

The following word-find is made up of the names of federal (U.S. government) departments and agencies one can find in the State of Alaska. See how many you can find!

FEDERAL FIND

S D E M N F U W I D U D S W T P X I G K C Z H Y J F A O
 P G V I X B C G G I D I T S W J K K A O J J L R R E V D L F
 G T B Z U I W O G I N W Y F D I H F U S H A O R L R E V D L F
 B X G Q S G J K U W R K I N Y J L C T Y S M R A F I A E T M B
 V C T S A J J K T D S B X A V U I G H M W S U H L D O S I K O S E N
 N C F S Y M T L E G T N R R J J Z B E N R A H T C R S V A M B
 S C K W D B L L C T B Y A V U I G H M W S U H L D O S I K O S E N
 I F Q W H S K L G T N R R J J Z B E N R A H T C R S V A M B
 E N E U M U X J A S D S L S R P E N R B I B L D L R G O X T Z I
 T V F D D F B J C K E R J N I C E N R B I B L D L R G O X T Z I
 L F Z Z F R D L R P E R J N I C E N R B I B L D L R G O X T Z I
 C A Z Z F R D L R P E R J N I C E N R B I B L D L R G O X T Z I
 Z O P O S T A L L I N C I H A N D L Z K I B L D L R G O X T Z I
 B C M W H T Z P H L I N C I H A N D L Z K I B L D L R G O X T Z I
 C U F M B T X N S F I S H A N D L Z K I B L D L R G O X T Z I
 B S C N E R X N S F I S H A N D L Z K I B L D L R G O X T Z I
 J T C M R P V C E E L S G H F V A G I A K I C U J J X T U R B O L T I
 U O M K Z S N K E O X B L H A I A G I A K I C U J J X T U R B O L T I
 S M E K Z S N K E O X B L H A I A G I A K I C U J J X T U R B O L T I
 T S I Y G S N K E O X B L H A I A G I A K I C U J J X T U R B O L T I
 I N B L O F S N K E O X B L H A I A G I A K I C U J J X T U R B O L T I
 C A J N S U A G E R D A A F R Y X G J J W P R N G L
 E P N I S S T O M S A Y D R A J J A R H H C
 J E C U I N W T L C D R R S Y X A R C W Z H H C
 L T H I I N W T L C D R R S Y X A R C W Z H H C

There are 23 words here -- can you find them?

Here are the words to look for:

- | | |
|----------------|-----------------|
| AGRICULTURE | ARMY |
| COASTGUARD | COMMERCENOAA |
| CUSTOMS | CUSTOMS |
| ENERGY | EPA |
| FAA | FBI |
| FEDERALHIGHWAY | FISHANDWILDLIFE |
| HEALTHANDHUMAN | INTERIORBIA |
| JUSTICE | LABOR |
| MINES | PARKSERVICE |
| PERSONNEL | POSTALSERVICE |
| TRANSPORTATION | TREASURYIRS |
| VETERANS | |

OBJECTIVES

4.29

U.S. Government in Alaska

Here's what you will be studying in Lesson 29. Upon finishing, you should be able to answer these questions:

- Can you identify one major federal agency involved in the management of Alaska's land and/or resources?
- Should resource management be primarily a state or federal function?
- How do the state and federal governments work together?
- What is one federal agency that works in your community?
- What does this federal agency do? How can you effect change in Alaska or in our nation through the federal government?
- What are the qualifications necessary to become a U.S. legislator?

U.S. Government in Alaska

FEDERALISM IN ALASKA

Actions of the federal government affect all of the states in the United States, but particularly Alaska.

One must remember, Alaska had no state government before 1959. The federal government owned and controlled almost all of the land and resources in Alaska up until that time. Today 60 percent of Alaska's land belongs to the federal government.

Since World War II Alaska has also been very important to the U.S. Department of Defense because of her strategic location.

Alaska's unique Native population has increased the role of the federal government in Alaska. The federal government provides medical and social services for Alaska's aboriginal peoples. Their struggle for land also involved the federal government as one of the key players (see Unit III, Lesson 24).

The Constitution of the United States, Article I, gives the federal government power to regulate commerce between states and among Indian tribes. Alaskan commerce is greatly affected by federal laws. One example would be the Export Administration Act, which prohibits the export of North Slope oil to foreign countries.

Under the Fourteenth Amendment of the U.S. Constitution, all U.S. citizens have the right to life, liberty, property, and due process of law. An example of the application of the equal protection clause was when an Alaskan couple challenged the legality of Permanent Fund disbursements based on length of residency in Alaska. The U.S. Supreme Court overturned the original plan, which would have given higher dividends to those who had lived in Alaska longer.

WHAT IS THE RELATIONSHIP BETWEEN STATE AND FEDERAL GOVERNMENTS?

During the 50's, 60's, and 70's, the federal government became more involved in civil rights, monitoring state elections, and environmental protection policies and regulations. Federal programs increased and therefore so did federal grants to state and local governments. Congress became more powerful and independent, which also led to more regulations.

There are four kinds of intergovernmental regulation: direct orders, crosscutting requirements, crossover sanctions, and partial preemptions.

An example of a direct order would be that state and local governments cannot discriminate on the basis of color, race, sex, or national origin. Another would be that all levels of government must adhere to national wage and hour restrictions for their employees. Direct orders are legal commands and are not issued frequently.

Crosscutting requirements are standards for all federal programs such as protection of the environment, hiring of minorities, and freedom of information.

Crossover sanctions force state and local governments to meet the requirements of one federal program in order to keep money for another federal program. For example, President Reagan wanted to raise the legal drinking age to 21. Any state that did not comply with a legal drinking age of 21 would lose federal money for road maintenance and construction.

Partial preemption means that the federal law is the supreme law of the land and overrides any state law or local ordinance as long as the federal law is constitutional. Yet in certain

circumstances the federal government will delegate some of the responsibility of carrying out the laws to the state or local government. An example in Alaska: Congress has the right to protect subsistence resources on federal lands. Yet, the state was given the authority to manage fish and wildlife on federal lands, as long as it gives subsistence use priority.

Federal money has been and is important to Alaska, although in the early 1980's the state's oil revenues made federal aid seem less important. Federal money comes into Alaska as grants and as money for operating federal agencies in Alaska; i.e. the Federal Aviation Administration (FAA), the Cooperative Extension Service, the I.R.S., the Social Security Administration, the Bureau of Indian Affairs (BIA), Alaska Native Health Service, the U.S. Postal Service, I.R.A. Council, etc. As mentioned earlier most of the federal money in Alaska is for military spending (see 'Military' in the Alaska Almanac) and for overseeing their federal holdings in Alaska.

Federal government spending, *per capita*, in Alaska is among the highest in the nation. Of the total \$2.1 billion, 75 percent was spent on the federal government's own operations in Alaska. Half of the federal grant money went into education and transportation while another 20 percent went for social and medical programs.

WHAT FEDERAL AGENCIES MANAGE FEDERAL LANDS IN ALASKA?

The four federal agencies that oversee the land are the Bureau of Land Management (BLM), the Forest Service, Fish and Wildlife, and the Park Service (see "Land" and "National" in the Alaska Almanac).

The Forest Service is one of the government's two "multiple use" land agencies (the other is the BLM). For

instance, national forests are used for recreation, fishing, hiking and camping. Forest Service-managed lands may also be used by industries like logging and mining. They manage approximately 350 million acres of federal land. Thirty million acres is managed by the two "special use" agencies, the Park Service and the Fish and Wildlife Service. Special use lands, like wilderness lands, are "reserved" for just one use and are the subject of fierce debate. Much of this land in Alaska is also rich in natural resources.

Most of the federal land in Alaska is restricted from development. These lands fall under the national conservation system. Yet decisions about the use of these lands can change and will be affected by oil, mining, logging, and fishing prospects. Those decisions will be made based on how the Nation, Congress, federal officials and our legislators view them. Unfortunately these views do not always mesh with the interests of Alaska's residents, the state government and its land managers, and the Native corporations.

Many interests struggle in the battle for control of Alaska lands. In the Alaska National Interest Conservation Act of 1980, the Alaska Land Use Planning Council was created. It is represented by federal and state government officials and the Native corporations. It serves as a forum for communication between the various interests.

The above information is from Alaska State Government and Politics, edited by Gerald A. McBeath and Thomas A. Morehouse, 1987 by University of Alaska Press.

WHAT ARE THE QUALIFICATIONS NECESSARY TO BECOME A U.S. LEGISLATOR?

Each state in the United States has two senators in Washington, D.C. The

number of representatives a state has in Washington depends on the population of the state. Alaska has only one representative in Washington.

Our Congressional Delegation is Senator Frank Murkowski (R), Senator Ted Stevens (R), and Congressman Don Young (R). See your Alaska State Legislature Directory for addresses and phone numbers.

Senators serve for six-year terms, yet only one third of the Senate is up for re-election every two years. A candidate for the U.S. Senate must be a U.S. citizen for at least nine years before running. A senator must be at least 30 years old and a resident of the state he or she represents.

Members of the House of Representatives are elected to two-year terms. All seats are up for re-election every November of an even numbered year. Congressmen must be at least 25 years old, have been a U.S. citizen for seven years, and must be a resident of the state that elected them. They should also be a resident of the district they represent.

The main purpose of Congress is to make federal laws that govern the nation and in so doing also establish public policy. Congress can also propose amendments to the Constitution, give advice and consent to treaties with other countries, and approve executive appointments. Members of Congress must deal with national issues from the standpoint of their **constituents**, or the people they represent.

HOW CAN YOU EFFECT CHANGE IN ALASKA THROUGH THE FEDERAL GOVERNMENT?

In Lesson 26, you learned how to influence your state legislators. You can use similar methods to influence your congressional delegation. They are

the ones who can deal with problems of the federal government, so you must know whether it is the state or the federal government that can affect your problem. Although most of their work is accomplished in Washington, D.C., our congressional delegation maintains offices in Anchorage, Fairbanks, Juneau, Kenai, and Ketchikan. See the Congressional Delegation section of the Alaska State Legislature Directory for addresses and phone numbers of our senators and representatives.

Since the federal government controls so much of Alaska through its agencies, it is important to keep abreast of the events that shape Alaska's future and express your opinions when you can.

The following articles and portions of articles from Alaska newspapers illustrate federal involvement in our state. Look through your local newspaper. Can you find other examples?

Mountain Village Airport gets federal grant of \$2.5 million

Mountain Village Airport will receive a grant of almost \$2.5 million under the Department of Transportation/FAA Airport Improvement Program, the Alaska Congressional Delegation announced recently.

The grant is to build a runway, taxiways, aprons and access road at Mountain Village, on the north shore of the Yukon River about 50 miles from the Yukon-Kuskokwim Delta. The funds also will include the acquisition of snow removal equipment and the construction of a building for the snow removal equipment, as well as a storage building and the relocation of a public road.

Dillingham Airport will receive an FAA grant of \$220,312 to acquire crash and fire rescue vehicles, members of the delegation said.

Also, the Office of Aircraft Services of the Department of the Interior has

awarded two contracts to Alaska firms for Bureau of Land Management cadastral surveys in Alaska.

Temco Helicopters of Ketchikan has been awarded a \$129,400 contract, and Alaska Helicopters Inc. of Anchorage has been awarded a \$119,390 contract for cadastral survey work.

Tundra Times, Vol. XXV, No 7
February 16, 1987

Federal government provides one-fifth of revenue for states

State governments received one-fifth of their revenue from the federal government in fiscal year 1985, a total of \$89.9 billion, the U.S. Department of Commerce's Census Bureau reported recently.

It was the same proportion they received in each of the previous two years.

Federal payments reached their peak of one-quarter of state revenues in 1973 before beginning a steady 10-year decline.

Expenditures rose nearly \$40 billion in 1985 to \$390.8 billion, a gain of 11.2 percent. About 45 percent of spending went to education -- \$128.6 billion -- and welfare -- \$67.3 billion.

The 1984-85 growth in state revenues nearly kept pace with spending, increasing 10.5 percent to \$439 billion. Taxes accounted for \$215.3 billion, or nearly one-half of all state revenues. Income also was generated from charges, insurance trusts and miscellaneous items in addition to federal funding.

Tundra Times, Vol. XXV, No 7
February 16, 1987

Juneau among places likely to be violating new EPA regs

Juneau is one of about 65 places on a new federal list that have a 95 percent chance of violating new clean air standards adopted today by the Environmental Protection Agency.

Anchorage is also on the list.

A state Department of Environmental Conservation official said there are two reasons Juneau is on the list: dust and woodsmoke.

John Chapple, an environmental engineer for DEC, said his office is currently conducting tests to determine how many of the small particulates polluting Juneau's air are due to human causes, like woodstoves, and how many are due to natural causes, like dust blowing in fields.

He said parts of Alaska, particularly Juneau, violate the standards during times of the year when wind blows fine dust into the air. Because much of Juneau's land has been ground up in the past by glaciers, the dust is particularly fine, he said.

"Our glacial activity generates much finer soils," he said.

"We are involved in some studies over the last year, and are continuing them now, to determine how much of those (particulates) are from wood stoves, unpaved roads, glacial moraine and wind generation," he said.

If the tests show that natural dust caused by winds on undeveloped land is the main cause of Juneau's air pollution, it is possible Juneau could receive an exemption from the EPA regulations, he said.

If not, it is possible that EPA could require that some unpaved roads be paved, or that even stricter woodstove smoke regulations go into effect.

Chapple said DEC expects to have its study done in time to meet the EPA's deadline.

Juneau Empire, Vol. 76, No 108,
June 3, 1987

Fate of federal airline service subsidy program up in the air

By Chuck Kleeschulte

Alaska Congressman Don Young Thursday announced that he is backing a bill that would reauthorize the federal essential air service program for another 10 years.

What effect the bill will have on Southeast communities, however, is up in the air.

The current program, which provides 15 airlines in Alaska with about \$3 million a year to continue flights to 44 towns, is scheduled to expire on Oct. 23, 1988. That amount is down from \$10 million two years ago.

The program was beefed up at the time of federal airline deregulation in 1978.

Alaska Airlines earlier this year received a substantial cut in federal funding, but agreed in return for a \$1.4 million subsidy to continue jet aircraft service to Wrangell, Petersburg, Gustavus, Yakutat and Cordova at least until the program expires in 17 months.

Young, in a release, said he was signing on to back continuation of the program for another 10 years since it is essential for so many communities in the state.

"The EAS program is the lifeline for many communities. Many of these small towns and villages are not connected to any road system and are solely dependent on aircraft for basic transportation," said Young.

He said his bill will continue to require airlines to provide levels of service slightly better than required under existing law. He said the bill will allow communities to receive additional service if they are willing to share part of the subsidy cost with the federal government.

Dick Steinman, chief of Alaska operations for the federal Department of Transportation, said Thursday the subsidy for air service in Alaska has been reduced in recent years as the competition increased on some routes. Several years ago, the more than \$10 million in subsidies were split mainly among Alaska and Wien Air Alaska, which is now defunct.

"It certainly is hard to predict what will happen to Alaska service levels if the program wouldn't be extended," said Steinman.

Juneau Empire, Vol. 76, No 110,
June 5, 1987

TO DO: LEARNING LOG

Answer the following to the best of your ability.

1. Here are some things I know now and did not know before:
2. Here are some things I still want to know:

Directions: Complete at least one of these research projects.

1. Make a list of the federal agencies in your community or the community nearest you. What is the main function of each?
2. Interview a city council member, the city clerk or the mayor to find out how federal money is spent in your community. What kinds of grants did your community receive? How much federal money did your community receive in fiscal year 1987?
3. Conduct some in-depth research on the function of one federal agency that has dealings in Alaska. How does this agency's actions affect Alaskans? Your community?
4. Collect several newspaper articles that discuss the workings of federal agencies in Alaska. Summarize the articles by describing the federal agency involved and the major points described in the article.
5. Choose a current, prominent issue in Alaska that involves federal jurisdiction. Research the positions of the state and federal governments. Draw a poster contrasting their positions.
6. Interview an employee of a federal agency or a member of our congressional delegation. Find out what their job entails, and how it affects you and other Alaskans.

EXTENSION ACTIVITY 2

4.29

Who Should Be Responsible?

Use your own paper or a word processor for this activity.

A. Define the following terms:

Conservationist
Development
Public domain

B. Read the following paragraph:

Because of the weaknesses in both the land laws and the way they have been administered nationwide, over the years the two multiple-use agencies, the Bureau of Land Management and the Forest Service, have become dominated by development-minded interests -- loggers, miners, cattle grazers, road builders, etc. This has resulted in widespread damage to the public domain and, despite a recent law strengthening the BLM's authority over its acres, conservationists still don't trust it or the Forest Service as agents of the land.

C. Form an opinion:

Do you feel the responsibility of managing the natural and subsistence resources in Alaska should be a function of the state or federal government? Support your answer.

ALASKA TRIVIA

4.29

Federal Influence

1. What prize was Ernest Gruening nominated for by a 1974 Congressional resolution?
2. What Alaska senator in 1964 delivered the first Congressional "Get Out of Vietnam" speech?
3. Who launched his 1960 run for the White House with a speech at the Palmer Fair?
4. What birds are on Alaska's first waterfowl conservation stamp?
5. What was Alaska's first national park?
6. What historic 470 miles did Alaska purchase from the federal government in 1985?

ASSESSMENT 9 (Lessons 25-29)

4.29

You have completed lessons 25-29. Now it is time to find out how much you have learned. Go back and review the objectives for each lesson. Your home teacher has Assessment 9 in the test packet. Your home teacher must monitor you while you are completing Assessment 9.

CHECKLIST

4.30

Assessment 10 (Lessons 30, 31)

Name: _____

Date: _____

You will need to send the following to your advisory teacher after completing Lessons 30-31 and Assessment 10.

_____ Assessment 10

Lesson 30

Lesson 31

_____ Learning Log

_____ Learning Log

_____ 2 Extension Activities (list them)

_____ 2 Extension Activities (list them)

_____ Sourdough Lingo

_____ Sourdough Lingo

_____ Any extra credit

Unit 4, Lesson 30

The State Budget

Here is Lesson 30, about Alaska's state budget.

It will take you 3 class periods to complete the minimum requirements.

Coming up:

Warm-up:

Complete this first.

Wide Load -- Half a Loaf, p. 424

Information:

Complete this next.

The State Budget, pp. 426-32

Extension Activities:

- 1. If It Were My Responsibility, p. 433
- 2. For All the Future, video or audio, p. 434*
- 3. The Do-It-Yourself Dollar, p. 443
- 4. Extended Reading, see list on p. 320*

Complete #2 and one other activity.

* May be sent via e-mail if student has access.

Sourdough Lingo:

Complete this as you study the lesson.

- expenditure
appropriation
general fund
capital budget
- operating budget
Alaska Permanent Fund
the public

Alaska Trivia:
Optional

Where Does Our Money Go? p. 444

Assessment:

- Be sure you understand all the objectives.
No assessment this lesson.

The State Budget

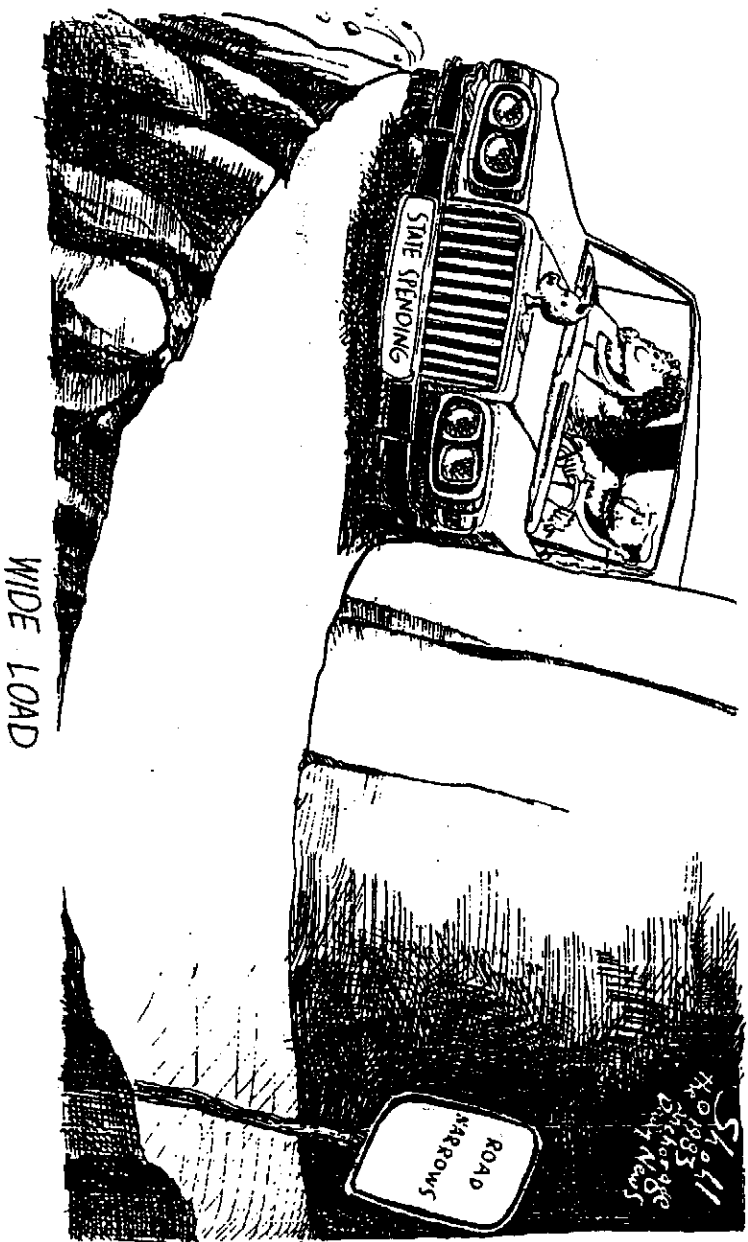
Here's what you will be studying in lesson 30. Upon finishing, you should be able to answer the following questions:

- How do the major sources of revenue compare?
- How is the state budget constructed?
- What effect does the state operating budget have on your community?
- What effect does the capital budget have on your community?
- How does the price of oil affect Alaska's economy?
- What could be the results of resource taxing policies on Alaska's future?
- What is the Alaska Permanent Fund and how does it affect the state budget?
- How can you effect change in the state budget?

WARM-UP

4.30

Wide Load - Half a Loaf



WIDE LOAD

Wide Load - Half a Loaf

Special session leaves governor with 'half a loaf'

Construction budget major accomplishment

By KIRK McALLISTER

THE JUNEAU EMPIRE

When the dust cleared after a two-day special legislative session, Gov. Steve Cowper had the public construction budget he wanted and an emergency reserve account of sorts but he wasn't any closer to balancing the state's books than he was before the session started.

But if oil prices remain high, as some legislative leaders have suggested, the budget may balance itself without the use of a reserve or spending any of the earnings of the Alaska Permanent Fund, the state's \$8 billion oil-revenue savings account.

During the mid-summer special session, the ninth in the state's history, the legislature steadfastly refused to give the governor authority to spend the earnings of the permanent fund to help balance the budget. The administration has pegged the budget deficit at between \$250 million and \$320 million.

Many lawmakers, already in a feisty mood from being called back to Juneau just before a holiday weekend, called the special session unne-

cessary and said they expected a money surplus in the current budget year, not a deficit.

The administration based its budget estimates on Alaska oil selling for about \$14 a barrel, while Senate leaders said they expected prices to be in the \$16-\$18 per barrel range. Each \$1 per barrel increase in the selling price of Alaska crude means an additional \$130 million to the state treasury over a year's time.

During the action-packed special session, which began Wednesday morning and ended about 2 a.m. Friday, the legislature overrode four of the governor's vetoes. They included two budget items - the senior citizen property tax exemption and renter's rebate program and state support for public school construction.

The major accomplishment of the two-day political exercise was passage of an \$88 million public construction budget that included \$8 million in projects for Juneau.

Passage of the capital budget finished the job lawmakers failed to do before they adjourned the regular session in May. Negotiations between the two chambers broke down at that time as the House recommended a \$60 million construction spending plan while the Senate favored spending about \$100 million.

But during the special session a compromise of \$88 million was agreed to. That state money ensures

that an additional \$25 million in federal matching funds will also flow.

"For an extra two days' work by the legislature and my office, the working people of Alaska will get some help over the next 18 months," Cowper said. "That makes the special session worthwhile in my book."

The legislature authorized the governor to use up to \$250 million for a reserve account in case of shortfalls. But instead of that money coming out of permanent fund earnings, it will have to be taken out of the general fund and only if there is enough left over.

If oil prices remain high, Cowper could get most of the money he needs for the savings account this year. If there aren't enough leftover funds to fill the account this year, the appropriation will remain open until the \$250 million goal is reached.

The budget reserve measure passed by the legislature leaves the governor in a Catch-22 bind. If there isn't a budget deficit, the money for the reserve will be available, but if there is a shortfall and the reserve account is needed, there won't be any money for it.

"We only got half a loaf on the budget reserve," Cowper said. "It's not what we wanted but it was the best we could get."

Juneau Empire

July 6, 1987

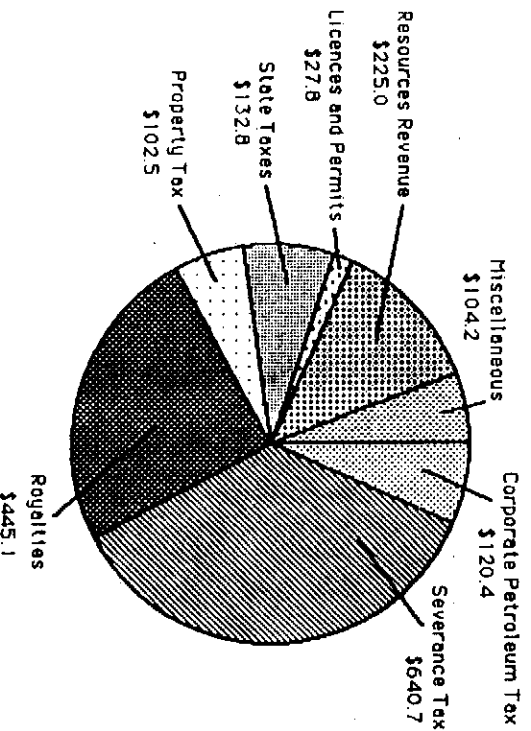
The State Budget

WHAT IS A BUDGET?

