole world.

Whether the justification for the greed is gold and uranium in the black hills, a holy war or oil and money in the middle east the disease lives, it grows, it has become an entity of its own. It is empowered by the deep rooted denial, lies and propaganda that our society feeds us. The wasi'chu has not been stopped; they have spread and the disease will not stop until there is a radical shift in consciousness that will overthrow the ethnocentric and jingoist federal policy of today.

The film *"Dances with Wolves"* not only has a message about the unjust treatment of the native American people but also about the greedy disease which creates hatred and blocks peace in our modern society.

"I don't particularly approve - I don't think we should be there, for the most part. We're there to lower the price of oil...we're fighting to get cheaper oil."
- Tait Bergstrom, 10th

"I don't like it. All the young guys are going over there and fighting and I don't think it's good. All the families are sad and all the people will die...I try not to watch the news - it's too depressing."
- Bre Weyhe, 10th

War affects JDHS students



photo by Mike Olsen

As the Middle East crisis developed into war, JDHS students crowded the commons, solemnly watching CNN news reports of allied air-force attacks on Iraq's capital city of Baghdad.

JD-High students express feelings on conflict

by SEAN DORSEY

Many Juneau-Douglas High School students have great-grandparents who fought in World War I, others have grandparents who were embroiled in World War II. Students also may have parents who became involved with the action in Vietnam. However, Operation: Desert Storm is unquestionably a conflict in which the young generation of today has become heavily involved.

How is the war in the Middle East affecting students and faculty at Juneau-Douglas High School, and how do they feel about United States involvement in the conflict? As with all big issues, reactions within the high school are mixed. Many students strongly believe that the use of force is necessary, while others are convinced that more time and effort should have been taken to attempt to come up with a peaceful solution.

The majority of JDHS students support Operation: Desert Storm. In a recent random poll of 65 students, 62% favored U.S.

involvement in the conflict. The other 38% said that they support the troops in the Middle East, but are opposed to the use of force.

Some students believe that Hussein should be punished, but that a war is unnecessary. Senior Meilani Clark said, "I think that Saddam Hussein should be brought to justice, but that we don't need to sacrifice the nation of Iraq, and the people of our nation, to do it."

Senior Winona Hugo also feels that the conflict is for a just cause, but doesn't feel lives should be lost. "I don't really oppose the war," she explained. "I oppose the fact that people might be dying."

There are also students who are much more closely affected by the war than others. Ginger Stephans, for example, is a senior whose 20-year old brother, David, is currently fighting in Saudi Arabia as a member of the Army.

Stephans agreed that Hussein must be stopped "so he doesn't do it again." She also said she realizes that human lives (including Iraqis) will be lost in the process, but hopes that the conflict will end quickly with the fewest possible

casualties on both sides. "I want Dave and all those guys to come home as soon as possible," said Stephans.

Psychology and Western Civilization instructor Karyn Price concisely outlined her reasons for opposing the war. "It's costing one billion dollars a day. The emir of Kuwait isn't worth it. We need to



"I'm afraid of it. I'm afraid for the people I love. I think it's stupid, but I'm not going to protest because it's too late. I have so many feelings about it that it's hard to sum up. It's too confusing."

- Genesis Ransom, 11th

learn to live with those we don't like. Being the cop of the world is too costly." Nathan Mannix, senior, simply said, "I'm opposed to this war because it could have been avoided. It's senseless."

On the other hand, many JDHS students believe that war in the Middle East is best. "I think we should support the war because I don't believe it's fair for bigger countries to go in and take over littler countries just for oil. By going in there, we can spread peace by stopping Saddam," stated sophomore Paul Brown.

Mike Gravel, another sophomore, believes we should follow the decisions of our elected officials. "I support the war, especially our soldiers, because it was our President's decision and I support him, and because I think Saddam is an evil man," said Gravel.

"It's kind of scary, but in another way I'm really proud of him," said junior Ann Nielson of her brother Rex, who is serving as an officer in the Navy. Nielson said that, although she wished that war could have been avoided, "I support the troops." She added that since the conflict has begun, and that U.S. troops were there, she supported the war.

Sandy Eckerson, office secretary, is pleased with the handling of U.S. intervention, declaring, "I think we should do exactly what we're doing. Hit him (Hussein) hard, then pull out. We won't lose so many troops that way."

A number of people fear that the invasion of Kuwait might only be the beginning of Saddam's master



"The war is interesting to me because I grew up in a household with three faiths. When we hear Hussein talk of a holy war, we don't give it credence...I believe we may have forgotten how Christians used to fight holy war. I would love to be able to speak and listen to others who have history and interest in moral and ethical issues based on faith as opposed to economics."

-Dr. Chuck Juraz



plan. Said teacher Mary Herold, "I support our being over there because I think if Saddam isn't stopped now, he might go into other countries."

A recent example of Hussein's unpredictable nature was shown through the massive oil spill in the Persian Gulf, which, according to U.S. military officials, was instigated by the Iraqi leader. Says senior Rob Divelbess, "I think that Saddam Hussein is insane. He's finally done something to get the Green Party involved. Now we have momentum."



"I am a pacifist. But, I saw the needs for this war, and I support it."

- Moira Smith, 10th

s, both past and present

Persian Gulf: Families of alumni serving share perspective

by JEAN LOWE

As yet another day passes by, and the sun slowly passes behind the mountains of Juneau, it begins to rise in Saudi Arabia, where the United States, along with 26 other countries, is involved in a war against Iraq. Numerous American volunteers are participating in what the military calls, "Operation Desert Storm". Among these are many men and women who have grown up in, and or made their homes in Juneau, Alaska.

