

ASD: Back in the USSR



April 5th School Board Candidate Choices: What ifâ?!

Description

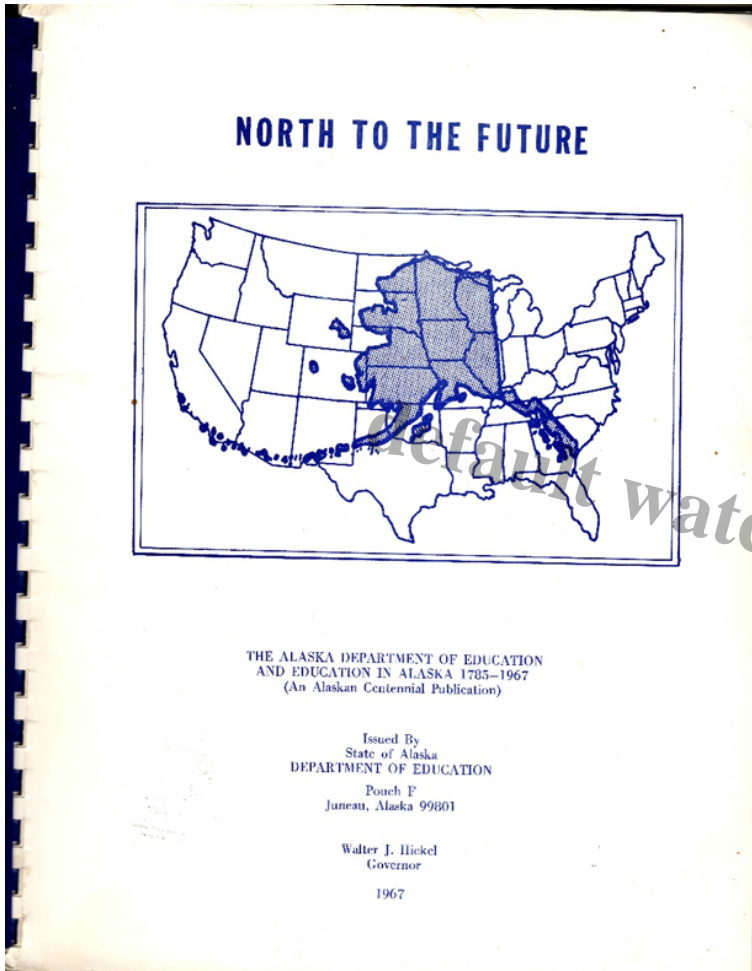


A MiG-17 performing a low pass at Take to the Skies Airfest 2016 in Durant, Oklahoma.

Photo by [Balon Greyjoy](#).

Imagine what our government schools would be like if the deal to purchase Alaska had fallen through and this area was under Russian control today. During the 1967 centennial of purchase of Alaska from Russia in 1867, commissioner of the **Alaska Department of Education**, **Cliff R. Hartman**, presented a comprehensive report prepared by DOE Director of Instructional Services, **William R. Marsh**, **Ed.D** looking at what a difference statehood has meant.

It is a fascinating perspective as we prepare to vote for two members of the *Anchorage School District Board of Education*.



On this, the eighteenth day of October, in the year 1967, it had been just 100 years since the negotiations between William H. Seward of the United States and Baron de Stoeckl, representing the Czar of all the Russias, had fallen through. Seward had been unable to convince the American Congress that America could afford an expansion program at a time when that country was only in its second year of recovery from the tremendous fraternal conflicts of the war between the states. Although Congress agreed that the price (\$7,200,000) was not prohibitive, they were more concerned over the unrest caused earlier by the Frenchman Maximillian on the southern border of the United States. Too, they felt that a period of time was needed to gather economic strength to go with the highly efficient military establishment so suddenly released by the war's end. Social unrest appeared as men were demobilized from the service to jobs which were just as suddenly nonexistent, causing a drifting movement toward the West. Many of these were more than willing to move north, but were restricted by Russian and British gunboats between Alaska and Seattle. For these and other reasons, Congress refused to ratify Seward's agreement with the Czar's representative.

Further description of Alaska government schools under Soviet management is bleak, with all education programs state-controlled and the mind-numbing curriculum compulsory and uniform throughout the entire country. About one-third of the students complete the 10-year program and only a very few are chosen to go on to higher education at the ***University of Moscow at Fairbanks***.