A budget is a plan for how much money is taken in (income or revenues) and how that money is spent (expenditures). The budget of the State of Alaska is based on a fiscal year that begins on July 1 of a year and ends on June 30 of the following year. The state generates revenues from several sources, such as taxes, fees from fishing licenses, or funding that comes from the federal government. These revenues are spent to run the state government, which provides various services to the residents of Alaska. For example, school districts receive state funding depending on the number of students in the district to add to the locally generated funds for schools.

HOW DO THE MAJOR SOURCES OF REVENUE COMPARE?

**Major Sources of Revenue in FY87
in Millions of Dollars**



HOW IS THE STATE BUDGET CONSTRUCTED?

By the time a new budget takes effect on July 1, it's almost time to begin work on the next year's budget, since there are many time-consuming steps in its preparation.

The governor has the prime responsibility in the budget process for setting the general guidelines, priorities and allowances for the executive departments to follow in preparing their budgets. A modification of the Executive Budget Act in 1984 requires the governor to submit the general appropriation bill on December 15 and make copies available to the public at this time. To begin on the budget, the governor gives guidelines to each of the state departments. (Remember, the departments administer the laws that the legislature passes.)

Each department documents new requirements and major program changes. This information is used in developing the governor's budget. After the governor establishes preliminary allowances, each department prepares a detailed budget request. The Office of Management and Budget coordinates and analyzes department budget requests, and makes recommendations to the governor. Once the governor sets the final amounts, the Office of Management and Budget drafts the entire budget document for submission to the legislature on December 15. In addition to the December 15 document, which can often reach 5 inches in thickness, the governor is required by the Constitution to prepare and submit to the legislature (by the fourth day of the session), comprehensive background on the budget.

Once the legislature receives the governor's proposed budget, alternatives to the plan are evaluated; program selections among the alternatives are determined (depending on the available revenues); and the level of funding required to support authorized state services is set.

House and Senate Finance committees have jurisdiction over appropriations, revenues, capital improvements, and bonding measures. The executive budget is analyzed department by department with Finance Committee subcommittees often meeting jointly to receive testimony on departmental requests.

If the House and Senate versions of a budget bill are different, a conference committee consisting of three members from each house is appointed by the presiding officer of each body. If the members of the Conference Committee cannot agree on amendments, or if one or both houses refuse to adopt the committee report, the Conference Committee submits an identical written report to each house listing the specific

points of disagreement for which the committee requests powers of free conference. The presiding officer of each house may then give limited powers of free conference only on the specific points listed.

If the members of a Conference Committee with limited powers of free conference cannot agree on amendments, or one or both houses refuses to adopt the committee report, it is then in order to appoint a Free Conference Committee. However, a Conference Committee with limited powers of free conference or a Free Conference Committee may not include in its report on an appropriation bill an item that was not included in a version of the bill adopted in third reading by a house.

Once the House and Senate approve their budget revisions in a final bill, it is forwarded to the governor for final approval. The governor has four options:

- to sign the bill into law
- to veto the bill
- to strike or reduce items in the appropriation bill
- to allow the bill to become law without a signature (generally this indicates the governor's displeasure with the bill)

The budget is usually the last bill passed by the legislature. Since this often happens in late spring, it is easy to understand that the state budget is a complicated document, almost a year in the making, which affects every Alaskan.

CONSTITUTIONAL LIMITATIONS: A 1981 amendment to Article IX of the State Constitution limits appropriations for a fiscal year to \$2.5 billion, adjusted annually for changes in population and inflation. This imposes a limit on the total State General Funds appropriated in the operating and capital budgets. This amendment was reconsidered by the voters in 1986. The Constitutional Limitation was retained when 65% of the voters voted "For" the measure.

This spending limit also requires at least one-third of the maximum amount to be reserved for capital projects and state loan programs. The remaining two-thirds may be spent for governmental operations. However, an Attorney General opinion issued in 1983 states that if state revenues are less than the spending limit for a fiscal year, the 1/3, 2/3 allocation should be ignored and the legislature should make appropriations in the best interests of the state.

HOW CAN YOU EFFECT CHANGE IN THE STATE BUDGET?

One of the first and most important tasks necessary for effecting change in the budget is to be informed. As a citizen of the State of Alaska, it is your duty to know about how the state spends our money, and how the budget is built. With this knowledge, you can then make intelligent decisions about how you think Alaska's future should look.

There are numerous ways to give your input into the budget process. One very effective way is to talk to your state senators and representatives to let them know what your community needs, or how you feel about state capital or operating expenses. Another way to effect change in the budget is to give oral or written testimony at budget hearings, which are held during the legislative session.

WHAT EFFECT DOES THE STATE OPERATING BUDGET HAVE ON YOUR COMMUNITY?

The state budget consists of these categories - operating, capital and loans.

The Operating Budget contains money for day-to-day operations of government (such as salaries, travel, office and routine expenses), as well as operating grants to local governments and other organizations and grants-in-aid to individuals.

Your community may use state money for operating costs of its own local government. There are probably members of one or more state departments who live and work in your community. Maybe you have a state ferry dock or airstrip in your community. Your schools get most of their money from the state operating budget. How many other ways can you find of state operating budget funds being spent in your community?

WHAT EFFECT DOES THE CAPITAL BUDGET HAVE ON YOUR COMMUNITY?

The capital budget sets our funding for capital projects and includes land acquisition, construction, improvements, major maintenance, repairs, equipment or related studies or planning activities. capital projects are assets with an anticipated life exceeding one year and a cost exceeding \$25,000. The budget also includes grant programs which fund capital projects for municipalities.

Are there any public construction or repair projects going on in your community right now? They may be funded from the capital budget. Legislators try to obtain capital projects for their communities, because that means jobs! Every local person hired in your community means state money is being directly spent on wages and then goods and services. When the economy is poor, the governor and the legislator often try to appropriate more capital budget monies, because they know this money may benefit communities, not only with physical improvements, but with local wages as well.

The Loans category of the budget includes appropriations for loans and loan subsidies, including student loans.

CATEGORIES OF STATE FUNDING:

General Funds are generated by the state through taxation, licensing, leases, royalties, etc. There are no restrictions placed on their appropriation, authorization or expenditure.

Total Funds include general funds and other funds. Other funds include federal funds, interagency receipts, and program receipts. These other funds are restricted to certain types of expenditures.

CAPITAL BUDGET FY 88

(State General Funds and Other Funds)

The Capital Budget funds capital projects and includes land acquisition, construction, improvements, major maintenance, equipment or related studies, or planning activities exceeding \$25,000 that produce recurring or long-lasting benefits to the public. The budget also includes grant programs that fund projects for municipalities.

OPERATING BUDGET FY 88

(State General Funds and Other Funds)

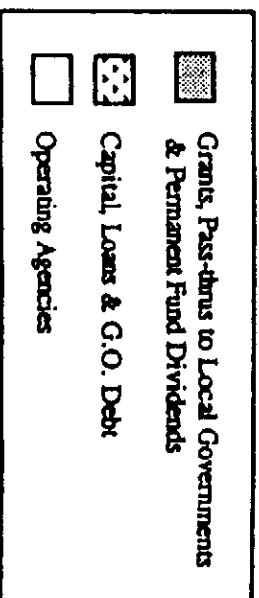
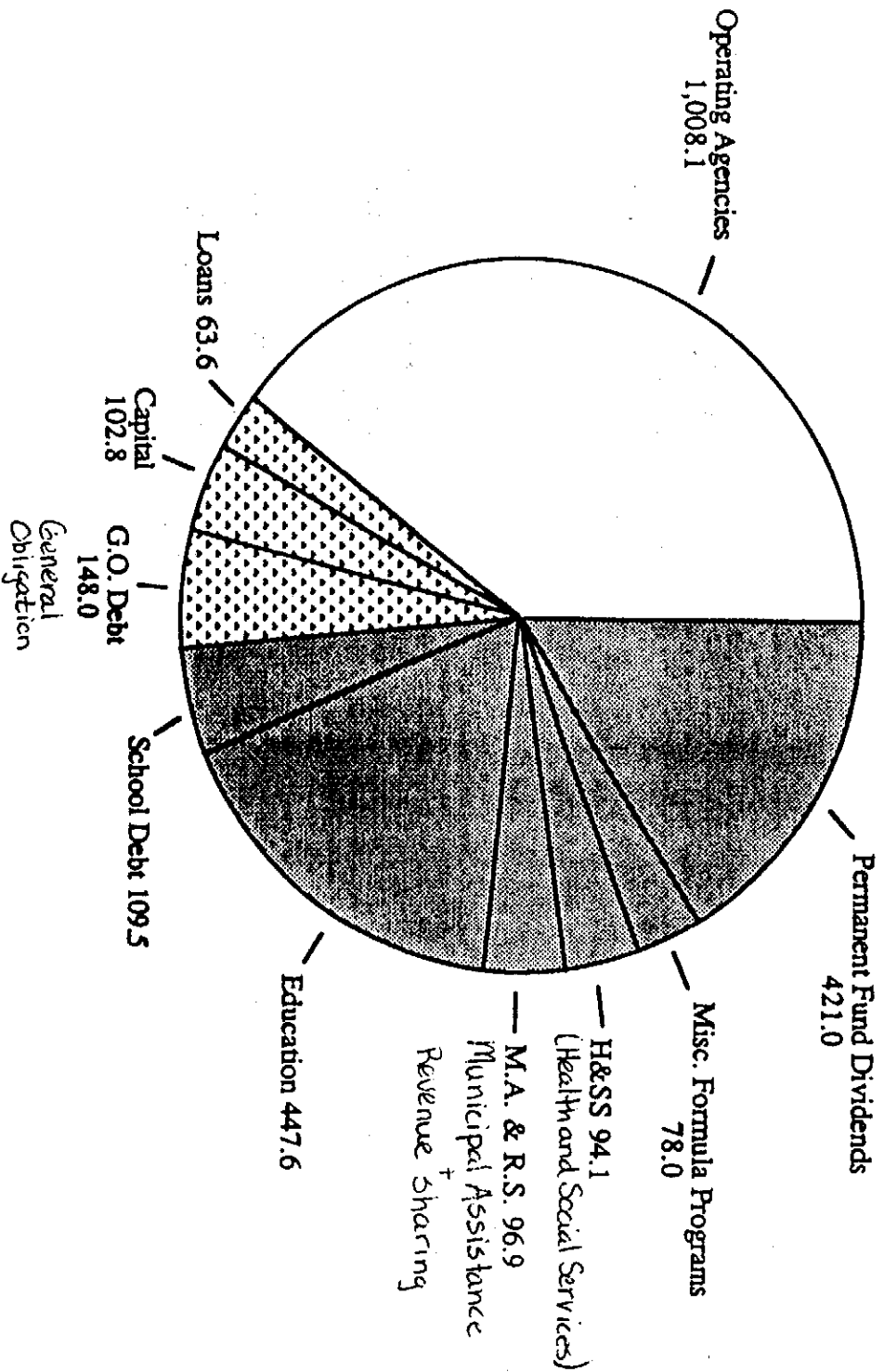
The Operating Budget funds the on-going expenses of the state. It is composed of funds for the regular services of state agencies such as salaries, travel and office equipment. The pie below represents agency budgeting with appropriations by department or agency. Debt service refers to payments on general obligation bonds.

The totals for each department are composed of general funds and other funds. General funds include taxes, license fees, leases, royalties, etc. There are no restrictions placed on their use. Other funds include federal funds, interagency receipts and program receipts. They are restricted to certain types of expenditures.

FY 88 Budget

(Millions - Unrestricted General Funds and Permanent Fund)

FY 88
 \$2,148.6 GF (General Funds)
 421.0 PF (Estimated) (Permanent Fund)
\$2,569.6



Source: Office of the Governor, State of Alaska - 12/7/87

WHAT IS THE ALASKA PERMANENT FUND, AND HOW DOES IT AFFECT THE STATE BUDGET?

The Alaska Permanent Fund was established by constitutional amendment in 1977. Under the amendment, 25% of mineral lease rentals, royalties, royalty sale proceeds, federal mineral revenue sharing payments and bonuses received by the state go into the fund. In 1980, legislation raised the percentage to 50% making mineral revenues and lease sale bonuses after 1980 subject to this rate.

INTERESTING FACTS ABOUT YOUR SPECIAL SAVINGS ACCOUNT:

- The fund is organized as a corporation independent of the state treasury with policy made by a six member Board of Trustees.
- In making investment policy, the Trustees are governed by "The Prudent Investor Rule" as defined by the courts. It places safety of principal ahead of income, requiring that standards be observed in judging the quality of investments and diversification between types of assets and different geographical areas.
- The bulk of the fund is held in U.S. Government securities, high grade corporate bonds, and certificates of deposit with the nation's largest banks. Alaskan holdings include housing mortgages or bonds and deposits with Alaskan lending institutions. Additionally, the Trustees have entered the stock market and invested in pools of real estate income property both in Alaska and Outside.

- Each year, the fund computes a five-year average of its earnings. This amount forms the basis for the dividend program with 1/2 of the average earnings distributed in the form of cash dividends. This is how your dividend check amount is determined.

- Your dividend check comes from the earnings or interest generated by the Permanent Fund. Many people believe that the principal of the trust is inviolate, indeed "Permanent," and should not be used. This question of using the Permanent Fund principal has been a controversial one in recent years.

WHAT COULD BE THE RESULTS OF RESOURCE TAXING POLICIES ON ALASKA'S FUTURE?

One of the primary ways that Alaska gets money to operate its government is by taxing companies that harvest Alaska resources -- like fish, timber, minerals, and oil. The governor and legislature decide how much to charge those companies who are making a profit from selling Alaskan resources. Their decisions form the resource taxing policy.

Recently two economists from Clemson University were invited to Alaska to speak to the governor and certain state agencies about possible solutions for Alaska's economic future.

The economists feel that one reason Alaska is experiencing such a difficult time right now and having to cut budgets, services, and programs and jobs is because all of our eggs are in one basket, so to speak. Approximately 85 percent of our revenues are coming from oil companies, from taxes and royalties. Alaska has become too dependent on these revenues.

The economists suggested Alaska needs to change its business environment. The present resource taxing policy is not one that is appealing to outside businesses. No business or industry wants to establish itself in Alaska because Alaska's tax laws are so unpredictable. The corporation laws in Alaska are not advantageous for a business or industry because they make it too expensive to

locate and operate a business, when compared to operation costs in other states.

What does this say about our future?

Obviously it has left us something to think about and we may see some change in corporate tax laws in Alaska.

HOW DOES THE PRICE OF OIL AFFECT ALASKA'S ECONOMY?

You have learned already that Alaska depends heavily on oil taxes for its revenue. It is often said that when the price of oil is raised or lowered by \$1, it means \$130 million more or \$130 million less in revenues for Alaska. The world oil prices are determined primarily by the actions of the oil-producing countries of the Middle East, because the rest of the oil-producing areas cannot charge more for their oil than these countries charge.

Since 85% of Alaska's wealth depends on oil revenues, our economy is directly affected when the price of oil fluctuates. When oil prices drop, the governor and legislators must make cuts in the capital and operating budgets. Sometimes this means layoffs of state employees, or cuts in services provided by the state. Other times it means less money for capital projects. It is important for Alaska that we begin to diversify our economy with other types of income. Then the fluctuation in oil prices will not affect Alaskans to such an extreme.

TO DO: LEARNING LOG

Answer the following questions:

1. Here are some things I know now that I did not know before:
2. Here are some things I would still like to know.

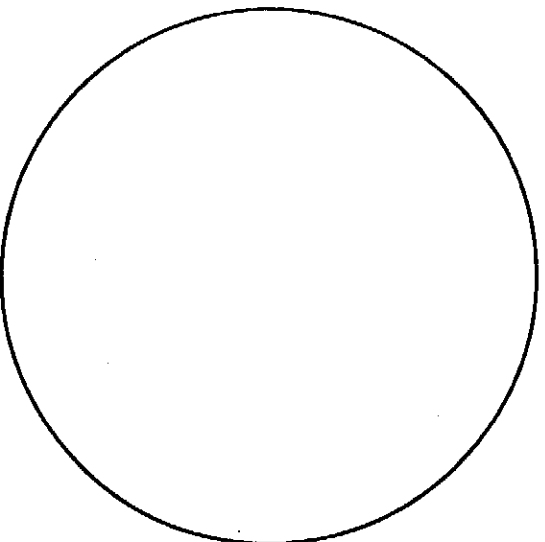
EXTENSION ACTIVITY 1

4.30

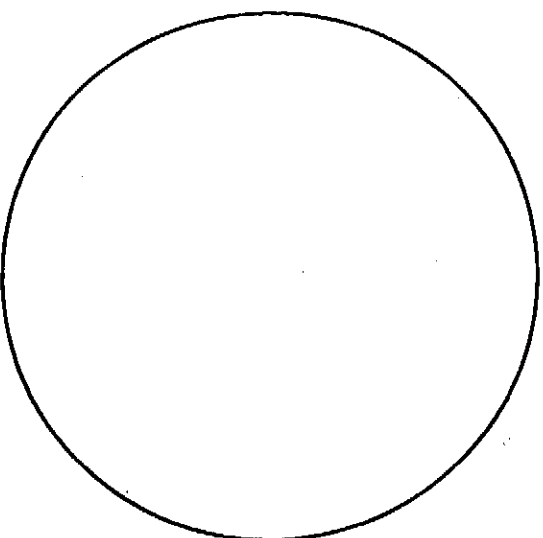
If It Were My Responsibility

Interview the city clerk or mayor to find out how state money was spent in your community or the community nearest you. Compare the amount received from the operations budget and those received from capital budget.

Study the information on the Operating budget and the Capital budget in the Information section. Consider the allocations in each of the "pies." If it were your responsibility to develop the budgets in your community, what would your "pies" look like - what percentage of funding would you give to each category? Your total operating budget is \$1,000.00 and the capital budget is \$1,000.00.



Operating Budget



Capital Budget

EXTENSION ACTIVITY 2

4.30

"For All the Future"

Before viewing: During this activity you will watch the program, "For All The Future." If you do not have a VCR, you may listen to the audio tape of the program. Before you begin, answer the following questions to the best of your ability.

1. What would you do if you were given \$100,000?
2. If you could afford to buy only one thing, what would it be? Why?
3. Why is saving money a good idea?
4. How does inflation affect the value of money?
5. What is the Alaska Permanent Fund?
6. What is a dividend?
7. Have you ever received a dividend check from the Alaska Permanent Fund?
8. What did you do with it?
9. What questions do you have about the Alaska Permanent Fund?
10. Why is Alaska receiving less income from oil resources?

EXTENSION ACTIVITY 2 (continued)

4.30

"For All the Future"

11. Which is a better idea: for Alaska to have a significant amount of its present oil money for the future, or spend it now on things people need?
12. What do you think is the state government's most important responsibility to the people of Alaska?
13. Have you ever written a letter to a legislator to let them know how you or your friends or family feel about an issue that is important to you? What was the issue?

During: Be looking for answers to the 10 questions that follow as you view the tape.

After viewing, complete the following questions.

1. Why does the State of Alaska receive money for its oil?
2. What two major factors determine the amount of state oil revenues received?
3. What are two types of oil revenues received by the state?
4. What is the name of the investment management agency for the state's saved oil revenues?
5. Define the "Prudent Investor Rule" (see Information section).
6. Give two ways the present Permanent Fund earnings are being used.

EXTENSION ACTIVITY 2 (continued)

4.30

7. Who distributes the Alaska Permanent Fund dividends?
8. How can you affect future decisions about how to spend Permanent Fund earnings?
9. What are two duties of the Alaska Permanent Fund Corporation?
10. What is one possible future use for Alaska Permanent Fund earnings?

Charts and Graphs

Mark's Charts

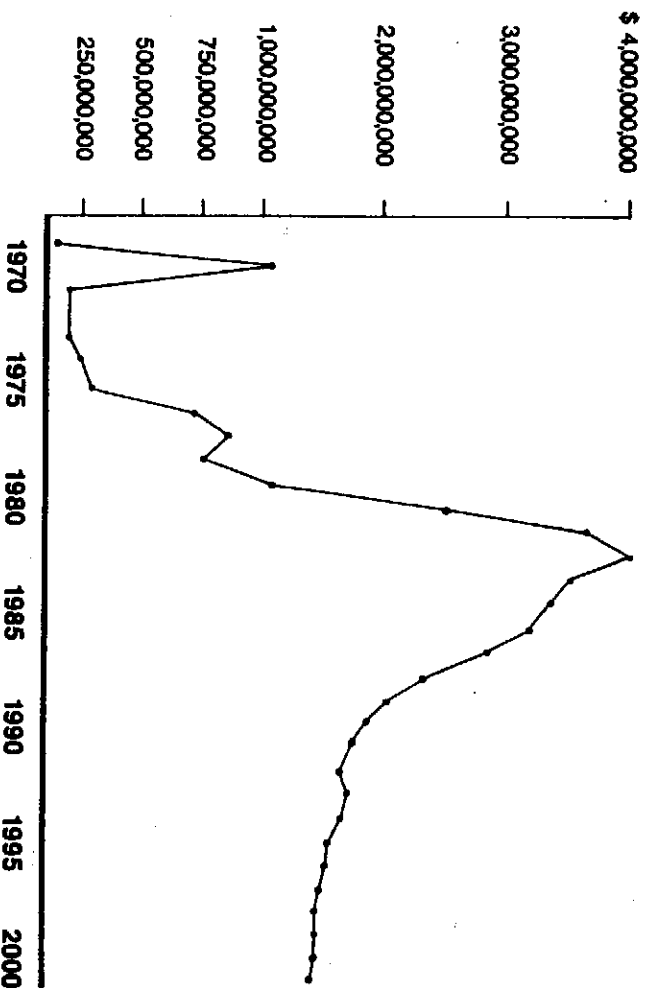
The following charts are duplicates of those used by the character, Mark, in the video program, "For All of the Future." The charts can be used as reference material while viewing the program or as additional resource material after viewing.

Supplemental Charts and Financial Information

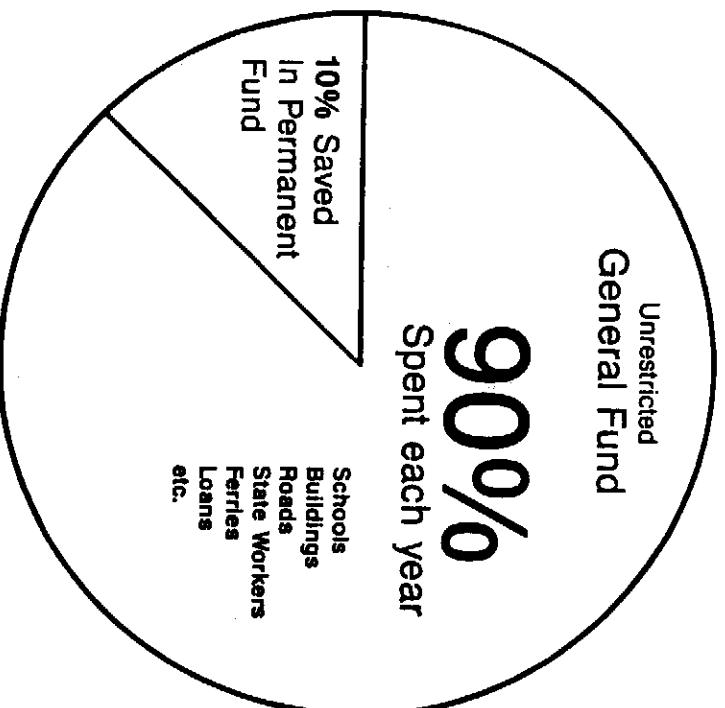
The following charts provide students with additional reference material concerning different financial aspects of the Alaska Permanent Fund Corporation.



Total General Fund Unrestricted Revenues (actual and estimated)



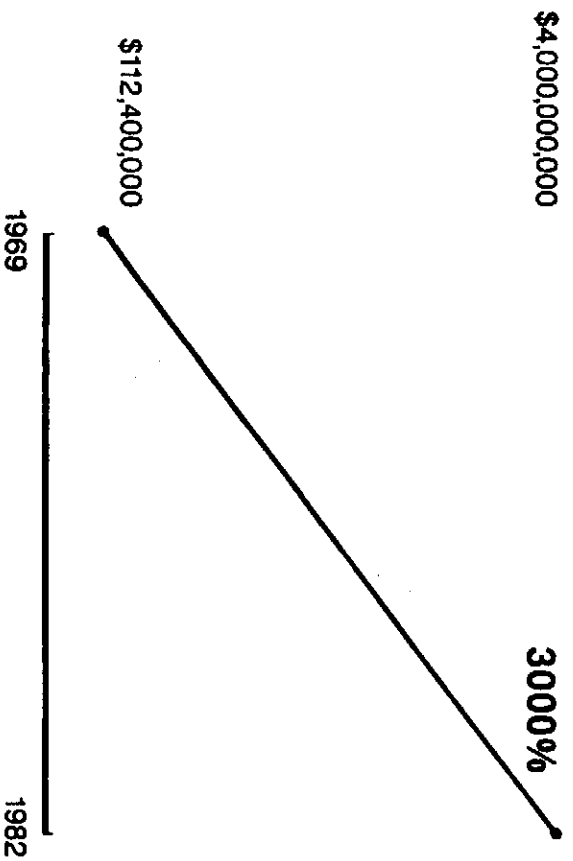
Mark's Chart 1



The state Constitution requires at least 25% of certain oil revenues (royalties, lease bonuses, and federal mineral revenue sharing payments) be saved, and this equals roughly 10% of the total annual revenues received by the state from all sources.