Twenty-year-old Robert De LaVergne is a member of the 20th Airborne Infantry of the 82nd Airborne, and has been in the Middle East since the 7th of August. He is a ground soldier. De LaVergne graduated from JDHS in 1990. According to his father, the last time he heard from him, De LaVergne was in fairly good spirits, despite the fact, as his father said, "He was tired of looking at sand." Like many people in the nation, his family supports the country, and the president, and "We're 100% behind him." But, as Mr. De LaVergne pointed out, "We're all concerned that he comes home safe, just as any parent would." This is (Robert) De LaVergne's second encounter with war; he was in Panama when U.S. troops went in after Noriega.

Zeno (Matt) Cole is also serving in Saudi Arabia. He has been serving with the 19th military infantry since he graduated from JDHS, in 1989. Cole is in charge of a mortar, a small cannon.

His father, George Cole heard from (Matt) Cole a week and a half before Christmas, just as the infantry was preparing for amphibious training near the Kuwaiti border. He was, as (George) Cole stated, "alternating between being bored to death, and being afraid that he would be in the middle of a war in a very short time." He was also home sick, and missing skiing, and snowboarding, which he loves to do during the Eaglecrest ski season. According to (George) Cole, although Matt was apprehensive, and fearful of the unknown, he is going to do what his job is, and from the age of 12, (Matt) Cole has wanted to be a Marine.

As (George) Cole explained, he feels the war on three different

levels. "As a parent, it scares the hell out of me. As a human being, I'm concerned for the welfare of all the soldiers. There's a certain amount of tragedy involved when you are in a conflict to shoot someone. And regret. There are probably Iraqi soldiers who are 19 years old or so, sitting on the other side who are just as scared. As an American, and a part of the world, realities are that we cannot allow someone to use force to take things away from other people. I feel fear, sympathy and empathy, and pride."

22 years old, and a member of the Navy, and stationed in the Red Sea, Rex W. Nielsen works in the "Pipe Shop," repairing various things on the air craft carrier, John F. Kennedy. There are four other carriers operating in the area with the USS John F. Kennedy, and it has been involved in the war since the very start, the 16th of January, launching planes in "Operation Desert Storm".

According to John Nielsen, his son, Rex, "Feels pretty secure where he's at, although there's the possibility of getting hit." Like De LaVergne, and Cole, (John) Nielsen is, "For our president."

Rex Nielsen graduated from JDHS in 1988, and has a sister, Ann Nielsen, who attends JDHS.

Brothers Hans, 19, and Ray, 22, Gukeison are serving in Saudi Arabia. Ray in the 82nd Airborne, and Hans in the 3rd Armored Cavalry Division. Hans attended JDHS in 1988. Ray was sent over in early August, and Hans made the trip in late December. According to their mother, "Hans has never said he's scared. He's real gungho for what he does. I'm proud that they're doing what they do."

Dolores Garcia, a Spanish teacher at JDHS has a son Donovan Garcia, 28, serving as a captain in security communications in the Air Force. He has been in and out of Saudi Arabia since August. According to his father, "He's concerned, but it's a job that he has to do." (Donovan) Garcia graduated from the Air Force Academy, so, "he knows what he got into."

A graduate of JDHS in 1988, David Stephan, 20, is serving with the 72nd Engineers of the 197th Infantry Brigade, on the border of Kuwait, backing up the 82nd Airborne on the front lines. A land mines expert, Stephen arrived in Saudi Arabia in early September.

His mother, Betty Stephan commented that, "he was very disappointed that the peace initiative had not gone through. The unknown is scary. He just wants to get home. Life in the desert is getting very old."

As for Mrs. Stephens, she is, "very frightened for his personal safety. We pray daily. I'm concerned for the safety of all the troops. When children are younger, you help them all you can, but now there's nothing I can do but hope, pray, and wait." Stephens has served in the army for two and a half years, and was scheduled to get out July 7th of this year. He was planning on college in the fall, but the army has cancelled all rotations and retirements. As (Betty) Stephens stated, "They can keep him as long as they want him."

(David) Stephens has a sister

Ginger who attends JDHS. Mrs. Stephens commented, "We are very frightened. It's hard to go on with daily life, but you have to keep going. It is hard to watch the news when you realize that someone you love is over there. I'm very grateful that I live in Juneau. The community is overwhelmingly supportive. He loves this town very much, and we're very grateful of all the support."

These are only a few of the Juneau members on duty in Saudi Arabia. If you would like to send a letter of support to any of the men and women serving our country, some addresses are listed on page 10.

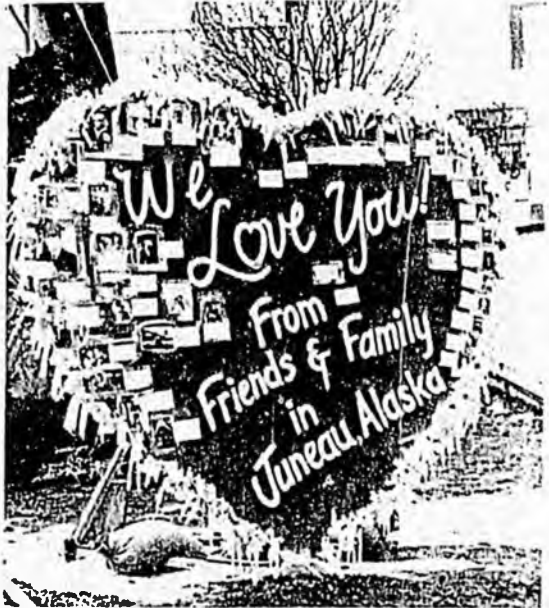


photo by Mike Olsen

This wooden tribute to local servicemen in the Persian Gulf was erected by the Operation Desert Shield Support Group. Denise Ohmstead, mother of 1989 JDHS graduate Jake Garcia, who is currently stationed in Saudi Arabia, arranged to have it displayed in front of the city museum until Feb. 14. "It will then be transferred to the Nugget Mall, where it will remain until the soldiers return home. Says Ohmstead, "The main purpose was for the community to know who is over there, and to be able to relate to and remember them."