As explained in this hypothetical scenario: *Each year most of the rest of the children between the age of 13 and 16 who are not considered scholastically promising are assigned to the "labor reserve," where they are given short periods of preparation for trades and work in factory.* [1]

But that didn't happen! Alaska was purchased from Russia, and today residents in more than 50 school districts across the state milk the ***Alaska Legislature*** like a cow for education funds without accountability for outcomes. Our government schools have been dumbing down successive generations now over 50 years from the time this optimistic report by the ***Alaska Department of Education*** back then proposed what the mission should be.

After a review of the problems and difficulties involved in education programs in Alaska as stated on the preceding pages, it becomes obvious that a cohesive set of objectives, a statement of philosophy, and program directions for the present and future are necessary.

In stating a philosophy of education for Alaska, it should be recognized that our democratic way of life is founded upon the ability of people to govern themselves through representative government, a recognition of the dignity and integrity of the individual, and a great spiritual heritage. The Constitution of the State of Alaska, Article VII, states:

"The Legislature shall by general law establish and maintain a system of public schools open to all children of the State. . . ."

To accomplish this challenge in a sparsely populated state the size of Alaska a variety of public schools must be established to meet the needs of students living in villages, small towns, and urban communities. In stating the responsibility of the school, one must not overlook the function of the home, where manners, standards of morality, and loyalties are first taught, and basic attitudes are largely molded. The role of the Church and other educative agencies within the community in the development of moral, spiritual, and ethical values must be recognized.*

In an overall sense, Alaskan educators must prepare the students in their charge by increasing their perceptivity, reasoning ability, knowledge of heritage, toleration of the heritage of others, and motivate them to embrace an educational program that will enable them to attain the specific objectives and goals set forth below.

(1) To learn to think critically and act effectively through the mastery of basic skills, knowledge, and appreciation embodied within the major achievements of civilization.

(2) To develop and cherish a commitment to his own national and spiritual heritage and gain knowledge of the culture and heritage of other people.

(3) To develop intellectually, emotionally, morally, and socially so that problems of everyday living can be successfully attacked and solved.

(4) To develop a purpose for living based on standards and values which embody honesty, integrity, self-reliance, self-determination, pride, and ambition.

(5) To develop a healthy body.

(6) To develop intellectual curiosity and creativity.

(7) To acquire the basic preparation culminating in salable skills for various vocations, professions or careers in society.

* The statement of philosophy indicated here is attributed to a rough draft prepared by Dr. Clifford R. Hartman, Acting Commissioner of Education at the time the draft was prepared. The statement of specific goals to follow is also the work of Dr. Hartman.



Property Rights have been under assault in Alaska for many years. Our prolonged fight has been expensive--the opposition enabled by corrupt elected officials. Our case is scheduled to be heard January 18, 2022 at Nesbett Courthouse (3AN-19-05746).

Please contribute: <https://gogetfunding.com/protecting-property-rights-in-alaska>
Contact: steamboat_000@aol.com



To read this story: <https://donnliston.blogspot.com/2021/08/arrogance-of-entitlement.html>

Read this story here: <https://donnliston.net/2021/08/arrogance-of-entitlement>

As a product of Alaska Public Education myself, I have benefited from the early vision of what education should be to empower future generations of Alaskans. This statement isn't an agenda, it is a standard of civilization in a frontier.

One Impassioned Mother



I first met **Rachel Ries** at the kitchen table of **Annie Massey**, seated to the left, who organized the Alaska Chapter of *Parents' Rights in Education* during the summer of 2021.



Because nobody should have to go hungry...

Read about MatSu Food B

<https://donnliston.net/2021/07/feeding-alaskans-in-mat-su>

*I started going to ASD board meetings and then went to the Assembly because I am really upset about our rising property taxes—50 percent of which go to our schools, explained **Rachel Ries**, a candidate for School Board Seat B. I did not like the closed meetings when Covid became the excuse, or the total lack of transparency. The more homework I did the more activated I became.*

Ries has two grown boys who have left Alaska and a boy in middle school who has dyslexia. She pulled him out of ASD.

As a 5th grader my son tested at k-3rd grade level at ASD, Ries explained. I put him in the on-line home-school program and now he is testing at or above grade level just one year later. He had the capacity but he didn't have the opportunity or supports in the classroom.

That isn't all the teacher's fault. They aren't empowered, Ries continued. My mother was a teacher and I have had long conversations about what she had to learn over the years of teaching. It's tough to deal with kids who are dyslectic, and the mask mandate meant he wasn't going to learn if his teacher's mouth is covered and his mouth is covered.