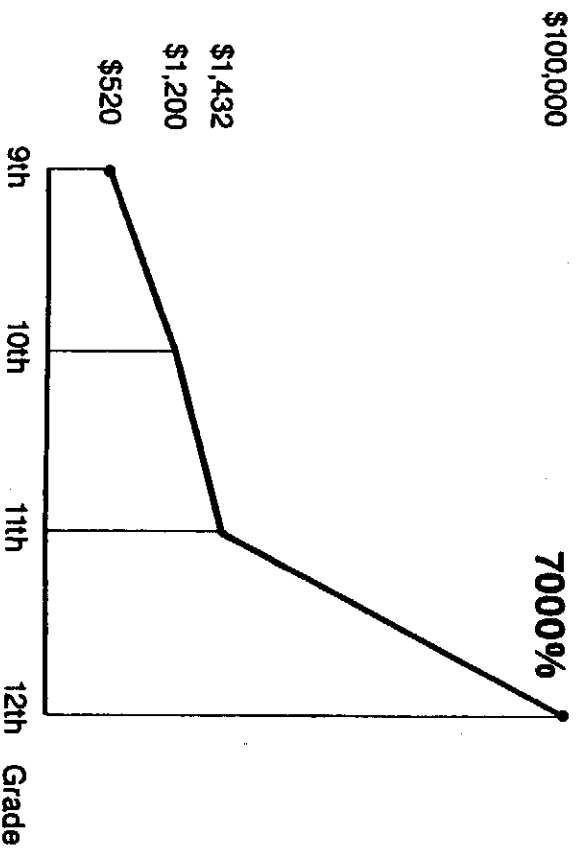
Mark's Chart 2

**Increase in
General Fund \$**



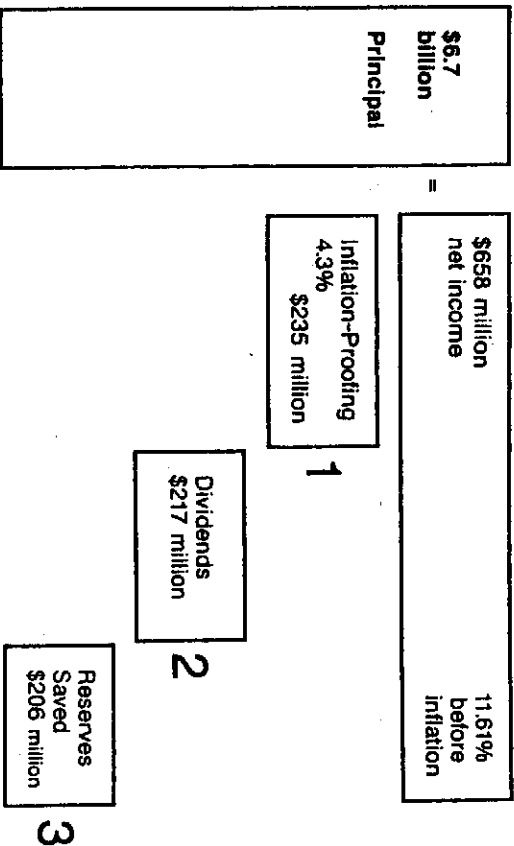
Math 5 Chart 3

**Increase in
Class Treasury**



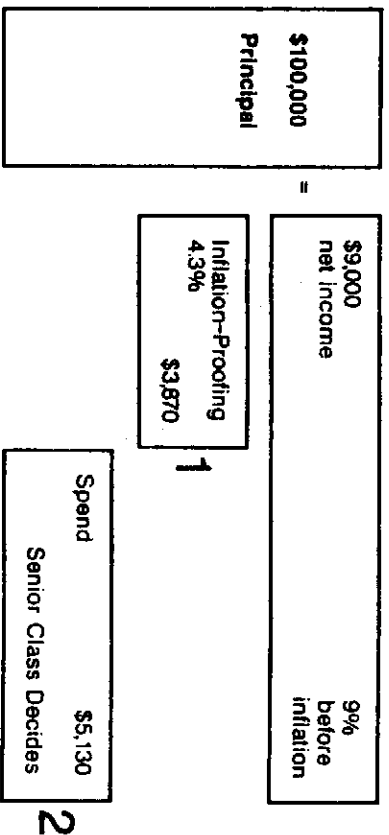
Math 5 Chart 4

1985 Permanent Fund Earnings



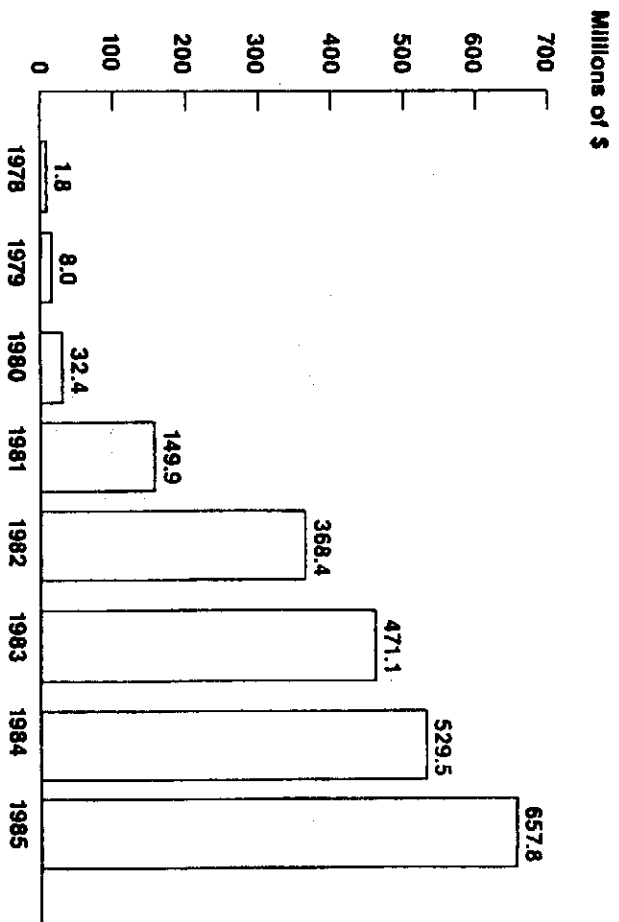
Mark's Chart 5

Rosemary Shaney Trust Fund



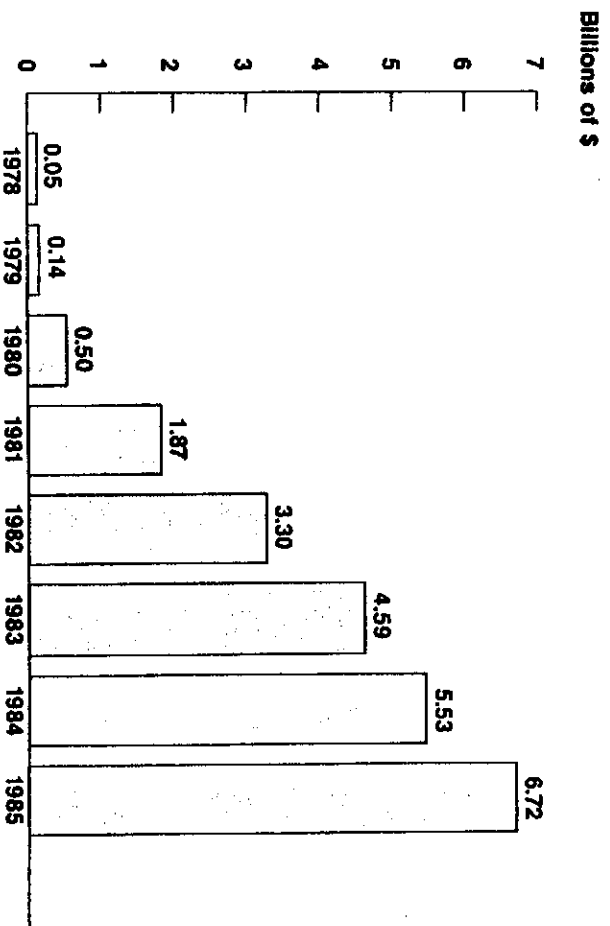
Mark's Chart 6

Alaska Permanent Fund Corporation Net Income



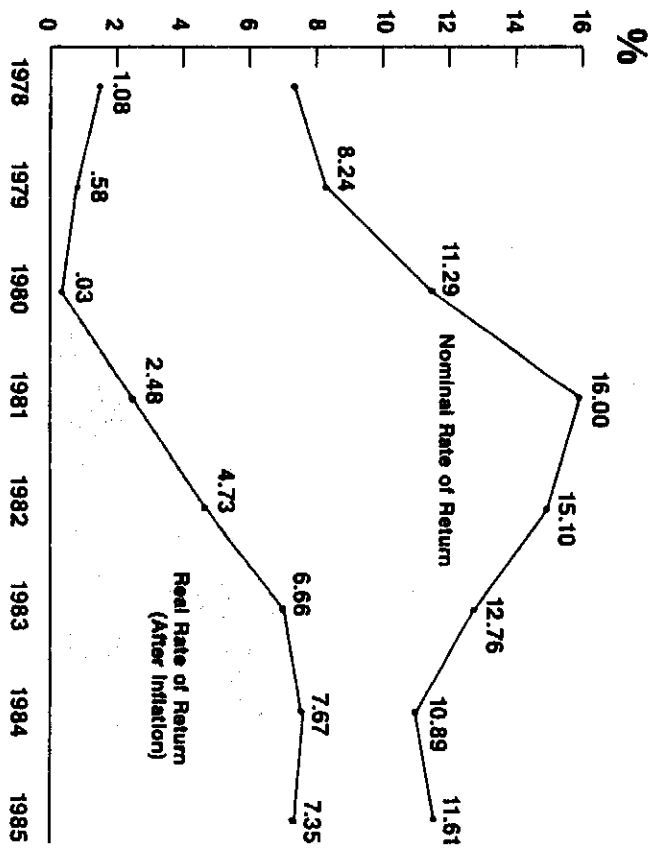
Supplementary Chart 1

Alaska Permanent Fund Corporation Total Assets



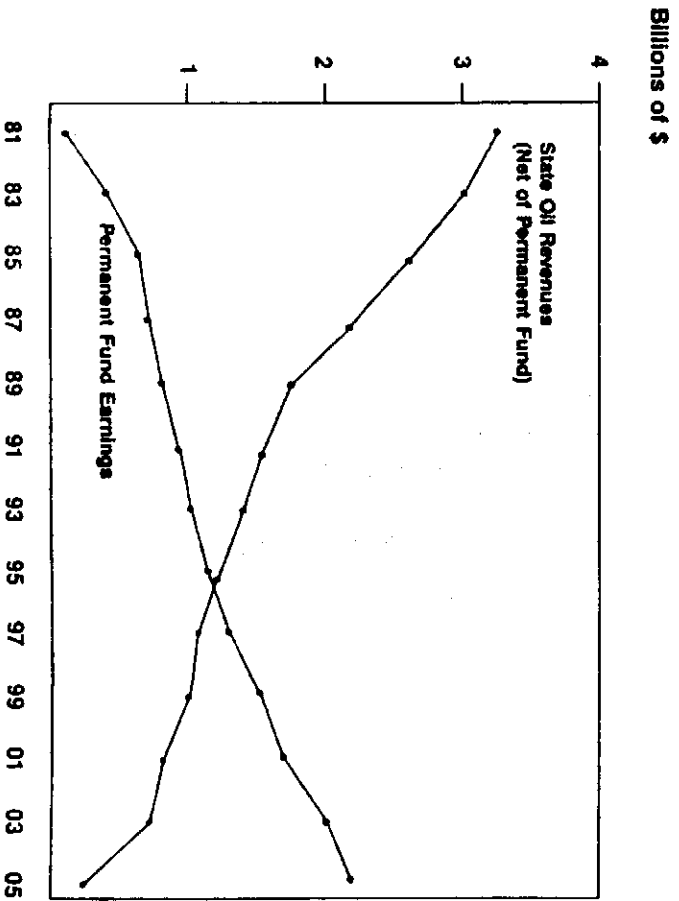
Supplementary Chart 2

Alaska Permanent Fund Corporation Rates of Return



Supplementary Chart 3

Actual and Estimated Future State Revenue From Oil and Permanent Fund Earnings



Supplementary Chart 4

EXTENSION ACTIVITY 3

4.30

The DO-IT Yourself Dollar

Comments: The early years in America saw all kinds of currency. Many states created and printed their own money. Frequently the design reflected what each considered most important. For instance early New England currency showed pine trees and ship building. In this assignment, you are going to design Alaskan currency. Draw a \$1.00 bill reflecting products or events that you think are important to Alaska. Also provide a narrative which explains your choices and reasons for featuring them.

Where Does Our Money Go?

You might be interested to see where our money has been spent during this eight-year period. The figures tell thousands of dollars, so you must add three zeroes to each figure to get the true amount.

Appendix A-2
Operations and Capital Expenditures by Program Category and Department
FY1979-FY1986

	1979	1980[6]	1981	1982	1983	1984	1985	1986
Education	388,490	445,393	556,044	688,230	760,560	838,384	897,399	920,387
Governor's Office	1,336	2,437	(1)	(1)	(1)	(1)	(1)	(1)
Alaska Historical Commission	181	292	to DOE after '80		(1)	(1)	(1)	(1)
Alaska Arts Council (grants & admin)	1,155	2,145			(1)	(1)	(1)	(1)
Dept. of Administration	11,912	11,458	12,160	23,805	25,099	30,353	34,480	32,152
Teacher's retirement								
Dept. of Education	277,635	317,478	403,526	507,635	585,027	645,203	693,941	718,703
Foundation Program	181,966	204,748	255,384	345,257	409,424	428,772	466,735	492,279
BIA Transfer	0	0	0	0	7,902	0	0	0
Financial Support Programs	51,715	53,860	52,118	62,007	62,000	66,000	54,182	45,597
Gen. admin. and Program Support(e)	6,612	7,019	8,923	10,665	11,307	22,149	30,144	28,507
Scholarship Loan Program	3,600	8,120	23,277	19,500	(2)	(2)	(2)	(2)
Grants and Administration	671	(2)	(2)	385	3,548	3,082	3,272	33,183
Post-Secondary Education, Adult Ed., and Voc Ed. (& rehab. after 1980)	4,255	12,204	14,334	17,462	21,066	22,240	30,977	27,671
WICHE	715	(in Post Second. Ed)	1,240	1,555	1,555	1,646	1,848	1,676
Museums and Libraries	2,982	3,463	3,967	5,800	5,556	5,465	7,001	6,609
Public Broadcasting Commission	2,846	4,056	4,559 (in Gen Govt-DOA)	0	(1)	(1)	(1)	(1)
Other operations	0	7	0	0	0	0	0	39
Alaska Historical Commission	(1)	(1)	369	356	425	477	492	511
Alaska Arts Council (grants & admin)	(1)	(1)	2,445	5,300	5,783	4,962	5,247	4,385
Grants	0	0	150	1,401	0	0	69	1,207
Misc RSA's	(3)	(3)	(3)	(3)	(3)	(3)	861	723
School Bond Debt Retirement	22,273	24,000	38,000	38,262	56,000	90,000	93,113	106,316
Municipal Grants	0	0	267	2,060	1,903	4,696	764	115
University of Alaska	74,561	86,378	109,723	128,144	148,531	158,132	168,214	169,417
Statewide Admin & Regents	7,220	6,699	9,360	9,630	12,503	16,574	14,921	14,231
Organized Research	7,506	7,942	11,310	13,755	(in Fairbanks)	15,381	13,814	13,814
Fairbanks	21,728	23,004	31,982	38,608	58,614	62,041	51,338	49,913
Anchorage	10,988	10,474	14,452	17,824	20,074	22,795	24,263	24,031
Juneau	2,341	3,841	5,486	7,286	9,133	9,757	10,308	9,934
Community Colleges	17,829	17,829	26,886	37,319	39,725	39,563	43,469	41,770
Cooperative Extension Svc.	0	0	2,645	3,347	4,301	4,164	4,570	4,197
Rural Education	3,618	3,257	1,859	0	3,176	3,106	3,179	3,251
Student Loans, Scholarships	75	76	17	0	0	0	0	0
Other Operations-Spec. Expend. (salary increase)	535	1,760	3,106	0	1,005	0	192	565
Working Capital	2,721	11,496	0	0	0	0	0	857
Grants	0	0	2,500	200	0	0	0	7,359
State Bond Comm.-Debt Service	23,046	27,642	30,368	26,586	[4]	[4]	[4]	[4]
Social Services	114,701	131,127	167,238	185,720	198,251	216,020	260,944	274,557
Governor's Office-Grants	200	350	400	0	0	0	0	0
Dept. of Administration	22,463	23,103	32,428	42,938	53,971	58,548	73,985	75,527
Longevity Bonus	12,348	13,388	19,546	25,796	27,758	29,414	43,574	44,382
Pioneers Homes	10,115	10,315	12,982	14,188	18,454	20,588	20,616	21,929
Other Alaskans Commission	0	0	0	131	565	1,053	1,039	864
Aging Grants	(in DHS 1979-1982)	(1)	(1)	2,823	7,194	7,493	8,696	8,352
Dept. of Revenue-Child Support Enforc.	1,488	1,896	2,216	(in General Govt.)	(1)	(1)	(1)	(1)
Dept. of Education	4,475	118	64	(1)	(1)	(1)	(1)	(1)
Vocational Rehabilitation	4,446	(now under education category)	64	(1)	(1)	(1)	(1)	(1)
Youth Employment Svcs	29	118	64	(now in DHS-Admin. of Justice category)	(1)	(1)	(1)	(1)
Dept. of Health & Social Services	52,437	61,586	83,649	96,652	97,299	106,098	126,081	136,048
Public Assistance	23,202	29,802	36,959	39,542	37,996	42,462	50,136	63,186
PFD Hold Harmless	0	0	0	0	4,138	2,871	3,471	2,938

Appendix A.2
(cont.)

	1979	1980[6]	1981	1982	1983	1984	1985	1986
OPERATIONS								
Public Assistance Eligibility	3,531	4,324	6,078	7,188	9,112	9,702	10,289	10,713
Public Assistance Admin.	(in Admin.)	& Misc.	below	(in Health)	2,654	4,145(f)	6,195	6,595
Energy Assistance Program	0	0	2,922	4,619	6,591	6,513	7,917	8,254
Program Services	7,480	9,742	4,515	6,091	6,076	5,725	5,544	5,802
Juvenile Custody	(in Admin. of Justice)		10,651	14,386	13,932	16,390	16,730	16,475
Social Svcs and Social Svcs Admin.	5,778	6,783	7,803	8,366	8,716	9,215	10,274	12,533
Contract Social & Health Svcs.				1,532	2,571	2,571	4,126	7,745
WIN	303	355	476	478	475	585	574	496
Administration and Misc.	3,590	3,413	4,142	593	(in Public Assistance Admin.)	0	0	0
Office on Aging	508	3,972	6,114	0	0	0	0	0
Old Age Assistance	3,093	(in Ofc on Aging)	3,986	7,187	(in DDA-Social Services)	6,077	5,919	(in Public Assst)
Domestic Violence-Grants	2,952	3,395	3,986	4,558	6,077	5,919	(in Public Assst)	(1)
Grants	0	0	0	3,444	0	0	0	0
Misc. RSAS	(3)	(3)	(3)	200	0	0	432	1,070
Anch 55 Block Grant	0	0	0	(3)	(3)	(3)	1,107	(3)
Fibrs 55 Block Grant	0	0	0	(2)	(2)	(2)	2,900	2,500
Longevity Bonus-new Legis.	0	0	0	(2)	(2)	(2)	750	500
				0	0	0	0	1,241
Dept. of Labor	18,493	22,498	27,361	25,237	28,132	29,641	32,258	35,804
Employment Security	14,258	18,812	22,425	20,303	23,469	25,204	26,402	27,386
WIN	(2)	841	905	844	645	927	1,005	1,874
Administration	4,235	2,845	4,031	4,056	4,018	3,510	4,851	7,544
Grants	0	0	0	34	0	0	0	0
Dept. of Commerce & Economic Dev.	62	62	107	0	0	0	0	0
Dept. of Community & Regional Affairs	13,634	18,775	17,398	17,535	18,563	21,733	28,859	27,140
Senior Citizens Tax Exemption	1,964	2,158	2,558	2,014	2,424	3,458	4,442	4,357
Child Assistance	1,734	2,168	3,005	8,219	9,678	10,514	12,775	13,247
CEIWA/JPIA	9,677	13,952	11,637	6,915	6,375	7,123	7,069	8,147
Displaced Homemakers	0	0	0	0	0	540	591	434
Senior Citizen Housing Dev.	64	75	59	73	86	98	0	0
Sr. Citizen Heng-Chugach Facility	0	0	0	0	0	0	1,000	0
Other Operations	55	422	139	99	215	0	0	0
Grants	0	0	0	0	0	0	0	0
Winterization	240	(2)	(2)	99	(2)	(2)	0	(2)
Misc. RSAS	(3)	(3)	(3)	(3)	(3)	(3)	2,982	955
Municipal Grants	0	0	751	0	286	0	261	38
State Bond Comm.-Debt Service	1,449	2,139	2,864	3,358	(4)	(4)	(4)	(4)
Health								
Dept. of Health & Social Services	71,565	73,486	99,990	129,599	131,196	157,216	169,134	168,918
Nursing	69,687	71,310	97,040	126,334	129,008	157,092	167,204	168,852
CDC/Laboratories	4,543	4,870	5,926	7,503	7,818	8,135	8,091	8,393
Environmental Health	2,448	2,624	2,855	3,485	4,266	4,762	4,539	4,186
Health & Safety	1,181	1,180	355	139	(2)	(2)	(2)	(2)
Child & Family Health	0	2,896	3,966	4,620	5,580	6,902	6,719	6,163
Public Health Administration	993	1,593	2,129	2,130	2,145	1,568	1,485	3,326
Grant to Anchorage	600	(2)	846	939	939	1,230	(2)	(2)
Grant to Fairbanks	(2)	(2)	(2)	(2)	80	50	(2)	(2)
Emergency Medical Services	994	1,097	1,825	1,837	2,422	2,220	63,255	63,460
Medicaid	25,418	23,887	31,678	36,045	35,627	59,183	10,249	10,442
General Relief-Medical	5,776	5,435	6,741	9,857	9,208	9,824	2,132	1,061
Catastrophic Illness	0	0	0	0	0	5,344	2,132	3,245
Med. Assst. Admin.	(2)	(2)	(2)	(2)	(2)	(2)	1,214	1,237
Alcohol and Drug Abuse (Admin.)	633	4,878	4,283	1,956	1,515	1,539	1,214	1,237
Grants	3,578	(2)	9,284	15,784	14,322	12,184	13,638	13,850
API	7,082	7,826	8,978	10,847	11,880	13,186	13,680	14,187
Harborview	4,619	4,929	5,459	6,483	7,202	7,305	7,427	7,037
Com. Mental Health Svcs-Grants	2,682	2,938	3,905	4,446	5,034	5,680	6,150	7,258
Other Mental Health	3,259	3,916	4,808	4,743	7,001	6,420	7,604	8,105
Other Planning and Admin.	2,110	2,345	3,331	4,076	11,476	8,525	10,279	7,190
Grants	192	(2)	1,711	1,417	2,336	8,177	7,595	(2)
Public Assistance Admin. & Coll.	898	896	1,517	1,805	(in Social Svcs.)	8,177	(1)	(1)
Health Clinics	0	0	0	716	(in Social Svcs.)	1,608	2,248	(2)
Other Programs	0	0	0	792	0	0	257	0
Misc. RSAS	(3)	(3)	(3)	(3)	(3)	(3)	370	404

Appendix A-2
(cont.)

OPERATIONS	1979	1980[a]	1981	1982	1983	1984	1985	1986
Municipal Grants	0	0	0	0	2,188	124	1,439	66
State Bond Comm.-Debt Service	1,878	2,176	2,950	3,265	[4]	[4]	[4]	[4]
Natural Resource Management	68,192	82,587	118,145	161,246	176,227	137,776	156,458	152,275
Governor's Office[h]	2,367	3,504	2,258	15	0	0	0	0
Dept. of Administration	0	0	0	480[a]	0	0	0	0
Dept. of Revenue	297	264	0	0	0	0	0	0
Dept. of Commerce & Economic Dev. (Oil & Gas Board)[b]	[1]	1,268	2,070	2,287	[1]	[2]	[2]	[2]
Dept. of Natural Resources	22,283	29,807	32,950	50,126	82,302	45,727	53,349	51,646
Management and Administration	6,018	7,375	8,933	11,604	13,176	13,050	18,444	17,338
Oil & Gas Cons & Mgmt/Pipeline Surv.	1,500	1,851	4,938	4,679	129	0	0	0
Land, Water, Forest Management	5,472	8,396	12,293	24,694	20,564	17,562	20,831	20,157
Minerals & Energy	2,736	3,462	2,641	3,441	6,873	9,580	6,300	6,843
Historic Resource Management	367	297	305	299	0	0	0	0
Park Management & Operations	5,964	8,153	3,709	4,467	5,325	5,545	6,183	7,120
Youth Conservation Corps	226	273	131	363	0	0	0	0
Grants	0	0	0	579	0	0	1,415	0
Marathon/Union 011	0	0	0	0	0	0	0	0
Misc. RSAs	[3]	[3]	[3]	[3]	36,235	[3]	176	188
Dept. of Fish and Game	24,490	25,722	47,057	62,128	65,428	66,381	74,326	74,786
Commercial Fish	9,473	9,667	13,613	17,760	19,036	19,248	19,613	22,049
Fisheries Rehab. Enhancement Dev.	8,344	7,576	9,812	12,553	12,567	12,864	14,738	15,473
Comm. Fisheries Entry Commission	0	0	1,750	2,238	2,600	2,082	2,057	2,445
Game	905	807	7,586	10,053	11,759	11,478	11,570	11,747
Substitute Division	158	860	1,162	1,369	2,096	2,614	2,925	2,998
Habitat Protection	936	1,690	2,614	2,887	2,469	2,328	3,013	3,599
Board of Fisheries & Game	282	289	467	510	817	1,090	1,309	1,089
Administration & Support	3,875	4,784	3,765	5,815	4,669	4,807	5,043	5,089
Pipeline Monitoring	263	[2]	(in DNR as of 1981)	6,270	7,410	7,994	9,081	6,129
Sport Fish	0	0	4,451	6,270	1,945	1,876	1,775	1,554
Other Operations	254	49	1,837	1,917	1,945	0	257	0
Grants	0	0	0	756	0	0	1,063	0
Special Items	0	0	0	0	0	0	0	1,635
Misc RSAs	[3]	[3]	[3]	[3]	[3]	[3]	1,882	479
Dept. of Public Safety (FSM)	6,953	7,467	9,727	12,406	13,312	12,904	13,143	13,031
Dept. of Environmental Cons.	4,819	5,436	7,917	12,093	12,843	12,554	15,640	12,812
Administration & Support	2,583	1,407	1,917	1,146	1,097	2,444	3,352	2,347
Village Safe Water	375	(in Capital)	[5]	824	1,330	300	2,159	306
Grants	0	0	0	0	0	0	0	0
Other Operations	1,861	4,029	258	546	620	1,136	800	1,631
Environmental Qual. Operations	[2]	[2]	4,670	6,828	7,055	6,114	6,570	6,184
Environmental Management	[2]	[2]	2,045	2,949	2,741	2,560	2,759	2,344
Municipal Grants	0	0	0	633	55	200	0	0
State Bond Comm.-Debt Service	6,983	10,387	16,968	21,295	[4]	[4]	[4]	[4]
Public Protection	25,695	28,902	36,483	41,518	49,408	47,824	60,961	60,123
Dept. of Administration	824	0	390	416	580	433	3,062	3,716
Public Offices Commission	0	0	390	416	580	433	523	544
Office of Public Advocacy	0	0	0	0	0	0	2,539	3,172
State Recorder	824	[2]	[2]	[2]	[2]	[2]	[2]	[2]
Dept. of Labor	3,753	6,016	6,931	7,923	9,516	10,729	11,415	14,425
OSHA	1,909	2,156	2,030	1,736	2,035	2,350	2,504	2,572
Other	1,844	3,860	4,901	6,187	7,481	8,379	8,911	11,853
Dept. of Law	446	434	585	706	742	796	778	865
Dept. of Revenue	405	462	530	562	608	692	659	655

Appendix A-2
(cont.)