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As a parent, it scares the hell out of me. As a human being I'm concerned for the welfare of all the soldiers . . . there are probably Iraqi soldiers sitting on the other side who are just as scared. As an American, and a part of the world, realities are that we cannot allow someone to use force to take things away from other people."

-George Cole

Soldier's addresses;

Lance Cpl Jake Garcia
182-54-7686
A Co 1st LAI Bn 2nd Plt
FPO San Francisco, Ca 96608-5523

PFC (Z.M.) Matt Cole
574-64-1669
B Co WPNS Plt 1st Bn
5th Marines
FPO San Francisco, Ca 96608-5508

Specialist David M. Stephan
574-74-3845
Operation Desert Shield
72nd Engineers 197th Infantry Brigade
(M) (S)
APO New York, NY 09315

Brian Schnick
574-68-1874
9SRW/OL-CH
APO New York, NY 09017

Lance Cpl Marc Bucat
USMC 574-66-2346
H&S Co 1st MEF
FPO San Francisco, ca 96608-5402

SPC Joseph E Buell
574-32-5966
B Co 15th FSB 1st Cav Div
APO New York, NY 09306-0270

Lance Cpl Hoyt E Stepp
542-06-3702
Delta Co 2nd Plt
1st Tank Bn 1st Marine Div
FPO San Francisco, Ca 96602-9465

SPC Robert W De LaVergne
106-70-3613
Charlie Co 4/325/AIR
82nd Airborne
APO New York, NY 09656

SSG Phillip E Melton
585-04-8515
A Co 7 101st Airborne Div
Operation Desert Shield
APO New York, NY 09309

SFC Steve Gebert
516-62-8803
C Btry 217 ADA 11th ADA BDE
Operation Desert Shield
APO New York, NY 09616

Sgt Ray Gukelsen
504-94-3703
A Co TF 4/325 AIR
82nd Airborne
APO New York, NY 09656

PFC Hans Gukelsen
504-94-3650
B Trp 4/7 Cav 3rd Armored Div
Operation Desert Shield
APO New York, NY 09651-4230

Lance Cpl John E Baker
574-72-6677
7th MTBN H&S Co Maint 11st FSSG
FPO San Francisco Ca 96608-5708

Rex W Nielsen
R Div Pipe Shop
USS John F. Kennedy CV67
FPO New York, Ny 09538

SFC Jack E Hendrickson
529-82-0814
41st Combat Support Hospital
1st Med Group ODS
APO New York, NY 09657

SPC Greg L McEwen
541-86-2059
11HB 2/7 ADA USA Army
APO New York, NY 09616

SP4 Matthew W Hightley
574-68-2068
Operation Desert Shield
B Battery 5/62 ADA 3rd ACB
APO New York, NY 09209

PFC Walter M Loewen
536-76-3984
Bravo Co 82nd Sig BN
APO New York, NY 09656

Pvt Josh Stimpfle
574-64-3688
1st Plt Charlie Co 2/34 Armor
1st Infantry Div
Operation Desert Shield
APO New York, NY 09786

Names of other Juneau
residents serving in the
gulf:

- Staff Sgt. Harold Lancaster
- Cpl. David Wrightson
- Cpl. Troy Bramlett
- Lance Cpl. Jerri Schlickemayer
- Cpl. Tyson Cary
- Capt. Todd Brooks
- E5 Michael Doogan
- Sgt. Jimmy Ramos
- Pfc. Peter Germain
- Richard Kulpa
- Frank Ambaca, Jr.
- Cpl. Todd Newlun
- FN Ricardo Smith
- Mike Huff
- Cpl. Jeffery Martin
- CMI Gregory Arwood
- BU1 Bruce Coski
- Sgt. Lorenzo Barril
- Sgt. Ellen Barril
- Maj. David Mireles
- Capt. Brian Shaw
- Lance Cpl. William Filippie
- John Filippie
- Tech Sgt. Roy Mireles
- Sgt. Douglas Carson

En Route;

- All-Anisa Williams
- 1st Lt. Andrew Swanson
- Scott Taylor
- Sgt. John Hawkinson
- Charles Dunn

JDHS students chosen for All-Northwest

by STEPHANIE EADDY

Two Juneau-Douglas High School students have been named to the All-Northwest Choir and Band. Junior Christa McMullen will sing alto in the choir and senior Dan Korn will play the clarinet in the first section of the band.

Students in the All-Northwest Band and Choir represent the best student musicians in Washington, Oregon, Idaho, and Alaska. Students were selected on the basis of a taped audition. McMullen and Korn submitted the same tapes they made for the Southeast Tournament. They were notified in mid-December and received their music in the second week of January.

Both students have been involved in music for several years and plan to continue through college. "I want to keep playing through college and see what happens..." said Korn. McMullen has high aspirations, "When I go to college, I want to be in a choir. If I go to

Pacific Lutheran (University), I want to try for the Choir of the West." The Choir of the West is one of the best choirs on the west coast.

Korn has quite a history in music. He has been involved in music for seven years and his most recent achievements include attending a high quality music camp in Michigan called Interlochen, playing a solo for the Juneau Symphony and performing with the All-State Honor Band for the last two years.

According to Stan Sells, JDHS band and choir director, both Korn and McMullen have the potential to go far musically. "Christa is a very energetic student who has a nice, full voice," said Sells. "Dan, as a clarinet player, is very self-motivated and works very hard at his skills," Sells continued. The All-Northwest Band, Choir and Orchestra will meet in Seattle and rehearse February 15 and 16. They will perform at the Seattle Center Arena on February 17.



Dan Korn

photo by Mike Olsen



Christa McMullen

photo by Brittany Wilson

Academic Decathlon may be Cali-bound

by STEPHANIE EADDY

It all began in Southern California. The Academic Decathlon started in one high school in the Golden State and now forty states are involved in this fun and challenging sport.

One team represents one city. In a city like Juneau which has only one high school, this is not a concern. In larger cities such as Fairbanks and Anchorage, which have more than one high school, the competition to make the team is more intense.

The teams are made up of nine students; three "A" students, three "B" students, and three "C" or below students forming the Honors, Scholastic, and Varsity categories respectively. While functioning as a team, students also have the opportunity to shine as individuals in the separate categories. "Everyone is good at something," decathlon coach Bob Weiss stated.

There are ten events within the Decathlon. Six are written multiple choice tests with fifty

questions each. The topics are math, science, economics, language and literature, social science, and fine arts. The fine arts category involves listening to music and naming the artist, the type of music it is, and the time period in which the piece was written. The next event is essay-writing. Then the students have to give two speeches—one prepared and one impromptu. The students have sixty seconds to come up with a 3-minute impromptu speech. Next the students are interviewed by a panel of 2-3 judges. The last event, the Superquiz, is always held in the evening. Contestants are asked five questions worth 1000 points each. Superquiz is very important; competitions are won and lost in this event because of the high point values possible. Becky Marjerson had a perfect Superquiz score at the tournament in Keetchikan in November.

This year's topic is space so all essays and speeches have to be on some ramification of space.

The competition takes about 2 days to complete and then scores are tallied. The two best scores are

taken from each team (honors, scholastic, and varsity) and added together to produce a team score.

The tournaments are often difficult because many schools have a class called academic decathlon for which students receive credit. Our decathlon team only meets every other Wednesday and Saturday for two hours. The team does receive extra help from people in the community who are knowledgeable in their field. The English department helps with essays and Weiss, also an economics teacher, helps with economics. "By the way we always take first in that!" Weiss jokes.

Students do have the opportunity to win money, but only at the state level. Last year Sean Dorsey won \$1000 for placing 12th out of 400. If the decathlon team wins State, the basketball team will not be the only Crimson Bears to have represented Juneau in California. "If we happen to win State (March), the next month we would go to Anaheim and defeat-uh, compete with the rest of the United States," said Weiss, correcting his Freudian slip.

J-Bird policy published prior to review

It is the practice of the Editorial Board of the J-Bird that each year the present publications policy of the J-Bird be reviewed by the same board for the purpose of revision and adoption.

Prior to final review and ratification, the board is publishing the following copy of the present policy in order to provide an opportunity for public comment. Any comments and suggestions are welcome and should be presented in writing to the editor of the J-Bird before March 1, 1991.

I. STATEMENT OF POLICY

It is undeniable that students are protected in their exercise of freedom of expression by the First Amendment to the Constitution of the United States. Accordingly, school officials are responsible for ensuring freedom of expression for all students.

It is the policy of the J-BIRD, an official, school-sponsored publication of Juneau-Douglas High School, which has been established as a forum for student expression and as a voice in the uninhibited, robust, free and open discussion of issues, that each publication should provide a full opportunity for students to inquire, question, and exchange ideas. Content should reflect all areas of student interest, including topics about which there may be dissent or controversy.

It is the policy of the J-Bird that student journalists shall have the right to determine the content of official student publications. Accordingly, the following guidelines relate only to establishing grounds for disciplinary actions subsequent to publication.

II. OFFICIAL STUDENT PUBLICATIONS

A. Responsibilities of Student Journalists

Students who work on official student publications determine the content of those publications and are responsible for that content. These students should:

1. Determine the content of the student publication;
2. Strive to produce a publication based upon professional standards of accuracy, objectivity and fair play;
3. Review material to improve sentence structure, grammar, spelling and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the case of editorials or

letters to the editor concerning controversial issues, determine the need for rebuttal comment and opinions and provide space therefore if appropriate.

B. Prohibited Material

1. Students cannot publish or distribute material that is "obscene as to minors." "Minor" means any person under the age of 18. Obscene as to minors is defined as material that meets all three of the following requirements:

- (a) the average person, applying contemporary community standards, would find that the publication, taken as a whole appeals to a student's prurient interest in sex; and
- (b) the publication depicts or describes, in a patently offensive way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, and lewd exhibition of the genitals; and
- (c) the work, taken as a whole, lacks serious literary, artistic, political, or scientific value;
- (d) Indecent or vulgar language is not obscene.

2. Students cannot publish or distribute libelous material. Libelous statements are provable false and unprivileged statements that do demonstrate injury to an individual's or business's reputation in the community.