	1979	1980[6]	1981	1982	1983	1984	1985	1986
OPERATIONS								
Dept. of Commerce & Economic Develop.	6,292	8,041	8,459	9,785	12,455	15,596	14,699	13,267
Dept. of Military Affairs	5,427	5,949	6,984	8,999	14,022	10,025	18,925	13,735
Search and Rescue	304	336	398	651	832	810	695	0
Alaska Disaster Office	747	1,406	1,583	1,908	1,208	1,312	9,380	4,580
Alaska National Guard	3,725	4,207	4,404	5,176	7,091	6,290	6,387	6,724
AK N.G. retirement	282	[2]	599	1,264	507	1,613	1,918	1,835
Other	369	0	0	0	4,394 [x]	0	0	616
Dept. of Natural Resources-Ag Inspect.	724	834 (to DEC-Env. Health)	[1]	[1]	[1]	[1]	[1]	[1]
Dept. of Public Safety	6,952	5,687	7,309	7,680	8,222	7,152	8,940	9,872
Dept. of Environmental Cons.-Env Health	0	0	1,815	1,183	2,003	1,800	2,196	3,284
Dept. of Community & Regional Affairs	0	0	56	130	0	0	0	0
Municipal Grants	0	0	1,048	255	1,260	601	287	304
State Bond Comm.-Debt Service	972	1,479	2,376	3,879	[4]	[4]	[4]	[4]
Administration of Justice								
Governor's Office [1]	80,331	84,412	100,702	140,715	158,205	180,718	198,228	205,762
Grants	6,412	6,356	1,398	1,596	1,649	1,706	1,610	1,674
	2,406	1,477	703	123	59	0	0	0
Dept. of Administration-Public Defender	[1]	[1]	2,938	3,672	4,261	4,952	6,265	5,925
Dept. of Law [j]	4,171	4,877	7,925	9,570	9,817	10,469	11,220	11,769
Dept. of Education	0	0	0	62	0	0	0	0
Dept. of Health & Social Services (corrections)	24,738	26,130	29,504	42,127	52,672	11,877[g]	12,626	13,987
Dept. of Labor-worker prot. comp.	1,728	(to Public Protection Category)				[1]	[1]	[1]
Dept. of Public Safety	22,410	23,682	30,521	48,598	55,025	56,130	56,662	54,820
Village Public Safety	13	[2]	1,775	5,192	5,721	6,318	6,294	5,778
Other Operations	22,397	23,682	28,746	43,406	45,333	45,880	45,854	44,173
Grants	0	0	0	0	3,971	4,132	4,514	4,869
Court System	19,890	22,385	25,706	30,254	34,781	37,108	38,873	40,289
Dept. of Corrections	[1]	[1]	[1]	[1]	[1]	58,476	70,972	77,398
State Bond Comm.-Debt Service	982	1,156	2,710	4,836	[4]	[4]	[4]	[4]
Development								
Governor's Office-Agrl.-related	50,150	63,009	162,208	596,114	225,283	219,977	218,206	279,916
Dept. of Administration-AK Energy Ctr.	414	730	2,611	972	0	0	0	0
Dept. of Revenue	118	134	804	0	0	0	0	0
Shared Taxes	12,528	13,729	59,834	359,996	74,847	81,810	91,761	91,884
Municipal Assistance	12,355	13,099	1,894	5,999	9,230	8,790	9,718	9,664
AK Renewable Resources	0	0	55,651	87,930	65,116	70,465	81,307	81,307
Municipal Bond Bank Auth.	118	573	1,016	993	(to OECD)	[1]	332	0
Alaska Seafood Promotion	55	0	73	74	60	1,888	87	95
AFIC	0	0	1,200	0	0	0	0	0
Permanent Fund Corp.	0	0	0	0	265,000	0	0	0
	0	0	0	0	441	667	717	818
Dept. of Commerce & Economic Dev.								
Economic Enterprises	9,281	11,390	14,443	30,569	47,057	31,502	29,915	25,230
Economic Enterprises-Spec. Items	2,181	1,333	3,169	1,521	1,262	0	0	0
Economic Development	0	0	0	810	561	0	0	0
AFIC-Bond Insurance	3,880	4,000	0	0	0	2,355	4,051	2,911
ASMA-Operations	369	0	0	0	239	0	0	0
Tourism	1,457	1,828	2,928	9,721	7,568	6,092	7,911	6,531

Appendix A-2
(cont.)

OPERATIONS	1979	1980[6]	1981	1982	1983	1984	1985	1986
Energy and Power Development	310	2,830	3,980	9,692	3,489	11,720	0	0
E & P Dev.-Spec. Items	0	0	0	88	2,663	0	0	0
APA	324	518	2,399	1,432	9,706	0	6,127	5,105
Loan Fund Administration	760	878	1,312	1,327	2,398	2,967	2,462	2,780
Business Loans	[2]	[2]	655	[2]	[2]	[2]	357	[2]
Other Programs	0	3	0	140	336	0	0	9
Fisheries-related Econ. Dev.	0	0	0	2,272	2,903	2,585	2,503	3,448
Agricultural Action Council [c]	0	0	0	583	5,346	1,068	(to OMR-Capital)	0
Energy-related Grants	0	0	0	152	2,484	0	0	0
Oil & Gas Board [b]	0	0	0	131	144	[2]	[2]	[2]
Alaskan Seafood Marketing Institute	0	0	0	2,050	6,905	3,733	3,784	3,515
Alaska Resources Corp.	[1]	[1]	[1]	[1]	358	736	(to D99)	0
AIDA	0	0	0	650	695	746	808	830
AK Railroad Corp. Grants	0	0	0	0	0	0	1,840	101
Dept. of Natural Resources-Agriculture	653	645	14,107	2,510	1,825	2,033	2,597	3,007
Ag Revolving Loan Fund	0	0	0	0	0	0	0	1,758
Other	653	645	14,107	2,510	1,825	2,033	2,597	2,249
Dept. of Fish and Game	225	232	270	0	0	0	0	0
Dept. of Community & Regional Affairs	23,671	32,622	66,283	82,543	87,227	94,202	89,369	158,868
Local Gov't. Assistance	621	994	1,650	2,276	2,394	5,302	4,210	3,684
Statewide Assistance	0	0	0	0	0	0	2,232	2,263
Revenue Sharing	19,663	28,050	51,409	55,603	55,465	57,781	60,333	59,569
Community Assistance Grants	0	0	4,417	6,016	6,535	4,816	3,866	2,448
Community and Rural Dev.	1,368	1,372	[2]	[2]	[2]	552	796	575
Community Planning Svcs	1,043	1,403	2,141	2,810	2,477	2,821	20 (in Capital)	[2]
Community Svcs-Housing	[2]	[2]	5,112	[2]	[2]	[2]	[2]	[2]
Rural Housing Loans	0	0	0	4,471	855	[2]	[2]	[2]
Housing Loan Admin.	0	0	0	907	1,301	1,953	1,963	2,068
Housing Constr. Dev.	0	0	0	0	0	0	0	72
Housing Development Grant	0	0	0	4,303	5,114	1,697	4,306	[2]
Supplemental Housing Grants	0	0	0	0	1,047	1,199	0	0
Home Ownership Asst. Fund	0	0	0	0	0	5,706	0	0
Other Admin. & Assistance	871	803	1,356	1,260	1,660	1,577	2,951	2,578
Coastal Zone Management	(in NHM, Governor's Ofc)	0	0	1,610	3,377	[2]	[2]	[2]
Other Special Projects & Grants	0	[2]	199	2,106	4,151	9,045	2,093	1,742
Municipal Lands Trustee	105	[2]	0	231	272	284	243	1,267
Community Block Grants	0	0	0	150	150	1,489(1)	1,628(m)	70
Unincorp. Community Grants	0	0	0	950	2,429	0	457	78
Energy Programs	0	0	0	0	0	0	3,203	2,406
Misc RSA's	[3]	[3]	[3]	[3]	[3]	[3]	68	[3]
Municipal Aid	0	0	0	111,773 (to capital)	0	0	[5]	[5]
Municipal Grants	0	0	118	1,825	14,327	10,430	5,564	927
State Bond Comm.-Debt Service	3,260	3,527	3,738	5,926	[4]	[4]	[4]	[4]
Transportation	113,068	130,446	151,585	241,168	233,282	232,956	271,795	270,377
Dept. of Public Safety (mts & meas)	[1]	874	1,727	2,215 (to DCEO in Public Protection)	[1]			
Dept. of Transportation	91,813	103,026	114,357	205,723	229,790	239,031	271,442	270,377
Administration	8,357	9,241	11,415	11,772	13,707	13,485	31,774	29,195
Maintenance and Operations	45,318	49,633	52,722	81,045	87,095	89,543	85,770	86,983
Marine Transportation	36,285	42,198	47,098	56,024	59,281	61,802	65,417	65,742
Design and Construction	1,853	1,954	3,062	46,610	58,853	50,065	50,665	52,608
Right of Way	[2]	[2]	[2]	1,152	[2]	[2]	[2]	[2]
Standards & Technical Services	0	0	0	0	0	4,968	5,432	4,752
Planning & Programming	[1]	[1]	[1]	9,120	10,854	10,188	6,445	4,219
Anchorage Int'l Airport	0	0	0	0	0	0	15,331	16,796
Fairbanks Int'l Airport	0	0	0	0	0	0	6,126	6,837
Other Operations	0	0	0	0	0	0	80	33
MISC RSAs	[3]	[3]	[3]	[3]	[3]	[3]	5,002	3,210
Municipal Grants	0	0	0	16	3,492	2,925	353	0
State Bond Comm.-Debt Service	21,255	26,546	35,501	33,214	[4]	[4]	[4]	[4]

Appendix A-2
(cont.)

OPERATIONS	1979	1980 ⁽⁶⁾	1981	1982	1983	1984	1985	1986
General Government	71,479	86,451	1736,148	986,580	1037,306	522,064	684,111	457,602
Governor's Office	8,513	8,535	12,601	20,640	34,708	38,315 ^(d)	20,691	56,413 ⁽ⁿ⁾
Dept. of Administration	23,637	25,311	30,895	86,571	109,577	108,232	114,650	110,601
Public Broadcasting Comm.	(in Dept. of Education)			8,070	6,993	7,363	7,456	7,792
Dept. of Law	5,421	6,386	12,529	16,424	15,194	22,449	28,243	26,744
RSAs	[3]	[3]	[3]	[3]	[3]	4,135	[3]	[3]
Dept. of Community & Regional Affairs	[2]	[2]	[2]	[2]	[2]	[2]	250	[2]
Legal Services	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
Dept. of Revenue	7,931	9,232	1630,756	835,557	846,666	320,432	485,841	232,361
Child Support Enforcement	[1]	[1]	[1]	2,406	3,089	3,729	3,463	4,354
Permanent Fund Corp.	0	0	0	357	2,385	2,594	0	0
Permanent Fund Transfer	0	0	900,000	800,000	400,000	300,000	300,000	0
Permanent Fund Dividends	0	0	0	467	0	0	2,094	0
Permanent Fund Payments	0	0	0	16,101	0	119	92	0
Permanent Fund Dividend-82	0	0	0	0	0	52	0	0
Permanent Fund Dividend-82 Reopening	0	0	0	0	0	0	1,102	0
Permanent Fund Dividend-82 Supplemental	0	0	0	0	0	0	2,480	0
Permanent Fund Dividend-83	0	0	0	0	0	0	1,279	0
Permanent Fund Dividend-83 Reopening	0	0	0	0	0	0	158,358	169
Permanent Fund Dividend-84	0	0	0	0	0	0	0	207,749
FY 86 Permanent Fund Div.	0	0	0	0	0	0	0	0
AFRC	0	0	0	556,955	0	0	0	0
Refundable Credits & Tax Refunds	0	0	162,064	4,005	5,370	1,750	1,056	1,648
Operations & Adm.	7,931	9,232	11,737	11,698	13,099	11,951	14,738	15,186
U of A Settlement	0	0	0	4,200	0	0	0	0
Oil & Gas Litigation	0	0	0	523	180	237	919	1,361
Dept. of Education	26	0	0	0	0	0	0	0
Dept. of Public Safety (FSM)	183	175	[1]	[1]	[1]	[1]	[1]	[1]
Dept. of Transport/Public Facilities	14,699	19,033	25,391 (to capital expend.)	[5]	[5]	[5]	[5]	[5]
Legislature	11,069	16,862	22,890	26,279	31,161	32,576	34,686	30,883
Office of Ombudsman	(in Leg.)	917	1,096	1,109 (in Leg.)	[1]	[1]	[1]	[1]
Total Debt Service	59,825	75,052	97,475	102,359	142,519	165,994	175,139	163,244
TOTAL OPERATIONS [7]	983,671	1,125,813	3,128,543	3,170,890	3,112,237	2,718,929	3,092,315	2,789,917

^aOffice of Science and Technology.

^bIn DNR under Natural Resource Management in 1979.

^cIn 1982 was in capital expenditures in development category. DGED.

^d\$20,000 for "Appropriation Project."

^eIncludes boards and commissions in addition to program support, design and delivery, and administration.

^fSeveral support services moved here from Social Services Administration.

^gIncludes only Youth Correctional Services; the remainder is now in new Department of Corrections.

^hIncludes Limited Entry, Fisheries Commission, CZM, pipeline surveillance (79-80); CZM & OCS (81); NOAA (82).

ⁱ79-80 Public Defender, Prosecution, Human Rights Commission, Status of Women, Police Standards Council, Criminal Justice Planning; 81—Due Process; 82—Status of Women, Human Rights Commission.

^j80—Prosecution; 81—Added Criminal Justice Planning.

^kSpecial Items-Emergency Services Program and Land Acquisition.

^lSome of this may be Social Services block grant money.

^mCommunity Service BG + Community Development BG.

ⁿ\$28,238 = salary and benefits increase; \$12,842 = noncovered employee compensation.

Appendix A-2
Operations and Capital Expenditures by Program Category and Department
FY1979-FY1986

	1979	1980[6]	1981	1982	1983	1984	1985	1986	
CAPITAL EXPENDITURES									
Education									
Governor's Office	25,135	49,841	50,551	114,898	110,597	165,755	409,175	207,206	
Dept. of Administration	0	0	0	1	72	2	0	0	
Dept. of Education	0	0	0	127	42	0	0	0	
Transfers to Local Gov'ts & Districts	2,473	3,236	4,514	21,696	31,715	71,271	159,616	118,588	
Rural Education	0	0	0	11,497	6,992	3,462	1,353	134	
Other	910	[2]	713	6,854	21,537	64,581	89,995	44,274	
Libraries and Museums	279	286	391	389	777	2,503	3,275	3,091	
Public Broadcasting Commission	134	324	440 (in DDA Gen'l Gov't.)	0	0	[1]	[1]	[1]	
Grants	0	0	0	0	0	0	1,180	0	
Student Loan Program	[2]	[2]	[2]	[2]	[2]	[2]	60,341	63,600	
Teacher Loan Program	0	0	0	0	0	0	0	0	
Other	1,150	229	0	2,956	2,409	725	3,472	1,557	
BIA Transfer School	0	0	3,683	0	0	0	0	5,332	
Continuations/Supplements/Revisions	0	2,397	0	0	0	0	0	0	
Dept. of Transportation	14,618	40,875	33,181	46,743	11,842	7,562	72,964	3,963	
Local Gov't Transfers and									
Transfers to REBAs	14,176	6,953	32,831	46,661	11,842	7,562	72,964	3,963	
Continuations/Supplements/Revisions	0	33,922	0	0	0	0	0	0	
Other-Unspecified	442	0	350	82	0	0	0	0	
University of Alaska	8,044	5,730	7,925	18,729	26,412	48,928	101,064	46,766	
Fairbanks	4,175	[2]	2,293	4,252	5,748	13,901	32,175	8,923	
Anchorage	2,175	[2]	1,833	3,339	7,932	361	11,137	7,598	
UAA/ACC	0	0	0	0	0	0	0	0	
Juneau	200	[2]	262	1,349	5,667	4,562	13,220	7,526	
Community Colleges	667	[2]	2,676	4,167	2,172	3,725	10,247	3,148	
Cooperative Extension	[2]	[2]	8	34	58	6	[2]	[2]	
Organized Research	[2]	[2]	481	342	37	47	[2]	[2]	
Statewide	22	[2]	0	0	0	0	0	0	
Agriculture Exp Station	123	[2]	0	3,189	3,823	8,136	10,553	4,038	
Other-Unspecified	0	5,730	278	278	240	0	49	0	
Other	82	0	94	1,719	743	2	75	225	
GD Bond Issue-74, 78, 80	[2]	[2]	[2]	[2]	[2]	[2]	6,465	2,705	
Municipal Grants	0	0	4,911	27,602	40,514	37,992	75,531	37,889	
Dept. of Community & Regional Affairs									
Municipal Grants	0	0	0	0	180	0	0	0	
State Bond Committee-Debt Service	0	0	20	0	0	0	0	0	
Social Services									
Dept. of Administration-Pioneers Home	700	1,885	6,372	13,810	18,368	16,069	37,042	20,597	
Dept. of Health & Social Services	70	1,107	265	3,650	3,110	1,141	4,750	2,706	
Grants	620	728	254	2,246	609	0	3,701	18	
Other	0	0	15	1,716	0	0	3,701	0	
Dept. of Labor	0	50	121	572	271	524	793	605	
Dept. of Community & Regional Affairs	10	0	2,000	1,214	11,393	12,358	24,398	16,340	
Senior Citizen Housing Development	0	0	0	1,184	5,567	1,249	1,426	984	
Senior Citizen Housing Development Grants	0	0	0	0	571	6,411	1,709	1,120	

Appendix A-2
(cont.)

CAPITAL EXPENDITURES	1979	1980	1981	1982	1983	1984	1985	1986
Senior Citizen Housing Projects	0	0	0	0	4,104	3,224	2,174	250
Senior Citizen Housing Needs Assessment	0	0	0	0	125	0	0	0
Other	10	0	0	30	0	0	0	0
Manitoga Services	0	0	2,000	0	0	0	0	0
Weatherization & Energy Conservation	0	0	0	0	0	1,474	8,994	5,111
Supplemental Housing Development	0	0	0	0	0	0	2,993	3,567
Low-Income Multifam Housing Develop.	0	0	0	0	0	0	1,402	1,402
Grants	0	0	0	0	0	0	7,202	3,906
Municipal Grants	0	0	0	0	1,026	0	0	0
Municipal Grants	0	0	3,732	6,128	2,985	2,046	3,400	928
Health	820	1,040	6,398	6,684	21,247	21,121	23,578	21,026
Department of Education	48	0	0	0	0	0	0	0
Dept. of Health & Social Services	772	1,040	1,609	2,710	9,370	16,668	18,850	17,493
Clinics/Health Centers/Health Corps.	582	524	767	24	213	21	579	623
API	177	[2]	116	192	114	406	478	243
Harborview	13	[2]	0	171	11	103	71	63
APT/Harborview	0	0	60	0	0	0	443	86
Hospitals	0	0	0	0	5,340	11,413	9,383	7,667
Emergency Medical Services	0	160	134	0	730	995	834	568
Continuations/Supplements/Revisions	0	356	0	0	0	0	0	0
Public Health	[2]	[2]	482	14	152	146	88	17
Mental Health	0	0	0	0	1,089	1,735	0	0
Other Unspecified	0	0	42	0	0	0	0	0
Other	0	0	0	0	1,003	151	9	0
Admin. and Support	0	0	10	0	1,174	547	1,937	1,416
Grants	0	0	0	0	0	1,698	5,028	6,810
Dept. of Community & Regional Affairs	0	0	0	0	396	680	63	325
Health Clinics	0	0	0	0	396	626	63	0
EHS Equipment	0	0	0	0	0	54	0	325
Municipal Grants	0	0	4,789	3,578	11,197	4,390	4,728	3,208
Natural Resources Management	7,862	17,789	42,133	58,406	64,855	120,410	155,351	69,989
Dept. of Administration	745	[1]	[1]	0	0	0	0	0
Nat'l Land Leg. Campaign	0	0	0	973	1,489	16	0	0
AK Council on Science & Tech.	0	0	0	0	0	0	0	0
Governor's Office	0	0	0	0	0	0	0	0
Nat'l Land Leg. Campaign	0	1,518	1,091	0	66	0	0	0
Other	0	0	0	0	0	0	0	0
Dept. of Natural Resources	4,068	14,525	27,633	22,251	23,572	19,582	20,638	12,040
Parks & Recreation	602	4,542	4,164	3,535	3,478	3,640	4,564	2,840
Land & Water Cons. Apport. Fund	3,197	[2]	2,617	1,663	1,348	1,642	1,642	2,749
Historical Preservation	269	[2]	7,562	1,607	1,309	480	968	219
Lands Administration & Mgmt.	0	6,971	1,932	1,611	65	21	0	0
Forest/Land/Water Mgmt.	0	0	0	97	401	1,034	5,384	3,344
Minerals & Energy	0	[2]	144	134	6,563	7,064	1,793	1,370
Management & Admin.	0	0	11,737	11,151	11,323	6,654	4,472	1,690
Other	0	0	435	188	86	0	0	47
Continuations/Supplements/Revisions	0	3,012	0	0	0	0	0	0
Cook Inlet Regional Corp.	0	0	0	1,228	0	0	0	0
Kepler-Bradley Lake Acquisition	0	0	0	2,037	0	0	0	0
Grants	0	0	42	[2]	[2]	50	476	0
Municipal Grants	0	0	0	0	0	0	130	136
RSAs	[3]	[3]	[3]	[3]	[3]	[3]	1,209	1,655
Dept. of Fish & Game	2,520	1,594	4,666	9,923	12,407	8,896	11,231	11,484
Dept. of Public Safety	99	92	627	404	741	135	0	0

Appendix A-2
(cont.)

CAPITAL EXPENDITURES	1979	1980	1981	1982	1983	1984	1985	1986
Dept. of Environmental Conservation	430	60	1,583	10,514	3,229	5,869	27,521	14,613
Water/Sewers/Solid Waste-Local Com.	430	60	[2]	10,514	2,444	0	0	0
Water & Sewer Projects-Local Onties.	0	0	0	0	0	4,483	18,988	11,563
Water Quality Mgmt./Air & Solid Waste	0	0	1,500	0	785	0	0	0
Municipal Grants	0	0	0	0	0	0	8,448	3,050
Other	0	0	83	0	0	1,386	85	0
Municipal Grants	0	0	6,533	14,341[a]	23,350	85,912	95,961	31,852
Public Protection	3,313	1,852	3,431	9,841	15,158	11,869	21,162	10,203
Dept. of Labor	0	0	93	197	0	0	0	0
Dept. of Commerce & Economic Dev. (APUC, Heights & Measures)	1,924	30	1,715	129	53	501	184	137
Dept. of Military Affairs	1,376	1,728	543	584	2,172	1,610	3,343	1,161
Dept. of Public Safety	13	94	1,028	2,648	741	1,354	5,609	2,912
Local Transfers for Fire/Rescue Eqpt.	0	0	380	1,561	601	0	0	0
Other	13	94	648	987	140	1,354	5,609	2,912
Dept. of Community & Regional Affairs	0	0	0	1,218	1,002	730	0	0
Local Transfers for Fire/Rescue Eqpt.	0	0	0	1,218	1,002	730	0	0
Dept. of Transportation	0	0	0	0	0	0	5,585	0
Municipal Grants	0	0	52	5,005[b]	11,190	7,614	12,026	5,993
Administration of Justice	570	729	8,710	16,052	13,892	23,888	62,887	34,225
Dept. of Law	0	0	14	411	33	25	5	33
Dept. of Health & Social Services	415	391	2,961	3,032	8,584	7	3,365	3,597
Dept. of Public Safety	101	58	1,486	3,760	2,983	2,276	(in Public Protect.)	
Courts	54	280	264	4,258	1,801	1,314	1,530	886
Municipal Grants	0	0	537	1,279	0	2,005	1,082	0
Dept. of Transportation	0	0	3,468	3,267[c]	446	1,648	24,283	2,304
Dept. of Corrections	0	0	0	0	0	16,613	32,622	27,405
Dept. of Community & Regional Affairs	0	0	0	45	644	0	0	0
Grants	0	0	0	0	0	0	0	0
Development	7,869	39,492	403,276	201,162	530,676	253,218	608,022	297,564
Dept. of Revenue	500	7,446	36,663	0	150,054	0	4,177	996
Municipal Bond Bank	500	7,446	5,500	0	54	0	4,000	750
AK Renewable Resources Dev. Corp.	0	0	16,851	0	0	0	0	0
APFC	0	0	0	0	150,000	0	0	0
Other	0	0	0	0	0	0	177	246
Comm. Fish & Forest Products Assic Funds	0	0	14,312	0	0	0	0	0
Governor's Office	0	5,433	3,768	2,182	14,428	58	0	0
Dept. of Environmental Conserv.	0	91	0	0	0	0	0	0
Dept. of Commerce & Economic Dev.	766	11,938	310,213	144,203	212,831	142,477	363,664	200,618
Hydro and Power Projects	589	[2]	0	0	0	0	0	0
Grants	28	[2]	0	0	0	0	301	402
Energy & Power Development	0	[2]	1,393	1,774	1,438	256	40	18
Economic Development	0	0	863	123	96	[2]	212	326
Fisheries-Related	[2]	[2]	4,363	1,568	594	157	5,056	122

Appendix A-2
(cont.)