If the allegedly libeled party is a "public figure" or "public official" as defined below, then school officials must show that the false statement was published "with actual malice," i.e., that the student journalists knew that the statement was false, or that they published it with reckless disregard for the truth without trying to verify the truthfulness of the statement.

- (a) A public official is a person who holds an elected or appointed public office.
- (b) A public figure either seeks the public's attention or is well known because of personal achievements.
- (c) School employees are public official or public figures in articles concerning their school-related activities.
- (d) When an allegedly libelous statement concerns a private individual, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist who wrote or published the statement has failed to exercise reasonable prudent care.
- (e) under the "fair comment rule" a student is free to express an opinion on a matter of public interest. Specifically, a student may criticize school policy or the performance of teachers, administrators, school officials and other school employees.

3. Students cannot publish or distribute material that will cause "a material and substantial disruption of school activities."

(a) Disruption is defined as student rioting; or substantial seizures of property; or substantial student participation in a school boycott, sit-in, walk-out, or other related form of

activity. Materials such as racial, religious or ethnic slurs, however distasteful, are not in and of themselves disruptive under these guidelines. Threats of violence are not materially disruptive without some act in furtherance of that threat or a reasonable belief and expectation that the author of the threat has the capability and intent of carrying through on that threat in a fashion not permitting acts other than suppression of speech to mitigate the threat in a timely manner. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.

(b) For a student publication to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity would occur if the material were distributed or has occurred as a result of the material's distribution. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show substantial facts that reasonably support a forecast of likely disruption.

(c) In determining whether a student publication is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard consideration should be given to past experience in the school with similar material, past experience in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.

(d) School officials must protect advocates of unpopular viewpoints.

(e) "School activity" means educational student activity sponsored by the school and includes, by way of example and not by way of limitation, classroom work, library activities, physical education, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and scheduled in-school lunch periods.

III. NONSCHOOL-SPONSORED PUBLICATIONS

School officials may not ban the distribution of non-school sponsored publications on school grounds. However, students who violate any rules listed under II.B. may be disciplined after distribution.

1. School officials may regulate the time, place, and manner of distribution.

- (a) Nonschool-sponsored publications will have the same rights of distribution as official school publication;
- (b) "Distribution" means dissemination of a publication to

students at a time and place of normal school activity, or immediately prior or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the school which are generally frequented by students.

2. School officials cannot:
- (a) Prohibit the distribution of anonymous literature, or require that literature bear the name of the sponsoring organization or author;
 - (b) Ban the distribution of literature because it contains advertising;
 - (c) Ban the sale of literature;
 - (d) Create regulation that discriminate against non-school sponsored publications or interfere with the effective distribution of sponsored or non-sponsored publications.

IV. PROTECTED SPEECH

School officials cannot:

1. Ban speech solely because it is controversial, takes extreme, "fringe," or minority opinions, or is distasteful, unpopular, or unpleasant.
2. Ban the publication or distribution of material relating to sexual issues such as, but not limited to, virginity, birth control, and sexually-transmitted diseases (including AIDS).

3. Censor or punish the occasional use of indecent, vulgar or so called "four letter" words in student publications;
4. Prohibit criticism of the policies, practices or performance of teachers, school officials, the school itself, or of any public officials;
5. Cut off funds to official student publications because of disagreement over editorial policy;
6. Ban speech that merely advocates illegal conduct without proving that such speech is directed toward and will actually cause imminent unlawful action.
7. Ban the publication or distribution of material written by nonstudents;
8. Prohibit the school newspaper from accepting advertising;
9. Prohibit the endorsement of candidates for student office or for public office at any level.

V. COMMERCIAL SPEECH

Advertising is constitutionally protected expression. School publication may accept advertising. Acceptance or rejection of advertising is within the purview of the publication staff, who may accept any ads except for those for a product or service that are illegal for students. Political ads may be accepted. The publication should not accept ads only on one side of an issue of election.

VI. RESPONSIBILITIES OF ADVISER

Advisers to official school

publications will:

- a. Serve primarily as teachers whose chief responsibility is to guide students to an understanding of the nature, the functions, and the ethics of a free press and of student publications; advisers will not act as censors.
- b. Encourage the staff toward editing an intelligent publication that presents a complete and unbiased report and that reflects accurate reporting and editorial opinion based on verified facts.
- c. Function as a liaison between school officials and students to ensure full communication of administrative guidelines to student editors as well as to communicate to administrators the First Amendment rights of students to print without censorship or prior restraint and to communicate to school officials the duty of the institution to allow full and vigorous freedom of expression.

VII. ADVISOR JOB SECURITY

No teacher who advises a student publication will be fired, transferred or removed from the advisorship by reason of their refusal to exercise editorial control over the student publication or to otherwise suppress the protected free expression of student journalists.

VIII. PRIOR RESTRAINT

No student publication, whether non-school-sponsored or official, will be reviewed by school administrators prior to distribution or withheld from distribution. The school assumes no liability for the content of any student publication, and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to follow professional journalism standards.

IX. SELECTION OF EDITORS

Upon advisement of the present editors and others concerned, the advisor of the J-Bird shall select from among the applicants the editor for the following year. The term for each editor shall be for one year, beginning in the Fall of the following year. Editors are not limited to a single year term. Applicants shall be solicited in the Spring of the year and the editors chosen based upon the applicants' demonstrated writing ability, responsibility, and character.

X. DISCLAIMER OF LIABILITY

The views expressed in the J-Bird belong solely to the authors and are in no way to be construed as those of the school board, administration, faculty, or advisor. The J-Bird invites and encourages its readers to submit their comments and views for publication as letters-to-the-editor. Please limit the length of submissions to 300 words. No letter will be published without the author's name. All submissions are subject to editing as deemed appropriate for length and/or content. Submission is no guarantee of publication.