CAPITAL EXPENDITURES	1979	1980	1981	1982	1983	1984	1985	1986
APA								
Sustina	[2]	[2]	4,610	12,130	23,408	25,159	32,213	31,669
Power Dev Revolving Loan Fund	[2]	[2]	0	(2)	(2)	(2)	210,000	0
Power Cost Equalization	0	0	0	5,698	768	18	11,496	21,700
Other	[2]	[2]	35,194	100,473	162,630	111,397	55,335	137,649(6)
AK Energy Policy	0	0	0	0	0	0	0	75
Business Loans	0	0	79,121	(2)	(2)	(2)	(2)	(2)
Mining Loan Fund	0	0	9,935	0	0	0	0	0
AIDA	0	0	173,049	8,000	0	0	0	0
Local Projects	0	0	246	336	1,050	54	2,630	329
Agriculture-related	149	[2]	549	1,187	998	3,607	3,057	0
Tourism	0	[2]	0	200	97	156	0	0
Alaska CD Notes to AIDA	0	0	0	0	21,330	0	0	0
Agricultural Action Council	0	0	(Gov. Ofc.) 9,001	0	315	1,414	(to DM)	(1)
AK Railroad	0	0	0	0	0	0	22,271	0
Acquisition	0	0	0	0	0	0	11,000	0
Other	0	0	0	0	0	0	0	0
Investment Loan Fund	0	0	0	0	0	0	0	0
Air Tech & Energy	0	0	[2]	[2]	0	0	1,000	845
Commercial Fishing	0	0	[2]	[2]	0	0	4,000	3,716
Fisheries Enhancement	0	0	[2]	[2]	0	0	5,000	812
Rural Elect. Rev. Loan Fund	0	0	0	0	0	0	[2]	1,000
Livestock Facilities Loan	0	0	2,650	0	0	0	(now in DM)	0
Administration	0	0	0	0	0	0	53	21
Other	0	0	294	463	107	259	0	0
Misc RSAS	[3]	[3]	0	0	0	0	0	1,940
Dept. of Natural Resources	761	8,547	1,921	1,243	1,005	2,809	11,121	4,551
Agriculture-Misc.	761	8,547	7,921	1,243	1,005	2,895	4,460	1,089
Agricultural Action Council	0	0	0 (in Gov. Ofc.)	0 (in DCEO)	0 (in DCEO)	0	511	363
Livestock Facility Loan	0	0	0	0 (in DCEO)	(2)	(2)	650	150
Agriculture Revolving Loan	0	0	0	0	0	58	5,000	2,500
Grain Reserve Loan	0	0	0	0	0	0	0	500
Dept. of Environmental Cons.	0	0	1,496	0	0	0	0	0
Dept. of Community & Regional Affairs								
Municipal Grants(d)	247	2,154	5,820	4,794	5,491	10,139	64,226	13,540
Special Projects/Grants	230	2,154	5,820	3,495	3,880	6,155	3,913	2,379
Other	0	0	0	1,299	1,528	2,159	2,021	542
Other	17	0	0	0	0	86	2,344	0
Unincorporated Community Grants	0	0	0	0	0	1,739	9,642	4,838
Housing Revolving Loan	0	0	0	0	0	0	45,000	4,000
HUD Loan Reserve	0	0	0	0	0	0	1,000	0
Community Planning Svcs (in oper.)	0	0	0	0	83	263	306	766
Community Block Grants	0	0	0	0	0	0	0	275
Misc. RSAS	[3]	[3]	[3]	[3]	[3]	[3]	[3]	740
Dept. of Transportation								
Harbors	5,595	3,884	2,298	802	0	0	0	0
Administration	5,285	[2]	2,078	802	0	0	0	0
Harbors	310	[2]	220	0	0	0	0	0
Municipal Grants	0	0	35,088	47,938	55,442	52,821	140,682	67,667
Municipal Aid	0	0	0	0 (in Oper.)	91,425	44,914	24,152	10,192
Transportation	103,756	81,704	172,819	211,153	281,916	299,902	798,439	395,593
Dept. of Transportation								
Marine	103,756	81,704	147,762	139,820	190,741	199,688	682,533	320,131
Airports	602	[2]	3,617	2,502	7,369	9,043	18,395	16,667
Highways	1,261	12	9,299	11,642	13,399	12,688	135,432	54,380
Harbors	1,351	26	30,532	18,876	34,748	53,411(7)	202,253	96,233
Local Service Roads	[1]	[1]	8,996	11,676	11,893	24,628	51,818	19,548
Statewide Transportation/Facilities	2,931	[2]	[2]	42,910	54,790	46,810	118,811	46,268
Facilities Planning & Programming	804	743	2,213	9,829	13,472	19,768	44,063	34,484
Regions(h)	(in General Government)							
Facilities	[1]	8,482	12,332	[1]	2,683	5,082	971	295
Administration	[1]	[2]	[2]	[1]	[1]	[1]	[1]	[1]
Grants-Iditarod Hdqtrs.	347	[2]	2,334	261	4,789	4,121	37,335	7,544
Arch Pioneer Home Overruns	0	0	0	0	0	89	3,507	0
	0	[2]	[2]	1,300	0	0	285	285

Appendix A-2
(cont.)

CAPITAL EXPENDITURES	1979	1980	1981	1982	1983	1984	1985	1986
North Slope Haul Road	1,508	[2]	[2]	0	0	0	4,132	0
Capital Improvement Federal Aid	95,324	[2]	[2]	9,992	0	0	0	0
RSAs	328	[2]	[2]	29,440	47,074	23,168	43,237	44,132
Other	0	0	0	658	303	280	2,294	295
Other-Unspecified	0	0	18,539	0	0	0	0	0
Continuations/Supplements/Revisions	0	72,441	0	0	0	0	0	0
Dept. of Public Safety	0	0	0	12	0	0	0	0
Dept. of Community & Regional Affairs	0	0	0	954	2,179	1,027	0	0
Municipal Grants ^e]	0	0	0	954	2,179	1,027	0	0
Municipal Grants	0	0	25,057	70,367	88,996	99,187	135,906	75,462
General Government	28,055	54,936	677,142	44,788	29,801	13,889	23,180	8,076
Governor's Office	1,145	532	2,290	6,157	1,489	1,167	1,078	1,001
Dept. of Administration	632	625	2,345	14,089	19,357	11,783	22,001	7,005
Dept. of Law	0	0	27	279	20	13	0	0
Dept. of Revenue	13	27	642,585	8,857	243	508	0	0
Native Land Claims	0	0	292,585	0	0	0	0	0
Emergency Operating Expenses	0	0	350,000	0	0	0	0	0
Sitka Green Lake Hydro	0	0	0	8,600	0	0	0	0
Administration	13	27	0	0	243	0	0	0
Fish Tax Refund	0	0	0	0	0	508	0	0
Dept. of Transportation	26,162	53,078	29,410	12,869	(in Transportation category)			
Legislature	103	674	457	298	507	380	101	70
Municipal Grants	0	0	28	2,239	8,185	38	0	0
TOTAL MUNICIPAL GRANTS								
TOTAL CAPITAL EXPENDITURES [7]	178,080	249,268	1370,832	676,794	1086,510	926,121	2144,421	1064,479

^aGrants for water/sewer, solid waste disposal, utilities, other infrastructure, and parks and recreation equipment and facilities.

^bGrants for fire and rescue equipment.

^cCorrections capital projects cost overrun.

^dNot labeled as municipal grants, but listed by election district. For electrification, community centers, equipment, fuel tanks, planning, etc.

^eNot labeled as as municipal grants, but listed by election district. For road improvements.

^fIncludes some expenditures for local roads in 1984-1986.

^g\$111,618 is for Bradley Lake.

^hIn 1980 and 1981, some expenditures for highways and most for local roads were in this category.

ⁱ"Power Cost Assistance Fund" in 1982-1984.

The information in the Alaska Trivia Section was from "Where Have All the Billions Gone?" University of Alaska, Anchorage, Institute of Social and Economic Research, February 1987, Vol. XXIV, No. 1

Unit 4, Lesson 31 The Political Process

Here is Lesson 31.

It will take you 3 class periods to complete the minimum requirements.

Coming up: Lesson 32 is about the Pacific Rim.

<p>Warm-up: Complete this first.</p>	<p><input type="checkbox"/> Running for the First Time, p. 457</p>
<p>Information: Complete this next.</p>	<p><input type="checkbox"/> The Political Process, reading, pp. 460-70</p>
<p>Extension Activities:</p> <p>Complete #1 and one more of your choice.</p>	<p><input type="checkbox"/> 1. Political Parties Through History, report, p. 471*</p> <p><input type="checkbox"/> 2. Functions of Political Parties, p. 474</p> <p><input type="checkbox"/> 3. Who Are Your "Significant Others," p. 475*</p> <p><input type="checkbox"/> 4. Decision Making, p. 476*</p> <p><input type="checkbox"/> 5. Personal Platform, p. 478*</p> <p><input type="checkbox"/> 6. Campaigning on Issues, p. 478*</p> <p><input type="checkbox"/> 7. Vote for Me, p. 479*</p> <p><input type="checkbox"/> 8. Extended Reading, list on p. 320</p> <p>* May be sent via e-mail if student has access.</p>
<p>Sourdough Lingo*:</p> <p>Complete this as you study the lesson.</p>	<p><input type="checkbox"/> bureaucracy</p> <p><input type="checkbox"/> candidate</p> <p><input type="checkbox"/> non-partisan platform</p> <p><input type="checkbox"/> gerrymandering</p> <p><input type="checkbox"/> elections:</p> <p><input type="checkbox"/> general</p> <p><input type="checkbox"/> municipal</p> <p><input type="checkbox"/> primary</p>
<p>Alaska Trivia*: Optional</p>	<p><input type="checkbox"/> Politics, p. 479</p>
<p>Assessment:</p>	<p><input type="checkbox"/> Review your objectives for lessons 30 and 31. Take assessment 10. Instructions are on p. 480.</p>

Running

RUNNING FOR OFFICE THE FIRST TIME

By Jan Faiks

Jan Faiks was elected November 2, 1982 to her first term of office and serves as a senator for District E. She has lived in Anchorage for fourteen years and is a former teacher and counselor. Most recently she has worked as a businesswoman and is a member of numerous service organizations. Her special interests include llamas, tennis, backpacking and fishing.

Welcome to the political process. You have taken one of the early steps in the system which maintains our way of life in Alaska and America: having an interest in how that system works, and pursuing that interest. If you are like me, you will find the interesting parts of it are exciting enough to make up for the occasional strain and pain of leaving the security of the sidelines to the fascination of the fast lane.

My decision to run for public office was based on a desire to participate in the political system which created the United States--a system dedicated to a representative government where laws are made by citizens elected by their peers. In order to perpetuate the principles of self-government, candidates are needed who have the desire and interest to serve the public as elected officials.

After working in the legislative process as a citizen lobbyist for several organizations and having affected several pieces of legislation, I realized a strong desire to participate more directly in the political process. I wanted to help formulate the future of Alaskans.

Before deciding to run for office an evaluation must be made as objectively as possible as to the chances of success -- can you win? A successful campaign is not an accident, but rather the result of a detailed, organized, planned effort by a group of dedicated workers.

The analysis of my chances to win included an objective look at:

1. Myself as a candidate.
2. The possible opponents.
3. Finances.
4. A campaign organization.
5. The source base.

Running

The candidates must have a realistic assessment of his image as a candidate going into the campaign. The strengths and weaknesses of the candidate's record and experience must be evaluated. We found that our voters seemed to be informed and interested in the campaign, and were concerned about the education and qualifications of their candidates. I was surprised to learn that total strangers could have very strong opinions about me both positive and negative.

It is very important to assess the strengths and weaknesses of any opponents. Is the opponent vulnerable--is his voting record open to criticism? Especially important to determine: is he unbeatable or so popular with the constituents that the task would be very difficult to accomplish?

It takes a great deal of money to run an effective campaign. It should be determined very early if you and your supporters can raise the necessary funds to convince the voters you are best for the job. I found it difficult to ask people for money, so I asked a small group of well-known community leaders to be members of a finance committee which solicited funds from likely contributors. After a few shaky starts the committee began to function very well. We also produced three major and exciting theme oriented fund-raisers which were enjoyable for the people to come to--a Russian ice-skating party, an art auction, and a family polka party.

The key to my campaign was an effective organization made up of volunteers. Very early, we mapped out a campaign strategy and proceeded to implement the plan in the most careful manner possible. We outlined a master calendar of activities, divided up the duties among a core of six to seven chairmen, and followed the plan faithfully. The calendar was even color coded so that volunteers could tell at a glance which element of the plan was being worked on that day.

We determined that I had a small but solid source base of supporters resulting from civic and social activism. We tried to build on the base throughout the campaign. For instance, we asked members of the group for campaign contributions, to host a coffee at their home, to put up a yard sign, to send a target letter to their friends endorsing my campaign, and we drew our main chairmen and volunteers from this initial group. A candidate can defeat himself, but he cannot elect himself, he must have the help of volunteers.

Would I do it again? Would I encourage others to do it? You bet. The biggest single disadvantage of running and winning is that you become much more visible to the public. While there is satisfaction in meeting new people who already know you, there is also discomfort in dealing with personal attacks on your activities or positions. Occasionally I have been deeply disappointed to run into this negative aspect of public service. Often, this disappointment is compounded by the frustration of realizing that truth may not triumph.

On balance, though, I'm glad to have the opportunity to be a part of the process and to be given the chance to deal in a direct way with Alaska's tomorrow.

Here's what you will be studying in lesson 31. Upon finishing, you should be able to answer these questions.

- What is the campaigning and election process for a state office?
- What are the platforms of the major political parties in Alaska?
- Why is voting a right, a privilege, and a duty?
- How does reapportionment affect an election district?
- How do campaign contributions influence elections?

The Political Process

Politics is not the same as government though the two are intertwined. Government consists of those formal structures and procedures that constitute the framework of legal authority. Politics is the way people have used these instruments of power, their struggles for authority, the rivalries, factions and interests associated with the operation of government. Not a product of state or national constitutions, rather born of political experience, political parties exert a marked influence upon the whole democratic process. The role party affiliation plays in the actual functioning of government is addressed in this chapter.

WHAT IS THE CAMPAIGNING AND ELECTION PROCESS FOR A STATE OFFICE?

There are many ways people participate in political campaigns. Volunteering, volunteering time and money, trying to convince others of a particular point of view and/or actually running for office are examples. Political participation can be divided into four basic types.

- Observer -- An observer becomes aware of the candidates, the issues and the candidates' stands on the issues. Sources of information used are the media (newspapers, radio, TV), candidates' brochures and position statements, and conversations with others.
- Supporter --- A supporter takes some action on behalf of the candidate(s) of one's choice. There is a wide range of support which might include activities such as donating money, stuffing envelopes, door belling, putting up yard signs, handing out brochures, organizing community meetings such

as coffee hours, participating in rallies, wearing candidate buttons, displaying bumper stickers, telephone polling, etc.

- Organizer -- A campaign organizer plans, manages and leads campaign activities. An organizer is responsible for making sure decisions are made and carried out. Often, in a small city, a candidate for local office may be assisted by just a few other people.

- Advocate -- An advocate will state a position and present reasons in an effort to try to convince others to believe in the same position.

How can you get involved?

People who run for an office are always looking for volunteers of all ages. One becomes involved by contacting a candidate, campaign manager, or campaign office and volunteering some form of assistance. There are many different types of campaigns including those for candidates as well as those on issues. You might choose to work for a candidate for the school board or on a presidential campaign. You may choose to initiate or join a group effort on behalf of or in opposition to a ballot proposition. Or you may decide to become a candidate yourself.

FILING FOR OFFICE: Candidates of recognized political parties file for office by completing a declaration of candidacy. The declaration contains their name, address, political party affiliation, voter identification registration number, social security number, birthdate, and filing fee. A candidate not representing a political party files a nominating petition. This petition contains the same information as the declaration but requires the attachment of all the subscribers' signatures who support his nomination.

In addition to filing the declaration of candidacy or nominating petition, a candidate is required to submit a

Conflict of Interest Statement and Registration Statement. A Conflict of Interest Statement is a financial disclosure by the candidate for his financial and business interests for the calendar year preceding the year filed for office. The Registration Statement contains information about the candidate's campaign officers for the purposes of communication and identification.

FUNCTIONS OF POLITICAL PARTIES:

Political parties have several important functions in carrying out the electoral process. Some of these are listed below:

- searching out candidates to run for various offices
- developing a platform (a platform is a statement of the principles and the policies of a party)
- raising money to promote, advertise and sell their candidates
- supplying people to work at the polls (polls are places where voting takes place) as state inspectors, moderators, clerks, and supervisors
- assisting candidates in political campaigns
- serving as watchdogs for the public when out of power
- providing citizens with an avenue into government
- aiding in the registration of new voters
- supplying people to serve on boards and commissions.

The State of Alaska recognizes the organizations of three political parties--Democrats, Republicans and Libertarians. The third party, the Libertarian Party, was recognized after receiving more than 10% of the votes cast in the general election of November 2, 1982. Approximately 53%

of the states' 288,000 registered voters have chosen not to identify themselves with a party.

POLITICAL PARTY ORGANIZATION:

The Libertarian Party in Alaska is organized with a state executive committee and has chapters on the community level. The Libertarians conduct an annual convention at which they adopt their platform.

The organizations of the Democratic and Republican political parties are basically the same in the State of Alaska. The party plan of organization is as follows: State Central Committee, District Committees, and Precincts.

The people active on these party levels participate in the campaigning process, and could also be members of a campaign committee for one of their party candidates.

ELECTIONS: A state primary election is held on the fourth Tuesday in August in every even-numbered year to nominate the candidates to the general election ballot from among those who filed within their party for each office. In Alaska, there is an open primary whereby any registered voter, regardless of party or non-party affiliation, may vote.

The purpose of the **general election**, held on the first Tuesday after the first Monday in November in the even-numbered years, is to elect those persons we wish to represent us for statewide and national office. Additionally, this election is the vehicle through which public sentiment is determined on a variety of subjects. Along with the Candidates Ballot which lists the candidates for state and national office, voters may find:

- Judicial Ballot -- State law requires that the public vote periodically on retention of the judges appointed to the District and Superior Courts, Court of Appeals and Supreme Court justices.

- Measures Ballot --- This includes advisory questions that ask the public's advice on issues that might be translated into law at a later date. Constitutional amendments and initiative questions also appear on this ballot.

- Bonding Ballot --- Bonding propositions request authorization for bonding of capital projects. These are first approved by the legislature and go to the people for final approval.

The best, comprehensive informational source for the General Election is the "Official Election Pamphlet." The publication, published by the Division of Elections, is mailed to each registered voter and contains:

- Party platform statements
- Biographical information and position statements of candidates
- Evaluative information on each of the judicial officers prepared by the Alaska Judicial Council
- Full text of ballot measure along with pro and con statements
- A summary of the bonding propositions and a reporting of the legislative vote on the measure

Municipal Elections are those which elect local candidates or decide local issues. In order to vote in a local election, a voter must be qualified to vote in the state. With the exception of liquor option, incorporating, and REAA school board elections, which are conducted by the state, the municipalities are responsible for conducting local elections and for prescribing the general rules for these elections. Alaska Statutes set the date of a regular municipal election as the **first Tuesday of October** annually unless provided for otherwise by local ordinance.

PARTY POLITICS IN ACTION:
Political party affiliation is the vehicle through which power is most commonly exercised in state government. (In Alaska, municipal government is nonpartisan). While Alaska has more voters who have declared themselves to be Independents, (i.e., not espousing the principles of any party) than Democratic, Libertarian or Republican, the party labels are important.

The governor, lieutenant governor and legislators are elected as nominees of a party after a process, which begins with a primary election. The primary election is designed so that all members of a given party will have the opportunity to choose those who will be their party's candidates in the general election. Theoretically, those who win their party's nomination in the primary are those who party members think will best carry out the goals of the party platform. However, in Alaska, there is an open primary in which any registered voter, regardless of party or nonpartisan status, may vote. Some people believe the open primary has helped to dilute party strength in Alaska.

Ideally though, each party has a slate of candidates who best represent their interests. When voters go to the polls for the general election, they often vote for the political party and the political platform the person represents, rather than for the person. After all, the person on the ballot is supposed to represent the party.

When, in a general election, the people of the state choose more candidates of one party affiliation than of the other, the indication is that the people want that party's (now called the majority) platform followed. The minority party, chosen to represent their party's aims, is expected to continue to work for the minority goals.

THE EXECUTIVE BRANCH. The governor is the chief executive officer

VOTERS OF ALASKA

Elected by popular vote

Legislature
House of Representatives (40)
Senate (20)
Alaska Legislative Council
Legislative Budget & Audit Committee
Office of Ombudsman

Elected by popular vote

Governor & Lieutenant Governor

Justices and judges nominated by Judicial Council, selected by governor, and then subject to voter approval

Alaska Court System
Judicial Council
Supreme Court
Superior Court
District Court

Department heads appointed by governor and confirmed by the legislature

ADMINISTRATION	ENVIRONMENTAL CONSERVATION	LAW	REVENUE
COMMUNITY & REGIONAL AFFAIRS	FISH & GAME	MILITARY AFFAIRS	TRANSPORTATION & PUBLIC FACILITIES
COMMERCE & ECONOMIC DEVELOPMENT	HEALTH & SOCIAL SERVICES	NATURAL RESOURCES	CORRECTIONS
EDUCATION	LABOR	PUBLIC SAFETY	UNIVERSITY OF ALASKA

of the state and is elected with a party label. The wide appointive powers of the governor allow for discretionary strengthening of such party ties. While the vast majority, 89% of the state's employees are part of the classified personnel system, and not subject to political appointment, the remaining 11% of the bureaucracy's positions may be filled with the governor's appointees. These positions involve policy making and policy direction and include the commissioners and deputy commissioners of state departments, division directors, and staff of the Governor's Office.

Most commonly the governor's appointees are of the same political party or are generally philosophically aligned with the governor, or are friends or campaign workers. This system of having the power to make appointments is called patronage.

THE LEGISLATIVE BRANCH. Party politics determines the organization of the legislature, including the selection of the house leaders and committee chairpersons. Coalition (consisting of members of both parties) leadership has become common in recent years in both the House and Senate. This is a sign that party loyalty has faded somewhat, although the party still plays an important part in the legislature. The House and Senate are traditionally identified as either "Republican" or "Democrat" as determined by the party affiliation of a majority of the members in each body.

Support for bills is often determined by the party of the sponsor. Republicans usually find themselves supporting legislation of fellow Republicans and commonly follow the party position on the bills. Similarly, a Democratic governor is more likely to find his legislative package receiving support in a Democratic dominated House or Senate. Likewise, the governor exercises caution in vetoing legislation sponsored by a fellow party member.

THE JUDICIAL BRANCH. The governor's appointive powers extend to the judicial branch with the appointment of members to the Supreme Court, Court of Appeals, Superior and District court. While the governor is limited in selection to nominees whose names are submitted by the Judicial Council, the governor often selects someone representative of his philosophical viewpoint. Often this attorney is also a member of the same political party.

RECOGNIZING POLITICAL LABELS

Left, leftist, left wing: strongly liberal or radical; advocating change or overthrow; opposite of right; usually referring to Marxists, Socialists, or Communists.

Centrist, moderate: neither strongly liberal nor conservative; belonging to the mainstream or status quo.

Right, rightist, right wing: strongly conservative; upholding traditional ideas in the U.S. opposing change and sometimes favoring authoritarian government in the world.

Radical: advocating immediate and substantial political, social and economic changes.

Liberal: favoring non-revolutionary progress and reform at the hands of the government.

Conservative: favoring the preservation of the status quo and regarding proposals for change with distrust.

Reactionary: advocating a return to an earlier, more conservative system.

WHAT ARE THE PLATFORMS OF THE MAJOR POLITICAL PARTIES IN ALASKA?

The following are platform statements as contained in the 1986 election pamphlet published by the Division of Elections, State of Alaska.

DEMOCRATIC PARTY: THE PARTY THAT PUTS ALASKANS FIRST.

The Alaska Democratic Party is the party of statehood --- the party of our heritage and of our future. It is more than a special group of people with narrow interests --- the interests of the Alaska Democratic Party are the same as those of all Alaskans: long term, stable economy and new jobs, fair and equitable treatment for all, a decent standard of housing and living, and an education that prepares future generations of Alaskans for the challenges ahead.

Look at what the Alaska Democratic Party has done:

- The ADP has consistently been the party that puts Alaskans first:
 - By fighting for subsistence rights and local control of natural resources;
 - By developing and adopting effective local hire legislation;
 - By demanding equal treatment from the federal government.
- The ADP has consistently been the party of economic development:
 - By strongly supporting tourism promotion and development;
 - By negotiating the first Alaska-Canada salmon treaty;
 - By pushing for public/private partnerships to develop our minerals.
- The ADP has consistently been the party of open government:
 - By establishing the APOC and resisting efforts to kill it;
 - By demanding open meetings and public access to the legislature;
 - By writing tough legislative and executive branch ethics laws.
- The ADP has consistently been the party of the future:
 - By creating the Permanent Fund;
 - By protecting it from attempts to erode our legacy;
 - By not being afraid to make tough decisions with long-term benefits.

This is some of what the Alaska Democratic Party stands for --- some of what we believe. Equal and fair treatment for all, justice, honesty and vision for the future.

The Alaska Democratic Party does not believe that people should expect government to take care of their every need or want, but we expect government to protect those Alaskans who through no fault of their own need help to become productive citizens.

When you compare the three parties, I'm sure you'll see why more people in this state who choose parties, choose the Democratic Party. We hope you'll consider doing that also.

ALASKA REPUBLICAN PARTY: MAKE A COMMITMENT TO ALASKA AND HER PEOPLE.

JOBS FOR ALASKANS:

- Make sure local residents have a fair chance for good jobs.
- Use state government to promote the creation of new jobs.
- To support private sector job creation rather than government expansion.
- Support job training programs for a changing job market.

NO NEW TAXES:

- Some of our opponenets are crying for a return to the income tax or are trying to dream up new ways to take money from the working people of Alaska and the companies that employ them.
- We recognize that the State of Alaska has suffered a loss of revenue because of oil price declines. But an immediate decision to raise somebody's taxes is the wrong answer to the problem.
- We support a stable tax policy.
- Alaska's leaders should be looking first at tightening up on state spending, reducing duplication in government, and eliminating unnecessary, politically-inspired programs.

PROTECT THE PERMANENT FUND:

- The Permanent Fund was created to be OUR share in Alaska's future.
- We should be preserving it to assure a bright future.
- The Permanent Fund can be run to assure a sound economy for our state for years to come.