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The J-Bird

68 years-Juneau's Student Voice

Juneau-Douglas High School

Juneau, Alaska

Vol. 68 Issue 7

April 2, 1991

Underground newspaper provides alternative

Issue Number Two

Tuesday, March 12, 1991

THE ESOTERIAN:

by SARAH BERNSTEIN

"It's not a joke," said "Zoilas" (name withheld) when asked about Juneau-Douglas High School's new underground newspaper, *The Esoterian*. There are several students who have undertaken the task of supplying Juneau-Douglas High School with an alternative newspaper, and they are serious.

The idea for an underground newspaper was "Ken's." Ken is a sophomore at JDHS. He first thought of this during Christmas vacation and then shared the idea with some of his friends. The first issue of *The Esoterian* was then

distributed in February. "Vex" is the chief editor of *The Esoterian*, Ken is in charge of printing, and "Caliban" collaborates layout and typing.

Vax said that the paper was established "to question authority and to present the high school with a literary forum." Vax, Caliban, and Ken all added that they create the paper because, despite the hard work, it is a lot of fun.

According to "Zoilas" and "Inanna," two writers for *The Esoterian*, the paper was established to provide a forum for an alternative viewpoint. Zoilas said it was also done in part "to prove to ourselves that we could do it." Both writers

feel that although *The J-Bird*, JDHS' official newspaper, is credible, it cannot publish material that is uncensored.

Inanna commented that only certain people can write editorials for the "Bird," and although several people write to the editor, only a few of the letters ever get published.

Beth Hagevig, Editor-in-chief of *The J-Bird*, feels these characterizations about the paper are inaccurate. Hagevig feels that in this case, the definition of censorship needs to be clarified. She explained that interference from an outside authority is censorship, while editing is the revisions made

by an internal authority. "In our case, it is the editorial board," she said. "I'm sure *The Esoterian* does a bit of editing also," added Hagevig.

Hagevig also admitted that it is true that only editors write the editorials. However, she said that "Soapbox", a guest opinion column, was created this year for students to voice their views on issues.

As for letters to the editor, Hagevig said that the reason so few letters are published is because very few letters are submitted. "I've received about seven letters this whole year - four of which are going in the next issue. It's not

censuring, it's student apathy," said Hagevig. "We've even encouraged student response in two of our editorials, but so far, no one has submitted anything."

As far as letters which might be objectionable to some readers, Hagevig stated, "we don't care about controversy. A student voice is a student voice."

In reference to *The Esoterian*, Caliban said that no article submitted would ever be censored because of controversial contents. However, he said the editors will cut writing that is not quality material.

The editors of *The Esoterian* have heard accusations that the paper is simply a list of complaints and a place to publish negative opinions of the administration at JDHS. However, Zoilas responded to this by saying, "We are not out to bash the administration, we just want the students to have freedom of expression."

turn to *Underground*, p. 12

Effectiveness of JDHS attendance system disputed

by ADAM JOINSON

One of the most time-consuming procedures in the Juneau-Douglas High School is monitoring students' attendance. If a student is unexcused for any reason, they are contacted as many as six times within the next week. Attendance "creates an enormous amount of bookkeeping on the part of the staff," according to Juneau Board of Education member Phil Smith.

Currently forty to seventy kids are processed through the detention room daily. This is evidence to JDHS Vice-Principal Sasha Soboleff that the current policy is effective. "If the system wasn't working, nobody would be in detention," he said. According to Soboleff, three years ago 500 students were gone daily, compared with the 100-150 this year.

Zach Falcon, Student School Board Representative, also feels that the system is more effective now than in the past. "With all the

time, effort, money, and manpower they (the administration) puts in, it's believable (the improvement from 500 to 100)," said Falcon.

"Interest in school should be fostered, not forced."

- Zach Falcon

If a student is unexcused, and refuses to serve detentions, he or she is disciplined further with Saturday School, In-School-Suspension, and finally Out-of-School-Suspension. A student that chooses not to serve Saturday School or ISS for some reason is punished by OSS, meaning that he won't be allowed on school grounds for a whole day. This in fact can be thought of as a reward; a student misses school, so the punishment is getting to miss more. Donna Woodrow, who handles detention,

Saturday School, ISS, and OSS, said "some kids are overjoyed" when they are assigned OSS.

The current measures used to punish non-attendance, detention, ISS and OSS, are not the way to solve the problem, said Smith. "Any changes (in the policy) should be made to encourage attendance, not by rewarding it with OSS," he said. Smith is concerned that the whole system is a disincentive for students to stay in school, and that a more positive approach to attendance is necessary. Falcon agrees. "Interest in school should be fostered, not forced," he said.

Smith believes that the best reasons for attendance transcend the numbers of who is actually here and who isn't, and feels that the focus of this facet of education must be altered. "A system that's more classroom oriented instead of computer oriented might be more effective," suggested Smith.

turn to *Attendance*, p. 12



photo by Chad Edwards

Vice-Principal Sasha Soboleff on duty: "I believe deep inside my heart that the attendance policy is going to change, and that I won't have to walk five miles a day to see the forty kids a period and make 150 phone calls on Friday and Sunday."

Editorial:

Attendance Policy: A joke no longer funny.