OUR COMMITMENT:

- To quality education.
- To a strong economy.
- To tough law enforcement.
- To effective government.
- To preserving our precious Native cultural heritages.
- To eliminate unnecessary regulations that keep private industry from creating jobs.
- To sound use of natural resources.
- To opening new markets for Alaskan products.
- To defending American values.

ALASKA LIBERTARIAN PARTY

Why should you vote for Alaska Libertarian Party Candidates?

Libertarians believe -- really believe -- in freedom: Freedom to live your life as you decide, so long as you do not aggress against others.

Republicans and Democrats believe in control: Control over how you live your life, how you spend your money, how you use your property. Unlike Libertarians, they think its OK to aggress . . . against you! The only disagreements between Republicans and Democrats are over what should be controlled; there's no real difference in principle -- both are authoritarians -- both believe in government aggression against the individual to achieve their goals.

Libertarians believe most people can solve their own problems if allowed to keep the money they've earned, and allowed the freedom to make their own

decisions. No one is better qualified than you to decide what is important -- what is valuable -- to you!

Republicans and Democrats are elitists: they believe you are too stupid to make your own decisions.

Libertarians believe the sole purpose of government is to protect the rights of individuals. Republicans and Democrats recognize no limits to the functions and powers of government.

If you are tired of the "same old thing" then stop voting for the "same old thing!" Vote Libertarian!

And what if there is no Libertarian Party candidate to vote for? We encourage you to write in "None of the above." It will not keep any corrupt politicians out of power, but they will know you do not approve of their corruption (and it will make you feel better, too)!

If you think government is too big, too wasteful, too powerful, too corrupt, then vote Libertarian: We don't want power over YOUR LIFE, only over our own!

ALASKAN INDEPENDENCE PARTY:

The Alaskan Independence Party is dedicated to ultimate Independence for Alaska by peaceful and lawful means under a minimal government fully responsive to the people.

We pledge to exert our best efforts to accomplish the following:

1. To effect full compliance with the Constitution of Alaska and the United States of America

2. To emphasize Articles IX and X of the Constitution of the United States of America

3. To reestablish the rights to entry upon all State and Borough lands under customary homestead, homeseite and mineral location regulations.
4. To emphasize the Legislature's mandated duty to "establish and maintain" a system of public schools open to all children of the State."
5. To eliminate and prohibit all property taxes, replacing same with a limited gross income tax with appropriate treatment for large volume low-profit operations.
6. To give to the people control of the Legislature by requiring the following effective clause upon all legislation "this act shall become effective if and when it is ratified by the voters at the next election."
7. To secure title for the State to all offshore lands within the 200-mile limit or one-half of the distance to the land borders of another sovereignty should it be less than above.
8. To provide for the elections of the Attorney General, all Judges, and Magistrates.
9. To prohibit all regulations, rulings and orders purporting to have the effect of law--except that which shall have been passed by the elected legislators.
10. To expedite a Constitutional Convention at an early date compatible with the Constitution of the State of Alaska.
11. To effect the reversal of all the discriminatory acts by the Congress, Departments and Agencies of the federal government by all lawful means.

WHY IS VOTING CONSIDERED A RIGHT, A PRIVILEGE, AND A DUTY?

Voting is one of the most valuable rights and responsibilities of an American citizen. The present as well as the future of the U.S. is, to a large extent,

in the hands of the American voter. The federal constitution, statutes and court decisions have redefined "the American voter" during the course of history. From the property-owning male of good character who was often the only voter in colonial days, the right of suffrage has been gradually extended to embody the one-person, one-vote principal.

Laws passed within the last 25 years have helped to ensure the basic right to vote by providing specific help in places where voter discrimination still exists. Literacy tests as a qualification for voter registration have been abolished and assistance is provided where a significant proportion of the voters speak a language other than English. Although states retain the power to conduct elections within their borders, they must do so in conformity with federal law.

ADMINISTRATION OF ELECTIONS:

The lieutenant governor has the responsibility for controlling and supervising the Division of Elections, which is within the Office of the Governor. The division is mandated to provide efficient, well-run elections for the citizens of Alaska in accordance with pertinent laws and regulations.

The lieutenant governor appoints a Director of Elections who serves at the pleasure of the lieutenant governor and supervises the central and regional election offices. The director appoints election supervisors in Juneau, Anchorage, Fairbanks and Nome to assist in the administration of elections. Election boards are appointed by the supervisors for each precinct in the state to properly conduct the elections in their area.

All election procedures are governed by the Election Code (Title 15 of the Alaska Statutes) which sets forth provisions for election officials, the Alaska Public Offices Commission which

receives campaign reports, ballot counting, and precinct designations. Alaska is divided into election districts, which provide for areas of approximately equal population. These districts are further divided into precincts by the Division of Elections.

VOTER ELIGIBILITY: You are qualified to vote in Alaska if:

- you are a U.S. citizen
- you are at least 18 years of age
- you are a resident of Alaska and a resident in the election district in which you intend to vote for at least 30 days prior to an election
- you are registered

REGISTRATION: In order to register, you must meet the above criteria. At the time of registration, you will need to provide the registrar with identification. You may register if you will be 18 years of age within 90 days.

In areas where minority languages are commonly spoken, provisions are made for a bilingual registrar. Such a registrar advises a person that they need not read and write the English language to register or vote; translate the required information and the oath prescribed on the registration form; and, when necessary, assists the registrant in completing the voter registration form.

You can register to vote with a registrar in your community, with one of the four regional election offices, or by mail with the Director of Elections. There are registrars in most villages and cities in the state.

A registered voter may continue to maintain Alaska residency even if living elsewhere temporarily as long as he or she does not register to vote in another state. A person may request an absentee ballot for any election and

exercise the right to vote by writing to one of the elections' officers and supplying an Alaska resident address, "outside" mailing address, and signature.

HOW DOES REAPPORTIONMENT AFFECT AN ELECTION DISTRICT?

Reapportionment is the process of drawing new boundaries for legislative districts based on the results of new population counts. The process of reapportionment reallocates legislative seats in the state legislature.

How can this affect the election districts? Reapportionment can give an election district more or less representation in the state legislature. It can also give a certain political party more or less influence in the election district and in the state legislature. The possibility exists for the governor to increase the election of his party's candidates through gerrymandering, or dividing a district to give unfair advantage to one political party.

The Alaska Constitution established a legislature composed of 40 House and 20 Senate members. The initial districts from which legislators would seek office were set out in the Constitution itself. The governor was given the power and responsibility to draw new districts for House members after each decennial (10 years) federal census, to ensure that as population shifted, House districts would continue to contain equal populations. Senate districts, which were initially based on geographic areas rather than equal population, were not to be affected.

In 1974, the U.S. Supreme Court decided that both houses of the legislature had to be apportioned on the basis of equal population. The Alaska Supreme Court then decided that since the Governor of Alaska had the authority to reapportion the House, he would also be given the authority to do the same

reapportionment for the Senate. As a result, since 1966, the governor has drawn new House and Senate districts after each census.

Under the Alaska Constitution, the governor is required to appoint a Reapportionment Board composed of 5 members, appointed without regard to party affiliation. This board is to make recommendations to him as to how the new districts should be drawn. Shortly after the board makes its final report, the governor is required to take action to adopt a new plan. Since the board is only advisory, the governor is free to disregard any or all of its recommendations, but generally, since the board is appointed by the governor and works with him as the new plan is developed, most if not all of the recommendations are accepted.

The board itself works within fairly tight rules. Key among them is that each district from which representatives or senators are elected must contain nearly equal population. In addition, the Alaska Constitution requires that any new district formed must be of "contiguous and compact territory containing as nearly as practicable a relatively integrated socio-economic area."

The basic problem of reapportionment is that equal population and integrated socio-economic areas do not always go together. For instance, suppose Alaska has 400,000 people and 40 representatives - equal population means that each 10,000 people receive one representative. Now suppose you have a town like Ketchikan that has more than 10,000 people but less than 20,000. If the community only gets one seat, it is "under-represented" - but if it receives 2, the people have more representation per capita than other areas. The solution is to add other communities so that in the end, Ketchikan and additional communities (like Petersburg and Wrangell) will

together have close to 20,000 and thereby have the right to two seats in the House. That results in fairly equal population districts, but since Ketchikan is a separate "socio-economic area" from Petersburg and Wrangell, there is a sacrifice of one principle to save another. These types of conflicts are common. The decisions of the Reapportionment Board reflect a whole series of compromises between equal population and socio-economic areas, hardly any of which are very popular. The people in Petersburg, for instance, who had had their own representative since Statehood, were obviously not very happy this year to learn that they would now elect representatives together with Ketchikan, which, because of the latter's size would tend to dominate the district.

Each new apportionment means that established patterns are broken with substantial dislocation. Cordova, for instance, has traditionally been included with Southcentral communities like Valdez and Seward in one election district. However, this year, for a variety of reasons, that situation changed. For one thing, the board concluded that as Alaska developed, Cordova economically had much more in common with the fishing areas of Southeast Alaska than with the predominantly oil-related economy of Valdez. Second, the board concluded that population of the various senate districts would be far more uniform if Cordova was included in Southeast Alaska rather than cutting down the population of Southeastern areas and increasing the population of Southcentral districts. And finally, the board made a decision to try to create a district basically composed of small, fishing oriented coastal communities, rather than simply placing separate small communities into districts with large population centers.

Haines, for instance, has traditionally been tied into the Juneau district where

it has been overwhelmed in population by a government town that has little relation to the economy or needs of Haines. Now, Haines, like Cordova, is in a district where all the communities have basically the same concerns and interests. The problem with the district, though, is that to obtain the required population, it was necessary to take in many small towns over a large coastal area - a fact that makes it difficult for people to campaign if they seek office. Like everything else in reapportionment, it is a matter of compromise.

Reapportionment is a matter of great importance, not only to Alaska voters but to legislators. Obviously, people who seek to make a career from politics do not like to see districts from which they have been elected changed in any way. Equally important, population changes often mean that districts that have been represented individually in the past may lose that representation because they have lost population, and the previous representative from that district may be forced to run in a new combined district, perhaps against a fellow incumbent legislator. Combining districts is difficult to do, and there are inevitable charges that one area or particular legislators have received favored treatment. The diverse representation on the board, together with a recognition that a "favor" for one is inevitably an unfairness to another, substantially reduces the chance of that sort of treatment.

The action of the governor in reapportioning the state is subject to court review. There has been a lawsuit brought each time the process has occurred. In 1982 the Alaska Supreme Court for the first time accepted the plan without change. While the court did hold its decision on one issue, it seems to have concluded that the board and the governor reached reasonable compromises, which is the most that can be expected in this area of government action.

HOW DO CAMPAIGN CONTRIBUTIONS INFLUENCE ELECTIONS?

Great changes were happening in Alaska between 1960 and 1985. As a result of the population boom and telecommunications technology becoming more sophisticated, Alaska's political environment changed.

From 1974 to 1984, the average primary election winner for the state house increased campaign spending from \$10,000 to \$46,000. In the senate races spending went from under \$22,000 to over \$68,000.

As a result of the increase in spending, new sources of campaign funding and contributions had to be found. Individual contributors like you and I were overshadowed by big organizations and special interest groups. In 1978, one-third of all campaign contributions came from unions, lobbyists, corporations, and other groups. In 1980 this figure increased to one-half and in 1982, 90 percent of all campaigns were financed by these groups.

As a result of these changes, candidates began to depend less on the individual constituent and their party organizations. The relationship between candidate and voter had changed.

TO DO: LEARNING LOG

Answer the following to the best of your ability.

1. Here are some things I know now and did not know before:
2. Here are some things I still want to know:

Political Parties Through History

Read the "Capsule History of Political Parties in the United States" below. Then complete questions which follow. You may report in writing, on tape, or by poster.

CAPSULE HISTORY OF POLITICAL PARTIES IN THE UNITED STATES**1791-1824**

Formation of First Political Parties

Major Parties:

Federalist (Hamiltonian)
Democratic-Republican
(Jeffersonian)

There is no mention of political parties in the Constitution, nor was it anticipated that they would be created. However, very shortly after the ratification of the Constitution and the convening of a government under it, parties began to form.

The first political parties were organized in Congress around the leadership of Alexander Hamilton and Thomas Jefferson. The purpose was to press for legislation favored by their members. Hamilton's Federalists advocated a strong central government and favored rapid commercial and industrial development. Jefferson Democratic-Republicans endeavored to protect state's rights and to preserve the agrarian society of the young nation. By 1793 all representatives and senators were affiliated with one or the other party.

1824-1850

Rapid Growth of the Electorate and the Democratic Party

Major Parties
Democratic
Whig

By 1816, the two original parties had lost much of their support. The Jeffersonian party was renamed and transformed into the Democratic party;

the Hamiltonians were succeeded first by the National Republicans, and then in 1836 by the Whigs. Andrew Jackson was the leader of the Democratic party and the key figure of this period. One way Jackson strengthened the role of political parties was through institution of the "spoils system." Party followers were rewarded with jobs and other favors, Jackson's appeal to the common man also helped bring more people into the political process. In 1824, only 350,000 people voted in the presidential election. By 1848, almost 3,000,000 people cast ballots. The major beneficiary was Jackson's Democratic party, which controlled the presidency for 12 consecutive years. The Whigs were led by Henry Clay, Daniel Webster and John C. Calhoun. The party was essentially an anti-Jackson coalition of northern businessmen and supporters of states' rights and slavery from the South.

1850-1880

Civil War, Reconstruction, and the Supremacy of the Republican Party.

Major Parties
Republican
Democratic

The history of the political parties in this period reflect the history of the nation. The issue of slavery split the Democratic party and led to its decline. In 1860, there were two Democratic presidential candidates--one from the North and one from the South.

Meanwhile anti-slavery forces joined together to form the Republican party. Beginning with the election of Abraham Lincoln in 1860, the Republicans

Political Parties Through History

controlled the presidency for 24 consecutive years. The bitterness of Reconstruction (1868–76), imposed by a Republican administration, led to domination of the South by the Democratic party. Toward the end of this period, the Republican party moved away from its radical origins to become the party of business and industry.

1880–1929

Popular Unrest, Reform, and Third Parties

Major Parties
Republican
Democratic
Populist
Progressive

The last quarter of the 19th century was a period of rapid industrialization and disruption of traditional ways of life. Social and economic conflicts led to major political battles at all levels of government. One result was the growth of numerous "third parties." The Prohibition party of the 1870s sought to outlaw the sale and production of liquor; the Greenback party of the same time opposed the gold standard. The Socialist Labor party reflected the interests of industrial workers and advocated a socialist economic system.

The two most important third parties were the Populist, or People's party, and the Progressive party. The Populists represented the views of farmers, pioneer settlers and other groups whose interests were threatened by the growing power of industrialists and railroads. The election of 1896 marked the beginning of the end for the populists. William Jennings Bryan, a Populist hero, was nominated for president by the Democratic party. At first this appeared to be a victory for the Populists, but it also led to their decline, as the Democratic party

absorbed many of their positions and supporters. The Progressive party fought for reform of the political process and increased regulation of business by government. While they never won the presidency, they did win victories on such issues as direct election of senators, creation of the Food and Drug Administration and the first income tax.

1929–1968

The New Deal Coalition

Major Parties
Democratic
Republican

Following the progressive reforms of the previous decades and World War I, the United States pursued isolationism in foreign policy and promotion of business at home. This "era of normalcy" was brought to an abrupt end by the economic crash of 1929. Democrat Franklin D. Roosevelt won an overwhelming victory in 1932. His "New Deal" policies became the basis for a coalition of labor, urban poor, immigrants, blacks, and other groups under the banner of the Democratic party. The Democrats controlled the presidency for 28 of the next 36 years, and Congress for 34 of those years.

1968–1983

Parties Today

Major Parties
Democratic
Republican

The election of Republican Richard Nixon in 1968 brought an end to the Democrats' eight-year rule of the White House. The Democrats, who in the 1960's had demonstrated a high degree of party unity, began to suffer

Political Parties Through History

intra-party division over the Vietnam War and other economic and social issues. In 1972, President Nixon was easily reelected when the Democratic candidate, George McGovern, was considered too radical by many traditional party members. The effects of the Watergate scandal (1973-74) began to be felt shortly thereafter, however, as President Nixon was forced to resign, and the image of the Republican Party was severely tainted. This trend continued through the 1976 presidential elections as Democrat Jimmy Carter narrowly defeated Nixon's replacement Gerald Ford. Watergate appeared to be all but forgotten by 1980, however, when the Republican party not only regained the presidency, but also won control of the Senate for the first time since 1952.

An important result of the political shift of the 1970's is that both parties have lost many of their traditional supporters and that more people are identifying themselves as "independents." Third party candidates ran for the presidency in 1968, 1972 and again in 1980. As we move further into the 1980's, many questions arise concerning the future of our party system. Will there be another realignment like the ones in the past? Will the two-party systems splinter into a multi-party system like those in Europe? Or, as more people declare themselves independent, will parties cease to play an important role in our political process?

This article is reprinted from Perspectives, a publication of the CloseUp Foundation, edited by Frederick Mayer and Bruce Jentleson, 1983.

1. According to the article, why were political parties formed? What purposes did they serve throughout history?
2. Pick any national election year in U.S. history. Using U.S. history textbooks or sources from a library, identify the political parties existing at the time.
 - A. What did each of the political parties stand for?
 - B. What people were likely to be members and support each political party's philosophy?
 - C. What kinds of activities did people engage in to support political parties and candidates running for public office?
 - D. How are these activities similar to and different from those engaged in today?

EXTENSION ACTIVITY 2

4.31

Functions of Political Parties

Political parties serve several purposes. Listed below are five of these purposes. For each of the activities described, select the purpose(s) related to each. It is possible to assign more than one purpose to any of the statements.

- A. To encourage individuals to become candidates for public office or to involve them in politics.
 - B. To identify issues for political campaigns.
 - C. To inform voters about issues and candidates.
 - D. To raise funds to finance political campaigns.
 - E. To serve as a "watchdog" when opposition party is in power.
- ___ 1. The Southeastern Democrats select delegates to attend the Democratic State Convention.
 - ___ 2. Anchorage Republicans hold a barbecue charging \$25 per person.
 - ___ 3. The Libertarian Chairman urges a citizen to seek the office of State Representative.
 - ___ 4. The Alaska Democratic Party purchases one-minute TV spots to state its view of energy problems.
 - ___ 5. Democratic legislators question contracts for highway construction supported by a Republican-controlled Senate committee.
 - ___ 6. A Democratic governor gives a major energy resources address to the people on a state-wide television network.
 - ___ 7. The Alaskan Independence Party believes people are interested in changing the welfare system.
 - ___ 8. A Republican political party caucus in Fairbanks elects two precinct committee persons.
 - ___ 9. The Chairman of the Libertarian Executive Committee distributes leaflets describing their candidates' stands on campaign issues.
 - ___ 10. The Democratic governor of Alaska holds a press conference to state his views on legislation passed by a Republican-controlled legislature.

EXTENSION ACTIVITY 3

4.31

Who Are Your "Significant Others"?

Social scientists recognize the importance of the peer group with individuals reaching decisions. Political science studies have shown the tendency of young adults to prefer the political party and candidates chosen by parents, relatives, and close friends. Give yourself this "significant others" test to test this theory.

Methodology

1. First, write the names of ten (10) individuals who influence your life.
2. Identify the political preferences (Democrat, Republican, Libertarian, Independent) of these individuals.
3. Complete activity by tabulating your responses. Check to see if your party preference agrees with the majority on your list. Why did you choose the party you chose?

NAME OF INDIVIDUAL

PARTY PREFERENCE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

EXTENSION ACTIVITY 4

4.31

Decision Making

When you vote you are making decisions on issues as well as in your selection of representatives. Test your abilities as an individual and group decision maker in the next two exercises.

Directions: Circle the answer that best describes your action:

- | | | |
|---|-----|----|
| 1. Do you decide what clothes to wear? | Yes | No |
| 2. Do you decide what to eat for breakfast? | Yes | No |
| 3. Do you decide when you will do your school or homework? | Yes | No |
| 4. Do you decide what you will do after studying each day? | Yes | No |
| 5. Do you decide what time you go to bed? | Yes | No |
| 6. Do you decide how to spend any extra money you may have? | Yes | No |
| 7. Do you decide when you will go fishing? | Yes | No |
| 8. Do you decide who your best friends are? | Yes | No |
| 9. Do you decide what your hobbies will be? | Yes | No |
| 10. Do you decide what clubs or activities to join? | Yes | No |
| 11. Do you decide what chores you should do at home? | Yes | No |

How many "YES" have you marked?

How many "NO" have you marked?

ARE YOU A DECISION MAKER? Yes

No

EXTENSION ACTIVITY 4 (continued)

4.31

Decision Making

Directions:

Place an **O** next to any decision which will effect a group.
Place an **X** next to decisions not made for a group. Remember, political decisions are collectively binding decisions about the management of groups.

- a. ____ The family decides there will be not arguing at the dinner table.
- b. ____ Joe decides to wear a blue shirt.
- c. ____ The Riverside Dr. residents decide to put on a block party.
- d. ____ The City Health Department decides to close beaches because of pollution.
- e. ____ Mr. and Mrs. Smith decide to stay home.
- f. ____ The Governor of Alaska decides to sign a bill into law.
- g. ____ A teacher decides anyone who misbehaves will stay after school.
- h. ____ Helen decides to practice the piano for an hour.
- i. ____ The Governor of Alaska decides to speak on TV.
- j. ____ The boys decide a player is out if tagged off base.
- k. ____ The students decide to contribute to Muscular Dystrophy.
- l. ____ A parent decides that no TV will be watched after supper.

* Adapted from Making Political Decisions, the Ohio Department of Education, Columbus, Ohio.

EXTENSION ACTIVITY 5

4.31

Personal Platform

You have had an opportunity to review copies of Alaska's political parties' platforms. Develop a statement -- your personal platform -- containing some of the principles and issues you think are important.

EXTENSION ACTIVITY 6

4.31

Campaigning on Issues

Imagine you are designing some signs for different groups on current political issues. What might the signs say?

Put a star * on any sign you would carry or put in your window.

EXTENSION ACTIVITY 7

4.31

Vote for Me

Imagine you are running for office and are just about to make your major campaign speech. First, decide what office you're running for: school board, student council, Native corporation board, governor, or _____. Then outline your speech. What would you say?

ALASKA TRIVIA

4.31

Politics

1. What Alaskan was the nation's first Libertarian elected to a state office?
2. What did Alaska voters approve four years before the Eighteenth amendment?
3. How many times has a capital move initiative appeared on the Alaska ballot?
4. How are most Alaska voters registered, Democrat, Republican, Libertarian, or Independent?

ASSESSMENT 10 (Lessons 30-31)

4.31

You have completed Lessons 30-31. Now it is time to find out how much you have learned. Go back and review the objectives for each lesson. Your home teacher has Assessment 10 in the test packet. Your home teacher must monitor you while you are completing Assessment 10.

CHECKLIST

4.32

Name: _____

Date: _____

You will need to send the following to your advisory teacher after completing Lessons 32-33 and the final exam.

_____ **Final Exam**

_____ **Lesson 32**

_____ **Learning Log**

_____ **2 Extension Activities (list them)**

_____ **Lesson 33**

_____ **Learning Log**

_____ **Extension Activity #1**

_____ **Sourdough Lingo**

Unit 4, Lesson 32

The Pacific Rim

Here is Lesson 32.

It will take you 5 class periods to complete the minimum requirements.

Coming up:

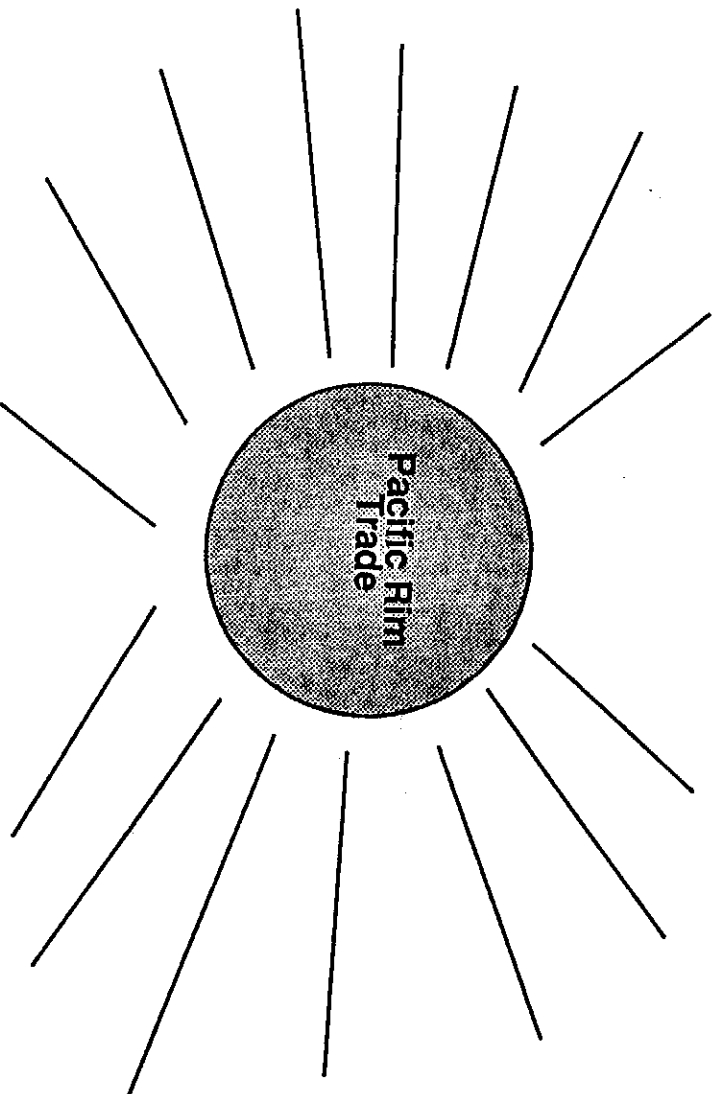
<p>Warm-up: Complete this first.</p>	<p><input type="checkbox"/> Association Explosion, p. 485 Pacific Rim Map, p. 486</p>
<p>Information: Complete this next.</p>	<p><input type="checkbox"/> Pacific Rim Connections, pp. 488-92</p>
<p>Extension Activities:</p> <p>Complete #1 and one other.</p>	<p><input type="checkbox"/> 1. Pacific Rim Mini-Study, p. 493 <input type="checkbox"/> 2. Alaska Meets Japan, p. 500* <input type="checkbox"/> 3. Japan Quiz, p. 501* <input type="checkbox"/> 4. Pacific Crossroads Crossword, p. 502 <input type="checkbox"/> 5. Extended Reading, list on p. 320*</p> <p>* May be sent via e-mail if student has access.</p>
<p>Sourdough Lingo*:</p> <p>Complete this as you study the lesson.</p>	<p><input type="checkbox"/> trade input balance of trade</p> <p><input type="checkbox"/> surplus deficit embargo joint venture allocation</p>
<p>Alaska Trivia*: Optional</p>	<p><input type="checkbox"/> Pac Rim Trivia, p. 503</p>
<p>Assessment:</p>	<p><input type="checkbox"/> Extension Activity 1, Lesson 32</p>

WARM UP

4.32

Association Explosion

Fill in any words you associate with "Pacific Rim Trade." You might include countries, products, transportation mechanisms, etc. -- any words that make you think of the Pacific Rim.