Poor attendance and the problems associated with it spread through these halls like the black plague. What is the source of this plague? The students? In part, but ultimately the responsibility for this failure belongs to the administration of Juneau-Douglas High School. We are sad to say that there are very few redeeming qualities in the present attendance policy. It solves few and creates many problems.

Most teachers at this high school will tell you that it is not convenient nor beneficial to their lesson when an administrator interrupts their class to dispense punishment in the form of pink slips. More likely, they will tell you that it is a constant annoyance; an annoyance that violates the teacher's presentation, the classes' attention and the individual's dignity.

We understand that attendance is an important part of learning. However, we also understand that if we have unexcused absences, which are frequently due to system errors, we will end up missing the first 15-20 minutes of our class anyway because of time spent at the attendance office waiting in line for a slip of paper instead attending class.

And what of the attractive goldenrod spread sheets that hang on the walls around the high school? They are a symbol of the administration's failure to fix the problem. What happens to one of the 120 students who are listed each day? They are assigned detention, skip detention, assigned Saturday school, skip Saturday school, assigned in-school suspension; skip in-school suspension and finally, they are elevated to the biggie: out-of-school suspension. A solution to the attendance problem? We don't think so. With 86 hours of detention to be made up, what kind of punishment is it to get out-of-school suspension when most of the student population would rather be up at Eaglecrest skiing on these beautiful spring days anyway? We should all hope for such treatment! What will happen to those students? Most likely, they will get a holiday detention session in place of those 86 hours. That's a bargain, anyway you look at it.

The administration, teachers, and students alike, all seem to be fighting a never-ending battle for the ideals of education. We at the J-Bird see this merry-go-round of irony and wonder at the callousness which allows students to be caught in this system of bureaucratic failure.

Certainly, an educator that upholds the ideals of the profession, would be inclined to change when presented with a clear problem which hinders education. Therefore, we issue a challenge to the administration of this school to find a better solution to the on-going attendance problem. Recognizing the current paralysis is only the first step towards positive leadership concerning this problem. Action is the second.

Letters:

AIDS message touches reader

Editorial note: The following letter to Rose Felschauer was submitted to the J-Bird for publication.

Dear Rose,

I am a member of the Warrior's Word Publications Lab and am writing in response to your column, "Every Rose has its thorn..." I am referring to your December 14, 1990 feature on meeting with a man infected with the AIDS virus.

I found this article very honest and open. I especially liked reading your feelings--your understandable nervousness and apprehension about doing such a simple thing as shaking his hand.

I have never been faced with interacting with someone having AIDS, but I can imagine my own rejection. Thank you for being honest enough to put my own feelings into words--feelings I may not have been able to address.

I hope the man's message was passed along and that he knows how many people his story does touch.

-Michelle Jacobson
Wausau West H.S.

Thanks from Japan

Dear Editorial board

I am Aya Nakagawa. Thank you for publishing my composition in the J-Bird, Feb. 4, 1991. I won fifth place (prize) in the English Oratorical Contest of Kyoto Prefecture. I can speak Japanese normally, but my pronunciation of English is not good. So it was difficult for me to believe this result. Besides that, I felt as if I had a dream when I saw my composition in your newspaper. There is no such nice newspaper in our school as yours. I think that Japanese school students lack independence. So we must follow your example. I would be glad if someone who read my composition would send me his/her impression.

-Aya Nakagawa

More thanks....

Dear Editorial board:

Thank you very much for sending the J-Bird of Feb. 4, 1991. I received two copies of it last Wednesday. I was very impressed with your wonderful school paper.

which has a history of as many as 68 years. And other teachers of my high school were also impressed with the J-Bird, because it has as many as 16 pages and it is published every month. Miss Aya Nakagawa, the writer of the essay about hearing impairment, was very happy to see her essay in the paper. Currently the students of the English Speaking Society (English club) here at Yamashiro High School Kyoto Japan are writing articles for contributing to the J-Bird. Although it is very hard to write articles in their foreign language. I'll e-mail them soon. Thank you again for publishing Miss Aya Nakagawa's essay and sending the copies.

-Fumiaki Itoh
Teacher of Yamashiro H.S.

Kudos for the Bird!

Dear Mr. Good and J-Bird Staff:

Please pass along my rave review of the '90-'91 J-Birders! Legitimate complaints were registered last year, but this season Mr. Good and his staffers should be very proud of their product.

As an armchair radical, I always (when my daughters rarely share a copy) turn to Zach's comments. It's a joy for me to discover a quality writer, young or old, who is capable of original thought. Zach dares to think. Congratulations, as well, to Phil, for their joint efforts to improve the high school search and seizure policy.

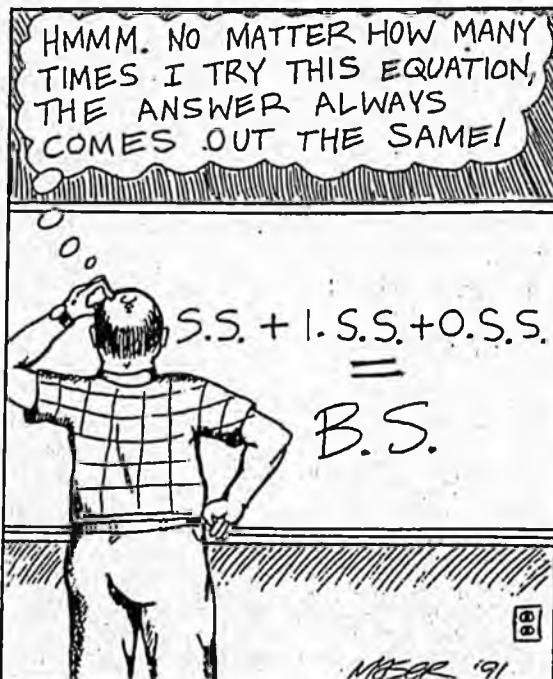
This same issue was addressed on page two of this March 1st issue. Five of six kids responded wisely to the query on locker searches. This type of question lies at the core of just one of the many individual rights inherent in a free society. The responses were heartening and, I believe, more liberal than a similar sampling of adults. I am reminded of the important work of two Juneau-Douglas history and government teachers in the mid-60's (Tony Rieger and Rick Pastega): imparting to their students the precious knowledge that individual rights are too often prized after they are lost.