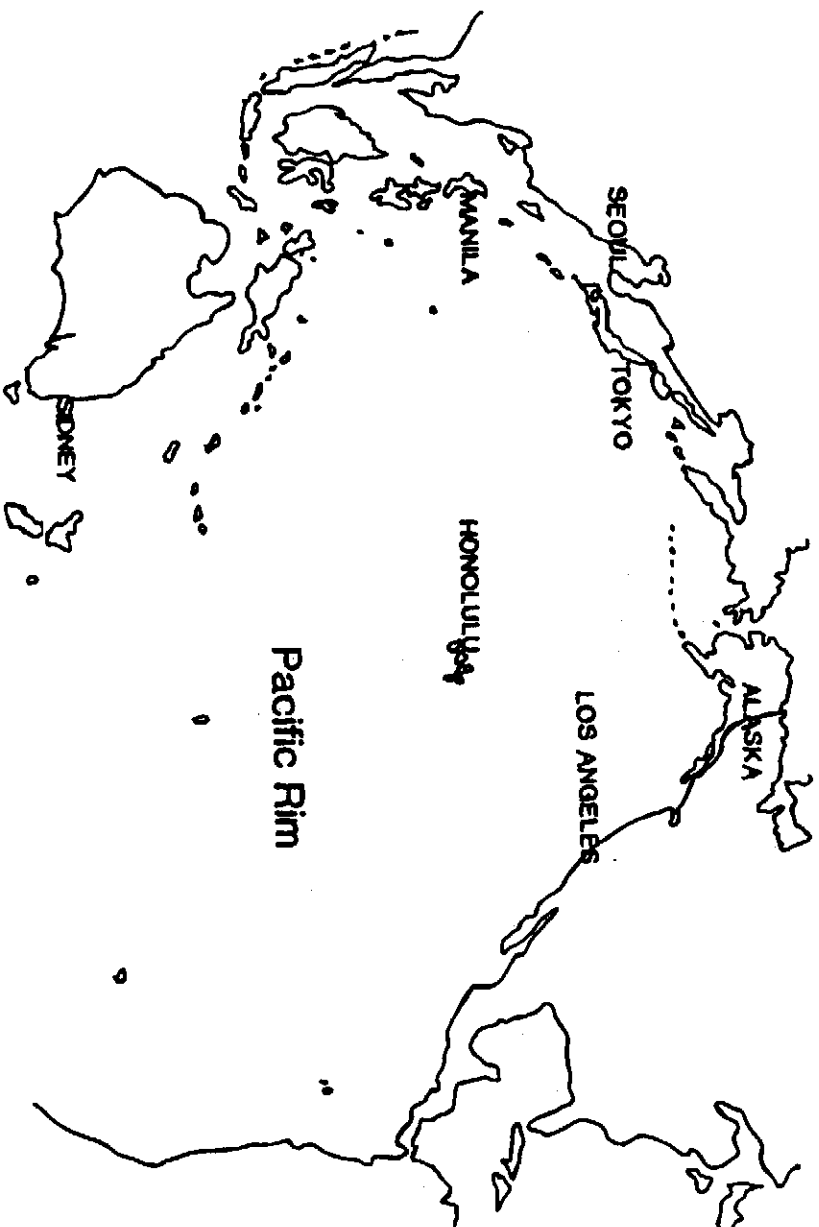


WARM UP

4.32

Pacific Rim Map

This map shows the Pacific Ocean and surrounding countries. Identify the land and water features as fully as you can and then use an atlas to complete the assignment.



When you have completed the map, turn over this page and read the objectives for the lesson.

OBJECTIVES

4.32

Here's what you will be studying in Lesson 32. Upon completion, you should be able to answer these questions.

- What are some of Alaska's social, economic, and political connections with other Pacific Rim nations?
- How is the U.S. strategically involved in the Pacific Rim?
- What are four of Alaska's primary trading partners and five of our primary exports?

Pacific Rim Connections

Examine the map in the Warm Up as you read the following introduction.

"To understand the future, you must understand the Pacific,"

Secretary of State
George P. Shultz

During this course you have been concentrating on learning about Alaska. Now we are going to look beyond the state's borders and consider Alaska's relationship with Pacific Rim countries.

Geographically, the "Pacific Rim" includes the nearly three dozen nations that border the Pacific Ocean and the islands of the Pacific Basin as well. The Pacific Basin encompasses the Pacific Ocean, the huge body of water which covers 1/3 of the earth's surface, the island nations of Japan, Philippines and Indonesia, and tens of thousands of islets and reefs comprising Oceania.

In common usage, however, and for our purposes, the term "Pacific Rim" connotes something more than shared geography. As transportation and communication have improved, so too have our economic linkages with countries across the Pacific. It is these economic connections we shall look at first.

WHAT ARE SOME OF ALASKA'S ECONOMIC CONNECTIONS WITH OTHER PACIFIC RIM NATIONS?

Twelve East and Southeast Asian nations--Japan, South Korea, Hong Kong, Taiwan, Singapore, Thailand, Malaysia, Indonesia, Philippines, Australia, New Zealand and China--together comprise the fastest growing economic region in the world. Two-way trade between the United States and these countries surpasses that between U.S. and Western Europe. Of the U.S.'s twenty largest overseas customers, seven are in East Asia and

the Pacific. In fact, 1/3 of our total world trade is with Asia and Pacific countries.

Alaska is a storehouse of natural resources. (Review Unit II, Lessons 9, 11 and 12 for a refresher glimpse of these). These resources are increasingly being traded with Pacific countries. Alaska represents a secure source of critical strategic and nonstrategic metals and coal for Pacific Rim countries.

Trade is an exchange of one nation's goods and services for those from another nation. When a nation or state sells goods and services to other countries, these commodities are their **exports**.

Pacific countries are Alaska's largest trading partners, with Alaska exporting large quantities of goods to Pacific countries. Japan is by far Alaska's leading trade partner, accounting for over 70% of Alaska's exports. In 1986, the value of exports to Japan totaled \$956 million. Exports to Korea were valued at \$140 million and to the People's Republic of China, \$39 million.

Ninety percent (90%) of Alaska's exports are in three categories: seafood, timber products, and liquid natural gas (LNG). Urea and coal are also exported.

FUTURE MARKET POTENTIAL: The Alaska Center for International Business has developed an analysis of Alaska's future market potential in four Pacific Rim countries. The following table provides a rough estimate of the market potential for Alaska's natural resources. The rating system is based on the following criteria:

Low--the product is currently not imported in significant quantities and probably will not be in the near future.

Medium--the country is currently importing the product in small quantities or is expected to begin importing in the next five years;

High--the product either is or is expected to be imported in large quantities.

MARKET POTENTIAL FOR ALASKA'S NATURAL RESOURCES

	Japan	South Korea	China	Taiwan
Sub-bituminous coal	L	M	L	L, M
Bituminous coal	H	H	M	H
Copper Ore & concentrate	H	H	M	H
Refined copper	H	H	H	H
Lead Ore & concentrate	H	L	L	L
Unwrought lead	H	H	L, M	H
Zinc ores & concentrate	H	H	M	L
Unwrought zinc	H	M	H	H
Gold	H	M	H	M
Crude Oil	H	M	L	M
Natural Gas	H	H	H	L
Petroleum Products	H	H	M	L
Sitka Spruce	M	M	M	L
High grade logs	H	M	L	L
High grade lumber	H	M	L	L
Low grade logs	M	H	M	M
Low grade lumber	M	H	M	H
Western Hemlock				
High grade logs	H	M	L	L
High grade lumber	H	H	L	L
Low grade logs	M	H	M	M
Low grade lumber	M	H	M	M
Dissolving Pulp	M	L	L	L
Hardwoods	L	L	L, M	L, M
Salmon				
Bottomfish	H	L	L	L
Herring	H	M	L	M
Shellfish	H	L	L	L

*Source: Pacific Rim Markets for Alaska's Natural Resources, American Center for International Business, University of Alaska, Anchorage, June 1987, Vol. I

Tourism, an important part of Alaska's economic base, has also been affected by contact with Pacific Rim countries. It is estimated that Alaska had 787,000 visitors in 1986. Up to 100,000 Japanese have visited Alaska in a single year. International airlines bring an estimated 5,000 international passengers through Anchorage International Airport each day and such firms as Japan Airlines and Korean Air Lines exercise scheduled stop-over privileges. A Japanese industry owns Alaska's largest ski resort at Alyeska and is investing in numerous other businesses in the state.

Imports are goods and services received by one country from another. Alaskans, along with other Americans, purchase a large variety of products from the Pacific countries. Japanese imports are well known by Alaskan consumers. Toyotas, Hondas, Subarus, Nissans and Mazdas are driven throughout the state. Clothing items from furs to shorts are found in our stores and catalogs. Japan, Korea, and Taiwan manufacture iron and steel products used throughout the state. Australia is the U.S.'s chief supplier of alumina, the basic element in aluminum. Electrical and electronic equipment (stereos, TVs, telephones, video recorders, cameras, power tools, home appliances and electrical parts) come to us from Japan, Taiwan, Hong Kong, South Korea and Singapore.

By exporting goods to other countries, Alaska helps to improve the balance of trade for the United States. The **balance of trade** is the difference between the value of the goods a nation imports and exports. In 1986, Japan sold \$51.5 billion more to the U.S. than it bought here. Taiwan, South Korea, Hong Kong, and Singapore also have healthy trade **surpluses** with the U.S. Trade with Pacific Rim nations caused more than half of the \$170 billion 1986 trade **deficit** experienced by the United States.

WHAT ARE SOME OF THE UNITED STATES' AND ALASKA'S POLITICAL CONNECTIONS WITH THE PACIFIC RIM NATIONS?

There are some unique federal laws that impact Alaska's ability to trade with Pacific Rim countries. Export of Alaska's most valuable resource, North Slope crude oil, is not permitted by law. The ban on exporting Prudhoe Bay's crude oil originated after the oil **embargo** of the 1970's when the United States realized how threatening another Organization of Petroleum Exporting Countries (OPEC) oil cutoff would be to the economic stability of our country.

Now, the political arguments against oil export are supported mainly by U.S. maritime interests. They express concerns that U.S. vessels would be replaced by foreign tankers and U.S. jobs would be lost in U.S. shipyards thus weakening U.S. national security. The arguments in favor of exporting crude include: Alaskan oil would be shipped in U.S. ships, not foreign tankers, and would be repaired in U.S. shipyards; and, that supply of Alaskan crude oil would help to secure Japan's defense, stability and security.

Federal and state regulations currently restrict the export of unprocessed logs. (The exception is that timber from land owned by the Native corporation does not need to be processed.) Alaska supplies Japan, China, Korea, and Taiwan with only a small percent of its log and lumber imports and could increase exports in this area.

The establishment by the United States of a 200-mile Fisheries Conservation Zone (now called the Exclusive Economic Zone) in 1977 placed Alaska's fisheries under U.S. jurisdiction, thereby providing the dominant foreign fishing fleets considerable incentive to engage in joint ventures with Alaskan and U.S.

industry. Joint ventures are agreements between U.S. and foreign companies to work together in harvesting fish. In many cases, American fishermen catch fish for foreign processing ships in the Bering Sea. The intent of the Exclusive Economic Zone is to have all fishing and processing done by American fishermen, and as American fishing companies realized the fisheries potential in the Exclusive Economic Zone, they have been readying their boats and equipment to fish. Each year, more and more Bering Sea fish are caught and processed entirely by American fishermen. Domestic and joint venture fishing are now given all fishing allocations in the Exclusive Economic Zone. The Japanese, Chinese, and Koreans have no allocations in the Zone now, and will be granted the rights to fish only if American fishermen or joint ventures do not fill their quota.

WHAT OTHER CONNECTIONS ARE THERE WITH PACIFIC RIM NATIONS?

MILITARY STABILITY: The United States believes that its military strength has been the key to peace and stability in the western Pacific. The U.S. has relied on its regional allies and the bases they provide, especially in Japan and the Philippines. These bases are backed up by facilities at Guam, Midway, Hawaii, and Alaska. The U.S. has a security pact with Japan and a military base agreement with the Philippines. Since the pact with the Philippines expires in 1991, the U.S. might consider using Micronesia, which is now used for the testing of weapons, as a substitute location for the bases.

A cooperative agreement also exists between the U.S. and Australia. Australia provides valuable military installations for the U.S. including communications stations for satellites and submarines and facilities to monitor Soviet nuclear action.

GLOBAL INTERDEPENDENCE: Most Americans are not aware of how closely their communities are linked with other countries and cultures. We live in an interdependent world; what happens in one country may affect what happens here in Alaska as well as your own personal life.

We need knowledge and skills for success in a world of economic, political, social, and ecological interdependence. Alaska's business leaders must understand the relationship between Alaska and international markets. Also, it is important to understand fully the political, historical, social, and cultural factors that affect Alaska's trade relationship with other countries.

The Pacific Rim is an area of enormous diversity with great contrasts in size, geography, population, culture, political orientation, and economic strength. Asia alone encompasses at least 18 language groups, hundreds of dialects, half a dozen major religions and more than half of the world's population.

WHAT ARE SOME OF ALASKA'S SOCIAL CONNECTIONS WITH OTHER PACIFIC RIM NATIONS?

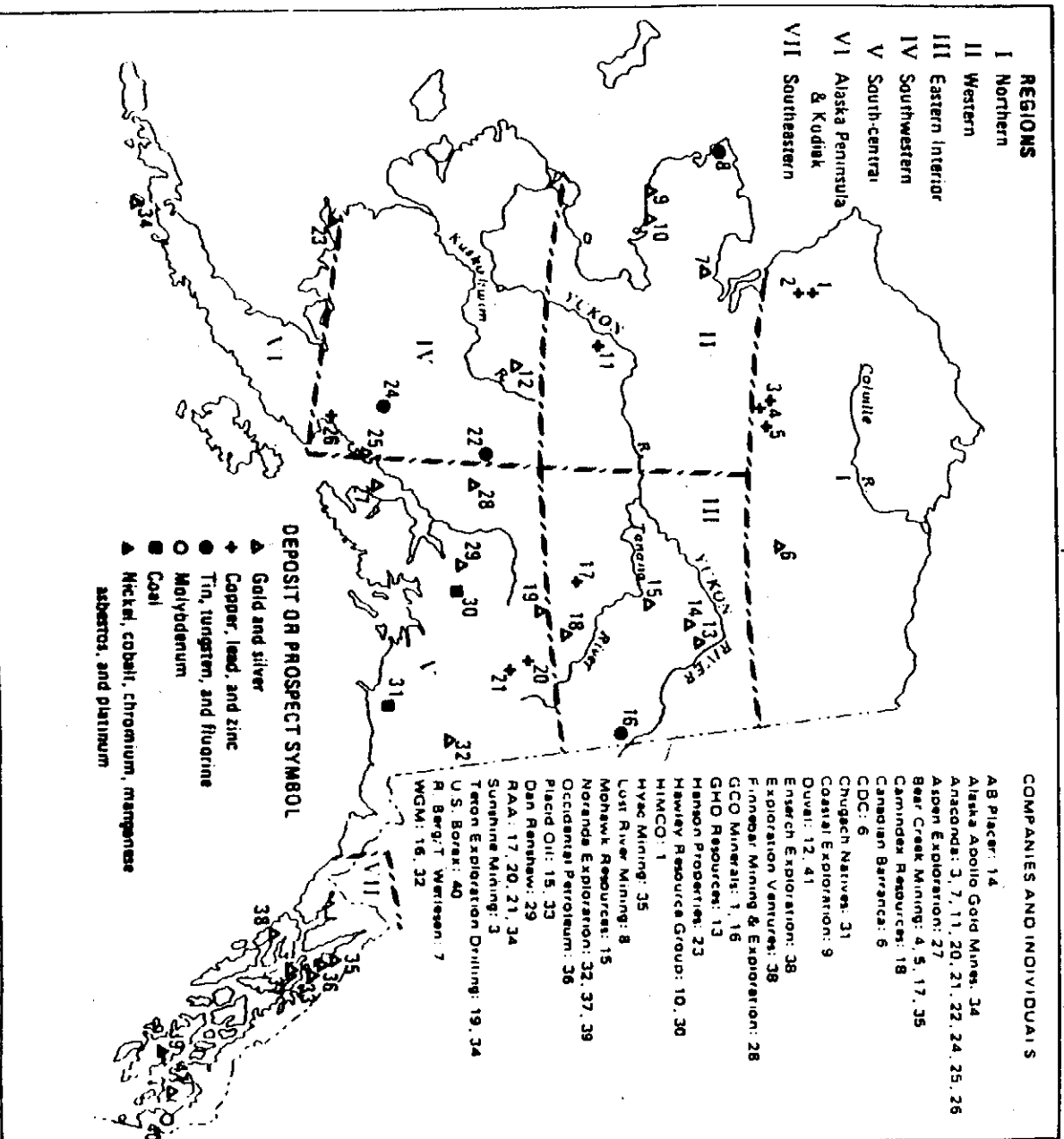
Social connections refer to the ways in which people live together. Although some Pacific Rim nations are adjacent to each other, others are separated by the vast distances of the Pacific Ocean. In spite of this, each nation has a social influence on the other countries. There are customs and social activities peculiar to one country that have been imported to other countries. For instance, Japanese and Chinese restaurants thrive in Alaska, and the Japanese sports of karate and judo are practiced by many enthusiasts.

One way that the people of other countries react to each other and learn about each other is by visiting the other country. As has been previously mentioned, we have many Japanese tourists visiting Alaska every year, as well as tourists from other Pacific Rim countries. Many schools in Alaska have sister schools in Pacific Rim countries

to promote friendship and knowledge about the other country. Cities in Alaska and in other U.S. states have sister cities in Pacific Rim countries. For instance, Juneau's sister city is Camiling, in the Republic of the Philippines. Student exchange programs also promote social interaction between individuals and families of different countries.

TO DO: LEARNING LOG

Alaska represents a secure source of critical strategic and nonstrategic metals and coal for Pacific Rim countries.



EXTENSION ACTIVITY 1

4.32

Pacific Rim Mini-Study (will also serve as the assessment for this lesson)

MATERIALS NEEDED:

Map of Pacific Rim
Resources for research, periodicals

TO DO:

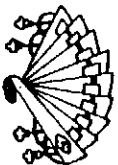
1. Read the mini-study on Japan, which follows.
2. Look at your map of the Pacific Rim. Close your eyes and put your finger on the map. On what country did you land? That is the country you are going to explore. (If you landed on Japan or the U.S., please do it again.)
3. You are going to create a mini-study similar to the one on Japan which you just read. You should include a) a visual mapping of your country, b) an information section, and a c) geographical map similar to the one on Japan. d) You should also bind and create a cover for your mini-study.

You may do your research in two ways: Create your visual mapping first using the one on Japan as a model. Do your research and find out which spokes to leave on, which to take off, and which spokes you want to add to your visual mapping. Write your information section based on your mapping.

Or

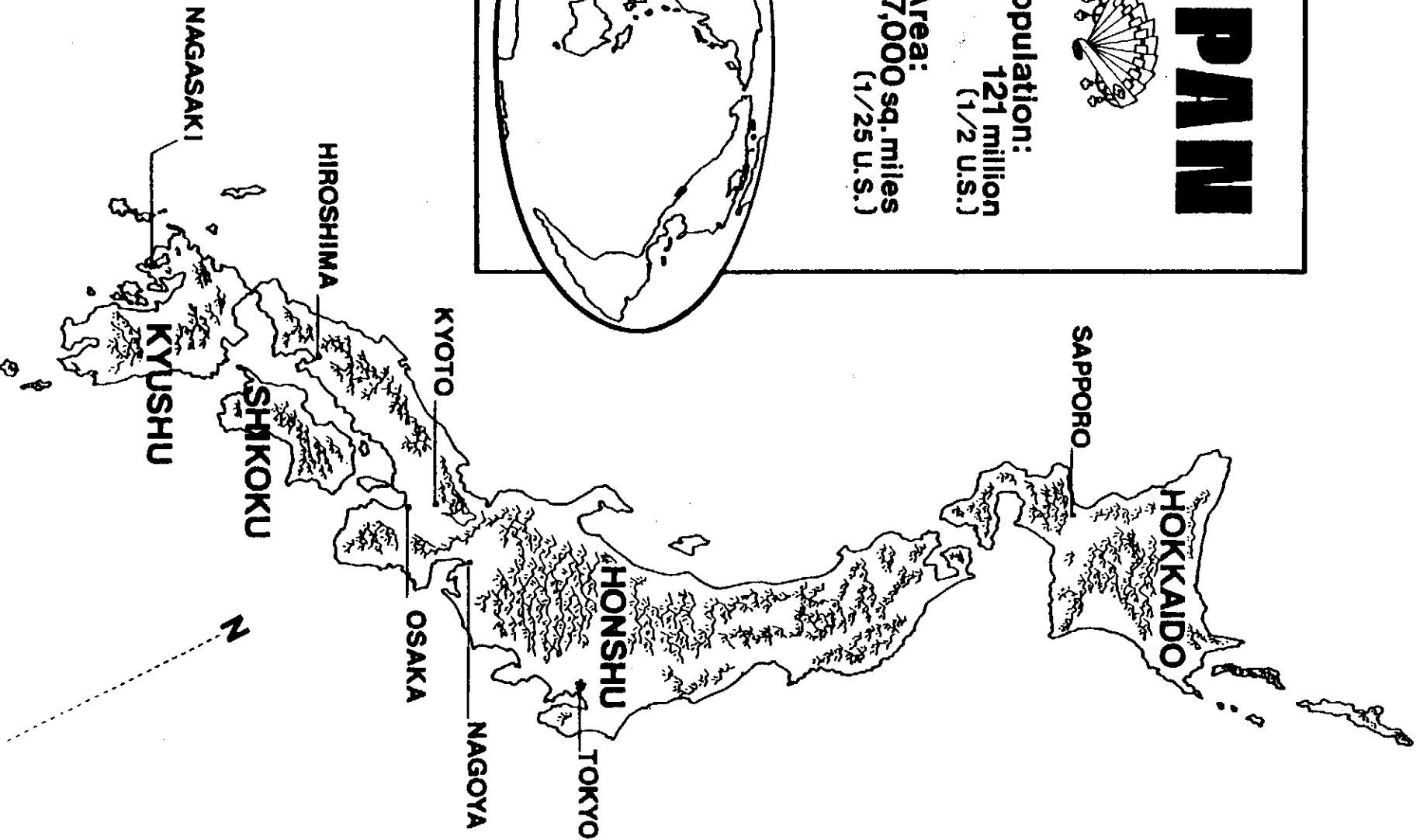
Do your research, write your information section. Do your visual mapping based on your information section.

JAPAN



1985 Population:
121 million
(1/2 U.S.)

Land Area:
147,000 sq. miles
(1/25 U.S.)



EXTENSION ACTIVITY 1 (continued)

4.32

Pacific Rim Mini-Study

ENVIRONMENT:

Japan, an island country "wrinkled with hills and mountains," lies off the eastern coast of the Asian continent. Extending some 2,300 miles northeast to southwest between the Sea of Japan and the Pacific Ocean, Japan is comprised of four principal islands - Hokkaido, Honshu, Shikoku, and Kyushu - as well as thousands of adjacent smaller islands. The archipelago runs from 45°33'N to 20°25'N, which is approximately the same distance from central Maine to northern Florida. The insularity of Japan and its location off the Asian coast are significant in understanding the country and its people.

With a land area of about 147,000 sq. miles, Japan is 4 percent or 1/25th that of the United States and equal in size to California. Mountains make up about 71 percent of Japan and plains and basins the remaining 29 percent. Running down the spine of Honshu is the mountain chain with the highest peak in Japan, Mt. Fuji (12,388 ft), or, as it is more affectionately called, Fuji-san. Long admired for its graceful symmetry, Mt. Fuji is one of the numerous volcanoes that abound in Japan. While Mt. Fuji itself is dormant, Japan is home to one-tenth of the world's active volcanoes.

Japan is located in the temperate zone and has distinct changes in the seasons. The climate differs from region to region since Japan extends so far north to south, and there are varied topographical features. Precipitation is high at about 39 to 98 inches per year. Summer and autumn typhoons bring considerable rainfall.

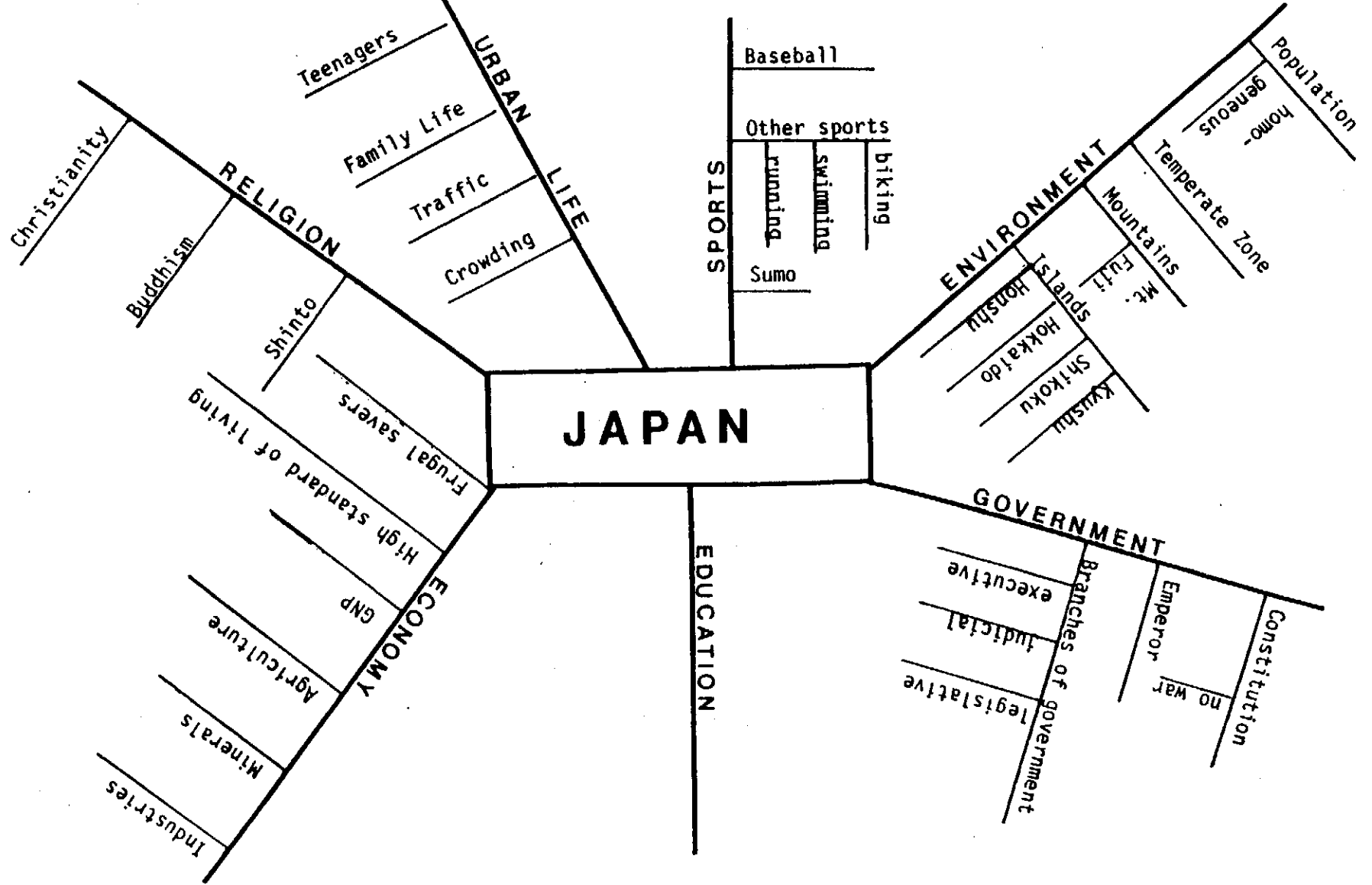
As of 1985, Japan's total population was 121 million making Japan the seventh most populous nation in the world. Its population density is also one of the highest at 822 persons per square mile. The population densities of only four other countries exceed that of Japan's: Bangladesh 1,740, the Netherlands 1,094.2, South Korea 1,061, and Belgium 836¹. Japan's crowding is even more critical when one considers that only 20 percent of the land is habitable.

A unique feature of the Japanese population is its homogeneity. In 1984, less than 1 percent (840,885) of the 121 million people were non-Japanese nationals. The largest group by nationality were Koreans (687,135), Chinese (67,895), and Americans (27,882.)² The only national ethnic minority group is the Ainu who live on the island of Hokkaido.

¹The World Almanac and Book of Facts, 1986. Japan Physical

²Japan: A Pocket Guide. (Tokyo: Foreign Press Center, 1986), p. 4.

Visual Mapping of Japan



EXTENSION ACTIVITY 1 (continued)

4.32

Pacific Rim Mini-Study

GOVERNMENT

The framework of Japanese government is defined in its constitution that was adopted in 1947. With Americans having an integral role in its design, the Japanese constitution features rights and guarantees similar to those in the Constitution of the United States. There is a separation of powers in the three branches of government: legislative, executive, and judicial. Elected members of Japan's law-making body, the National Diet, appoint a prime minister who heads the executive branch. The judicial system is based upon a system of courts: the Supreme Court, high courts, district courts, family courts, and summary courts.

Written into Japan's constitution is an article renouncing war. The use or the threat of force to settle international disputes and the establishment of offensive military forces are strictly prohibited. Japan's defense is strategically tied to the United States.

The Emperor of Japan, who was once worshiped as an earthly personification of the gods, is now regarded as the "symbol of the state and of the unity of the people." He presides at official ceremonies and receives foreign ambassadors but has no political power.

ECONOMY

In the postwar reconstruction of Japan's economy, the country shifted from light to heavy industries. Today, Japan manufactures a wide variety of goods, large and small, advanced and traditional. In a number of industries Japan ranks as first or second; electronics, automobiles, chemicals, machinery. Most industries are concentrated between Tokyo and Northern Kyushu, an area comparable to the New York/Great Lakes region in the United States.

Agriculture in Japan primarily involves growing rice, which is the nation's staple food and once served as a unit of exchange. With only about 15 percent of the country suitable for cultivation, farms are much smaller than those in America, averaging 2 1/2 to 3 acres. However, in terms of yield per acre, Japanese farms are among the world's most productive.

Additionally, the Japanese are involved in stock breeding - mainly the raising of hogs, cattle, and chickens and the production of an assortment of crops ranging from barley, wheat, and soybeans to tomatoes, cucumbers, tea, and mandarin oranges.

Japan has negligible amounts of mineral resources and must import high quantities of iron ore, copper, tin, bauxite, nickel, coal, petroleum, and natural gas. Japanese industry is heavily dependent on imported raw material, as is Japanese energy production. In fact, 88 percent of Japan's total energy fuel needs come from imports. But, in recent years there has been a decline as Japan shifts toward nuclear power.

EXTENSION ACTIVITY 1 (continued)

4.32

Pacific Rim Mini-Study

In terms of Gross National Product (GNP), Japan ranks third in the world behind only the United States and the U.S.S.R. In 1984 it stood at 1.26 trillion compared to 3.68 trillion for the United States. In that same year Japan's per capita GNP reached \$10,463.00, 67 percent of the U.S.'s and was comparable to the per capita GNP's of European nations as Denmark, Sweden, and West Germany.³

In spite of Japan's high standard of living that affords families the luxuries of color televisions, air conditioners, summer cottages, etc., the Japanese still feel that they have not yet achieved a "true sense of affluence." They are demanding more qualitative improvements in their lives. Of immediate concern is housing, which is critical due to the increasingly high population density in urban areas and limited usable land. Traffic congestion caused by automobiles and trains, crowded recreational areas; air and noise pollution are other areas that the Japanese would like addressed.

The Japanese are among the world's most frugal savers. In 1985 about 17.8 percent of the annual income was saved, down from the 1980 percentage of 19.2. Nevertheless, those figures are still three times higher than the figures for the United States. Families save primarily to meet unexpected emergency costs, to cover the costs of children's education and marriage, to make downpayments on a new house or land, and to prepare a retirement fund.

URBAN LIFE

Japan is a rapidly changing country and this is reflected in the daily lives of the Japanese. Family size has fluctuated with today's young couples having two or three children as compared to five or six in the past. Grandparents who traditionally lived with their children may or may not live with them. The father no longer has absolute authority in establishing family rules although he still has the authority to make final decisions in various family matters. Mothers are finding fulfillment in work outside the home. However, there are still traditional values and roles that characterize the average Japanese families. Generally, Japanese families place a great importance on parental respect. Children are instilled with the values of duty, compassion, and piety. Fathers handle the affairs outside the home while mothers handle the day-to-day running of the household such as taking care of the family budget and children's education.

Japanese teenagers are not that different from their counterparts in the United States. Problems of peer relations, personal appearance, school, and careers are similar concerns to Japanese teenagers. They enjoy the latest rock music both Japanese and Western, watch hours of television, read magazines and books (especially comic books), enjoy sports like hiking, track, gymnastics, volleyball, baseball, and soccer. And some teenagers even complain about the "generation gap."

³Ibid., p. 41.

⁴Tracy Dahby and David Lewis, "The Economics of Relaxation, Newsweek 10 February 1986, p. 69.

EXTENSION ACTIVITY 1 (continued)

4.32

Pacific Rim Mini-Study

There are two noticeable differences between Japanese and American teenagers. One is that dating in Japan is usually delayed until after high school graduation. Up until then establishing friendships with those of the same sex is the focus of their social relationships. The other difference is the academic pressure placed upon students. Entrance to good high schools and universities, which means better employment in government or a prestigious company, is based upon highly competitive and difficult examinations. Students spend long hours preparing for these exams. And a senior's year in high school is aptly called the year of shiken jigoku ("exam hell").

EDUCATION

Education reforms effected after World War II have allowed Japan to boast one of the world's best educated populations. The country's illiteracy rate is less than one percent. Education is compulsory for nine years and is provided free for students from six to fifteen. Mothers take very active roles in overseeing their children's education and will often encourage not only after school but week-end tutoring.

SPORTS

Without question the Japanese are a very sports-minded people. Japan has imported almost all of the major sports of the world. Baseball has become a national pastime with pro baseball drawing annual crowd attendance of 16 million. Participation in baseball is equally popular as elementary, high school, university, and company teams abound. Other western sports that the Japanese have gotten interested in are jogging, tennis, golf, fishing, hiking, skiing, and swimming.

The most popular traditional sport is sumo, a unique form of wrestling that has remained almost unchanged for hundreds of years. Grand Sumo tournaments are held six times a year and draw capacity crowds. Other traditional sports that are enjoyed include judo, karate, and kendo (fencing).

RELIGION

The two major faiths in Japan are Buddhism, brought to Japan in the sixth century, and Shinto, the nation's folk religion. Historically and culturally, Buddhism has had a greater influence on the Japanese, but most of the people practice both religions. Children's celebrations, births and marriages are conducted at Shinto shrines, and funerals are held at Buddhist temples. Christianity was introduced in the 1500's and today the number of Japanese Christians total about 1.5 million.

Adapted from:

Japan: A Pocket Guide. (Tokyo: Foreign Press Center, 1986).

Perspectives on Japan: A Guide for Teachers (Washington, D.C.: National Council for the Social Studies, 1983), pp. 15-27.

What I Want to Know About Japan, (New York: Consulate General of Japan, 1983).

EXTENSION ACTIVITY 2

4.32

Alaska Meets Japan

TO DO:

Listen to the audiotape: "Alaska meets Japan: Interview with Rebecca." Be thinking about similarities and differences between Alaskan and Japanese peoples as you listen.

AFTER:

Complete at least one:

- A. Write a short report or make a short tape that describes at least two similarities and two differences between Japanese and Alaskans.
- B. Conduct your own interview regarding the status of women with someone who is a foreigner or who has lived in or visited a foreign country.

Tape the interview or take notes and write up a summary of the interview. Draw a map of the country of the interviewee and identify the country being discussed.

EXTENSION ACTIVITY 3

4.32

Japan Quiz

Directions: This quiz gives you an opportunity to assess your general level of knowledge about Japan. Read each statement and circle True or False. When are you done, check your responses with the answers in the Teacher's Guide.

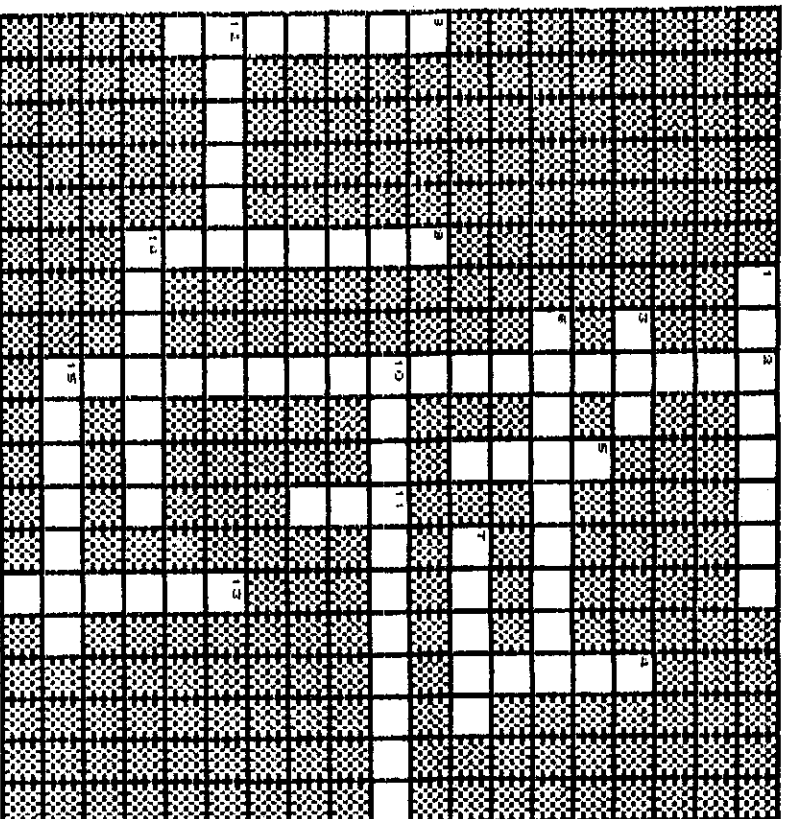
- | | | | |
|------|-------|-----|--|
| True | False | 1. | Japan is located on the continent of Europe. |
| True | False | 2. | The highest mountain peak in Japan is Mt. Fuji. |
| True | False | 3. | Japan's population is about 1/4 the size of the United States'. |
| True | False | 4. | In modern Japan fish and rice are the mainstays in the Japanese diet. |
| True | False | 5. | <u>Karate</u> has become Japan's national past time surpassing <u>baseball</u> and <u>sumo</u> . |
| True | False | 6. | The name Wong is a typical Japanese surname. |
| True | False | 7. | Japan fought against the United States in the Viet Nam War. |
| True | False | 8. | The movie Monster Godzilla was born in Japan. |
| True | False | 9. | <u>Ninja</u> and <u>Samurai</u> warriors are legendary heroes of Japan somewhat like the cowboys in the United States. |
| True | False | 10. | In Japan, women are not allowed to vote. |
| True | False | 11. | Japan is the leading producer of automobiles in the world. |
| True | False | 12. | Sony T.V.'s are manufactured in Japan. |
| True | False | 13. | In Japan the salmon is the symbol of strength and bravery. |
| True | False | 14. | The Japanese custom of bowing is a symbol of sincerity and respect. |
| True | False | 15. | Japan is a racially mixed society with large minority populations of Koreans, Europeans, and Chinese. |

EXTENSION ACTIVITY 4

4.32

Pacific Crossroads Crossword

Using the information on Pacific trade in this unit, complete the crossword puzzle.



ACROSS

1. There are no restrictions on foreign investment in this resource.
3. Alaska is restricted from exporting this valuable commodity.
6. Alaska has an abundance of natural _____ suitable for export.
7. A country in the fastest growing economic region in the world.
10. The U.S. has military bases here.
12. A commercial tree species.
14. Commodities conveyed from one country to another.
15. More than \$400 million worth of this product is exported to Japan.

DOWN

2. Owner of valuable timber lands.
4. Includes islands of the Pacific Ocean.
5. A mineral resource being purchased by Korea.
8. A sector of Alaska's economic base affected by contact with Pac Rim countries.
9. Alaska's largest Pac Rim trading partner.
11. Abbreviation for liquid natural gas, a byproduct of oil production.
13. A major Alaskan seafood export.

Pac Rim Trivia

In 1986, Japan imported approximately \$129 million in wood products. In 1987 Japan imported approximately \$175 million in wood products.

In 1965, Alaska exported approximately \$29 million worth of products to Japan. In 1987, approximately \$1.2 billion in products were exported from Alaska to Japan.

Japanese children spend one-fourth of their time in elementary school mastering their own language. This is an arduous, complex task. Written Japanese is a mixture of Chinese characters and Japanese phonetic symbols. Three separate writing systems must be learned.

Hong Kong is the world's leading manufacturer and exporter of clothing and toys. (Check the labels on some of your clothing to see if it was made in Hong Kong. Locate Hong Kong on a map.)

Japanese students attend school for seven hours a day, 240 days a year- including half-days on Saturdays. (Most students in the U.S. attend school for six hours a day for 180 days a year.)

Indonesia's 13,677 islands stretch for 3,300 miles from east to west. With 175 million people, it is the fifth most populous nation in the world. At least 40% of Indonesians live in extreme poverty. About two-thirds of its people do not get enough to eat.

Unit 4, Lesson 33

North to the Future

Here is Lesson 33, the last lesson in the course.

It will take you 5 class periods to complete the minimum requirements.

Warm-up: Complete this first.	<input type="checkbox"/> North to the Future, p. 507
Information: Complete this next.	<input type="checkbox"/> North to the Future, p. 508
Extension Activities:	<input type="checkbox"/> 1. Future Problem Solving, p. 509* * May be sent via e-mail if student has access.
Complete #1.	
Sourdough Lingo: Complete this as you study the lesson.	<input type="checkbox"/> Your lucky day! None for this lesson.
Alaska Trivia*: Optional	<input type="checkbox"/> Motto Lotto, p. 514
Assessment:	<input type="checkbox"/> Review your objectives and take Assessment 11. Instructions are on p. 516.

WARM UP

4.33

North to the Future

You will be the leaders of Alaska in the near future. You will be the city council member, the school board member, the mayor, the state representative, the state senator, the governor, the U.S. Senator or Representative in Washington, D.C., or perhaps you will be a participant, a decision maker through the voting process in Alaska. Whatever form your participation takes, you are the future of Alaska. The following lesson address some of the issues facing Alaska's future.

What about land ownership issues and resource development; developing industry and business; trade opportunities with other countries; development versus conservation?

What about the environment? What do you do about the fact that many communities, world-wide, dump their garbage into the water? How do you feel when your beach is littered with plastic, glass, styrofoam, and aluminum?

What about the declining numbers of Emperor geese? Do you just keep blaming the other guy and not care that you have just wiped out another species?

What about your children? What will Alaska be like for them? You know what you like about Alaska. Are your children going to be able to find that same personal satisfaction about living in "The Last Frontier?"

These are some of the issues that will affect Alaska's future. These are the kinds of issues for which you, as Alaska's future, will have to find the answers.

OBJECTIVES

4.33

North to the Future

The purpose of this lesson is to familiarize you with some of the current issues facing Alaska's future.

North to the Future

In order to avoid having to revise this lesson every year, because we all know how fast things can change, you will be providing the INFORMATION section of this last lesson.

Listed below are some topics that represent priorities for governmental action. Add two priorities of your own. Rank in order (1-5 with 1 being your top priority) the five concerns that you believe are most important.

- ___ 1. Discovery and development of new energy resources, i.e. ANWR.
- ___ 2. Problems of rural communities: alcohol, suicide, financial stability, etc.
- ___ 3. Adequate environmental controls, i.e. plastic garbage.
- ___ 4. Quality education for all, kindergarten to post-secondary.
- ___ 5. Development of road transportation systems.
- ___ 6. Promotion of new industry in Alaska.
- ___ 7. Natural Resources, development vs. environment.
- ___ 8. Promotion of Pacific Rim trade opportunities.
- ___ 9. ANCSA, i.e. tribal government control of land vs. federal government control or state control or corporation control.
- ___ 10. Protection of endangered species.
- ___ 11.
- ___ 12.

For the INFORMATION section you are to find current information regarding the five topics you have chosen. You will put the information into a scrapbook with five sections, each section representing one of your five topics. Organize the information you have found under the appropriate topic heading. For example, if you chose ANCSA as one of your priorities, you would organize the articles you found or any information you obtained, under the heading ANCSA.

You must include the date and source of the information.

The scrapbook will be used for Extension Activity 1 and you will also need to hand in the scrapbook at the end of Lesson 33. It will be used as your assessment for this lesson.

Future Problem Solving

Choose one of the five topics you worked on in the Information Section to use for this activity.

In this activity students work together in teams of four, if possible, to apply problem-solving skills to assigned problems. The steps they go through are:

1. Identifying the problem.
2. Identifying and listing subproblems.
3. Identifying and stating the underlying problem
4. Producing alternative solutions
5. Developing criteria for judging alternative solutions
6. Evaluating alternative solutions to choose the best one
7. Planning implementation of the solution
8. Selling the solution

These same steps can be used by one person to work through a problem individually.

Step 1. Identify the problem.

Step 2. Identify and list subproblems.

A group working together would brainstorm all the individual problems, small or large, that are related to the general situation. If you are brainstorming alone, try to think of every possible problem that you can, then when you have listed all the possible problems, think of some more! At this point you are looking for quantity not quality.

Step 3. Identify and state the underlying problem.

In the first step you were looking for a large number of problems; in the second step you try to find the most important problem, the problem which, if solved, would solve many of the smaller problems listed in Step 1. One way to do this is to put the problems listed in Step 1 into categories, and then write one problem statement that will cover an entire category. The statement of the problem for creative attack should start with the words, "In what ways might I . . ." For example, "In what ways might I improve my grades?" "In what ways might I make more friends?" "In what ways might I earn money for a trip to National Close-Up?" The words "In what ways might I . . ." at the beginning of the problem statement encourage creative thinking about many possible solutions. You should choose one problem statement to work on at this point, but you might want to keep a list of other problems to work on later.

Step 4. Produce alternative solutions.

In Step 4 you once again brainstorm, but this time you will be thinking of solutions, not problems. List all the ways you might possibly solve your problem whether they are practical or not. Then combine solutions, add to, adapt, rearrange, magnify, or substitute solutions to produce even more possibilities. Choose from all your possible solutions the ten that you think are best.

Future Problem Solving

Step 5. Develop criteria for judging your solutions.

For the problem statement you selected, choose some criteria you could use to evaluate your ideas. You should have at least three criteria and five is even better. Suppose your problem statement is, "In what ways might I earn money to attend National Close-Up?" For criteria you might ask:

1. Which solution will be the easiest to do?
2. Which solution will fit best into my time schedule?
3. Which solution will I enjoy the most?
4. Which solution will my parents be most likely to approve of?
5. Which solution is most likely to produce the necessary money?

Step 6. Evaluate your alternative solutions.

Put your ten best solutions and your criteria into a grid like this:

Possible Solutions:	1	2	3	4	5	Total
1. Ask Dad or Mom for money	10	10	8	2	1	31
2. Ask Grandparents for money	9	9	9	1	3	31
3. Carry newspapers	3	4	6	8	9	30
4. Work in a store	7	6.5	7	10	10	40.5
5. Mow lawns & shovel snow	1	3	5	9	7	25
6. Babysit children	6	1	4	5	8	24
7. Start a professional band	4	2	10	3	2	21
8. Babysit people's pets	5	6.5	3	6	5	24.5
9. Wash cars	2	5	2	7	6	22
10. Sell baked goods	8	8	1	4	4	25

Starting with the first criterion, choose the solution that best meets the criterion and give it a score of 10 since there are 10 possible solutions. Choose the worst solution and give it a score of 1. Of the remaining 8 solutions, choose the best and worst and give them scores of 9 and 2. Continue until all solutions have been evaluated. Continue until all solutions have been evaluated on criterion 1. Then apply the same process to evaluate the solutions using the remaining criteria.

When you total the scores for each solution you should have a good idea of which one is best if you have chosen appropriate criteria. If your solution with the highest score does not seem to be the best, maybe you need to set new criteria. When you have decided on the best solution, state it in as complete a form as possible.

Answer the questions, "Who will do what, when, where, how, and why."

EXTENSION ACTIVITY 1 (continued)

4.33

Future Problem Solving

Step 7. Plan activities to carry out the solution.

Plan all the steps that you will take to carry out your solution. Try to think of all the possible problems you might encounter and decide what you will do if they come up. Decide when, where, and how you will carry out each step.

Step 8. Sell the solution.

Is there anyone else that you need to convince before you can put your plan into action? If you decided to work in a grocery store after school to earn money to attend Close-Up, you may need to convince your parents that your school work will not be neglected, you may need to convince your friends that they will not be neglected, and you will need to convince the store that they should hire you.

Students may stop after Step 7 because they do not really carry out their solutions. If you wanted results you would need to add two more steps.

Step 9. Carry out the plan.

Follow the plan that you have decided upon, trying to meet the time schedule you set for yourself. You may need to make revisions as you work through your plan.

Step 10. Evaluate your results.

Have you cleaned up the "mess" you started with? Have you solved some subproblems but not all of them? If your plan is working, stick with it. If not, go back through the steps to creative problem solving until you find a solution that clears up the problem.

EXTENSION ACTIVITY 1 (continued)

4.33

Future Problem Solving

Using the problem solving methodology, work through the following sequence of steps. Record what you do for each step. You may use audiotape, word processor, or good ol' pencil and paper.

STEP I. BRAINSTORMING POSSIBLE PROBLEMS OR DIFFICULTIES

Select one topic from your INFORMATION section. Brainstorm all of the possible problems or difficulties that you can think of related to the selected topic.

STEP II. STATEMENT OF PROBLEM FOR CREATIVE ATTACK

Now it is time to restate your problem for creative attack. It should begin with the words, "In what ways might . . .?" or "How might we . . .?" Your problem should be stated as clearly and as specifically as possible, so that you can brainstorm "on target" solutions. Write your problem statement below.

STEP III. ALTERNATIVE SOLUTIONS

Now you are ready to brainstorm alternative solutions to the problem you stated above. Be sure to observe all of the rules of brainstorming and get all of the team members involved in generating and recording ideas. List below the twenty alternative solutions you consider to be the most promising. Add more sheets if necessary; staple them to this page. Label the sheets with the word SOLUTIONS.

Future Problem Solving**STEP IV. CRITERIA FOR EVALUATING ALTERNATIVE SOLUTIONS**

You have doubtless produced far more alternative solutions than you need. Your problem now is to select your best alternative solution. To do this, you will need to have criteria by which to judge each alternative. In the space below, list the five criteria that you think are most important in evaluating your alternatives.

- 1.
- 2.
- 3.
- 4.
- 5.

STEP V. EVALUATION OF ALTERNATIVE SOLUTIONS

Select the ten alternative solutions that you think are the most promising. List them on the left side of the grid. Then, rank each of the solutions according to each criterion. Do one criterion at a time, and when you have ranked each alternative solution accordingly, move on to the next criterion. The top ranking alternative solution should get a 10, the lowest a 1. After you have ranked each solution according to all the criteria, go back and add up the numbers for each alternative solution. Record the sum in the column marked TOTAL. Use this information to decide upon your best solution.

	CRITERIA					TOTAL
	1	2	3	4	5	
ALTERNATIVE SOLUTIONS						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

What is your best solution? How can you make it better? Record your proposed solution below.

1. What is Alaska's state motto?

FINAL EXAM

4.33

You are required to complete the final exam which encompasses Lessons 1-33. Go back and review the objectives for each lesson. Your home teacher has the exam in the test packet and must monitor you while you are completing the exam. You have 2 hours.