Adam's informative article on the military conscription discusses another critical issue in a "Free" society. A peacetime draft and now selective service registration have been too easily accepted by the populace. Prior to the civil war, conscription was akin to slavery and vehemently opposed. Students today should wonder why the price for failing to register is so high. Please continue to question!

A fine Jimi Hendrix cartoon too, Jush.

All of you deserve a hand for a quality job. Ever Sarah!

-Karl Schoeppe



J D H S

by' ZACHARY PEREGRINE

I have always liked doing dishes. Seeing hot chocolate encrusted mugs and syrup sticky plates fill a deep sink and spill out onto the counter in total confusion gives me a true feeling of purpose. I like to take the time to wash them slowly and carefully, devoting all of my attention to the unique terrain of every dish, brushing the sponge over every surface and watching as the reborn piece of crockery rises out of the foam like some sort of *Rubbermaid Venus*. Sometimes seeing the plates, mugs, and pots stacked cleanly on the counter in zen-like serenity is the only thing that keeps me sane. It is a way to organize my head; all of the stained,



sticky ideas and greasy bits of uneaten information that crowd my confused brain seem to find clarity and order through the simple act of washing dishes. I often can't sleep knowing that there are dishes left in the sink, my head is unable to touch the pillow until all of them

are clean and nestling together in *Palmolive* peace. I have learned a lot from washing dishes; while searching for stray silverware in the tepid primordial soup of my kitchen sink, I have contemplated subjects ranging from the way in which one's fingertips turn to wrinkled cave salamanders in old dishwasher, to the concept of human dignity.

Human dignity first became an issue for contemplation when I was eight years old and a reshuffling of household chores left me with the duty of washing dishes. I hated it. As soon as I was left without a choice in the matter, doing dishes ceased to be an act of beauty and became instead a pointless act of sickening drudgery. My aversion to the task grew daily; I was disgusted by the soft gurgle left in the drain. I loathed the bitter smell of *Joy* and prayed for paper plates. Faced with this revulsion I did the only thing possible under the circumstances- I refused to wash dishes at all. I didn't mind the consequences because the decision to be entirely my own and I was responsible for it. After a time my chores were shifted from doing dishes to taking out the garbage, and soon my old love of plate-washing returned. Strange thing, dignity.

I think often about dishes when I wander the halls of JDHS and hear administrators say that students shouldn't be given freedom because they have no sense of responsibility. I think often about dignity when I sit in a classroom and see a student who would rather take an F than be told how and what to learn. It is true that many young people mistake liberty for license. But it is also true that a person cannot be truly responsible unless he is also free. Compulsory education all too often leaves people stripped of both their dignity and their ability to learn. If schools are to be worth anything they must create an environment where learning and responsibility are fostered, not forced. Only then can we be responsible to ourselves and each other. The so-called 'natural rights' do not exist in nature - we must give them to each other. Students must be given their dignity if anything is to be accomplished in school. We must be allowed to wash our dishes not because we are forced to, but because we know that it is our responsibility to do so.

Every Rose has its thorn...

by ROSE FLEISCHHAUER

"So, do you wanna leave?" Robyn says, just loud enough for me to hear.

Of course I want to leave! But I don't tell her that, I just look at her like she's crazy.

"Right. Like I can just leave," I say, like the school won't survive without me for a few hours.

She leaves the room, I storm off to the library throwing daggers with my eyes. Obviously, I'm mad enough to have a seizure. This self-realization stops me.

"Hell, I'd be dead if I was much older." I smirk and choke to myself.

I think how funny it would be if one day my mind snapped and I went crazy. I can see it now. The looks on people's faces as I writhe, laughing and snoring, literally foaming at the mouth and screeching unintelligibly. And there'd be this great big, huge, totally grotesque picture of it in the yearbook and probably a national newspaper would use it as filler, therefore giving me my 15 minutes of fame and definitely guaranteeing at least 100 Elvis sightings in or around Juneau that month.

I laugh, obnoxiously loud, at my wild imagination which triggers about 20 strange looks from the people studying 'oh so hard' in the library. I get the deadly, if-you-don't-shut-up-I'm-going-to-kick-you-into-next-week, scowl from an administrator for breaking the unwritten Vow of Silence the library enforces much the same as an oral epitaph does a corpse.

I have the most obscene case of what is inappropriately called "writer's block".

WRITER'S BLOCK-n. 1. of or pertaining to having a physical blockage in the left hemisphere of the cerebral cortex; brain-strain. 2. a mental state induced through thinking one has thought too much on any thought one's thinking may be a thought; constipation of the brain.

In closing let me leave you, the readers, with a few questions that may be prone to induce the phenomenon of "writer's block":

Is it undeniably necessary to focus on any one thing at any given moment in time? Or, for that matter, is it humanly (or inhumanly) possible to limit one's mind to a single conscious (or unconscious) pondering?

Think about it.



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