Ries said: I am running on transparency, accountability and integrity. I think that's what parents want from their school board members, and I think that is what the teachers want. I am a manager in the aviation field. I have a lot of leadership management experience from my military training. The board has no managers now.



Read *Alaska Chalet BNB* story here: <https://donmliston.net/2021/02/the-best-thing-about-being-in-anchorage>

Anchorage School District Candidates

Seat A

Clifford Murray

WHY Iâ??M RUNNING:

Keep Schools Open

Unmask Our Children

Bring Patriotism Back To Our Schools

This candidate works at the **Alaska Native Tribal Health Consortium** as a contracting officer for a salary of between \$20,000-\$50,000. He is also the head coach at **Northern Lights Swim Club** for a salary between \$50,000-\$100,000.

Online: <https://murrayforalaska.com/?fbclid=IwAR17lxdCyFXvwTIXB4QOIEHQhBiIPuRKOYMJoh3-pYGdyXehIr78oS7z85g>

<https://www.facebook.com/CliffMurray4ASDSeatA>

Filing documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0120%20Murray_Verified.pdf

Dan Loring

Provided maintenance services for AlaskaJoint Venture in 2021 for an amount between \$10,000-\$20,000 and has a pension that pays between \$20,000-\$50,000,

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0128%20Loring_Verified.pdf

Margo Bellamy

Successful outcomes for all students

Each decision I make will begin and end with what our students know and can do. Our Data Dashboard clearly shows disparities in student outcomes. Some students are doing well and benefiting more than others.

So, in the last three years, I engaged in a 4-phase strategic planning process, which translated into the Board's newly adopted goals and guardrails that defines the direction for education in the ASD for the next five years; I supported policies, programs, and practices that focus on successful outcomes for all students and foster environments where students, staff, and parents want to belong. I voted for the apprenticeship policy, adopted a new math curriculum, voted to re-charter four charter schools, and co-sponsored the Anti-Racism and Instructional Equity Policies.

Online: <https://www.margobellamy.com>

As an Adjunct Professor at University of Alaska Anchorage, this candidate makes between \$10,000-\$20,000 annually. She and her spouse are also on Social Security and each earns between \$10,000 - \$20,000 annually. As current president of the Anchorage School Board Ms. Bellamy also earns between \$20,000-\$50,000.

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Kim's Cuisine Story I [Read Nail Time & Spa and https://donnliston.net/2021/12/another-local-business-pandemic-survivor](https://donnliston.net/2021/12/another-local-business-pandemic-survivor)

Mark Anthony Cox

Protect Parental Rights

As a husband and father, I believe that parents have the God-given right to direct their children's future in education, in healthcare, and in life.

Empower and Educate Parents

Anchorage School District is required to engage parents with allocated funds from grants that can be used to educate and empower parents to make sound decisions for their kids. It should focus on transparency rather than mismanagement.

Enrich the Classroom Environment

Teachers have one of the most difficult jobs, and the pandemic has only made that job harder. I believe ASD should do everything it can to shift its focus from pay raises and radical curricula and into teachers teaching their students to and above proficiency.

Online: <https://www.macforanc.com/initiatives>

Working for Kawerak, Inc. Cox earns between \$50,000-\$100,000 annually.

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2021124%20Cox_Verified.pdf



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- Paper Ballot & Hand-count ballots in 2022; no corrupt voting machines.
- No ranked choice voting unless forensic audit proves Proposition 2 won.

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PEOPLE OF ALASKA ON FACEBOOK

**US Constitution Article 3, Section 4, Fair & Free Elections*

Read this story here:

<https://donnliston.net/2022/02/bumpkins-rule.html>

Seat B

Kelly Lessens

This past April, Anchorage voters elected me to a one-year term on the Anchorage School Board.

How Anchorage School Board members address core issues like funding, class sizes, reading proficiency, equitable access to advanced coursework, supports for students with special needs, career preparation, and teacher retention and recruitment, how they ask questions about key markers like attendance, graduation rates, and staffing, and how they value less-easily measured but highly employable skills like empathy, kindness, and resilience will have direct bearing on our long-term student outcomes.

Online: <https://www.kelly4anchoragekids.com/>

The spouse of this candidate earns between \$200,000-\$500,000 as a Medical Director for Southcentral Foundation.

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0114%20Lessens_Verified.pdf

Benjamin Baldwin

A member of the Kenaitze Indian Tribe, this candidate serves on several committees and was paid between \$10,000-\$20,000 to attend meetings as well as other support for going to the annual convention and rent while attending *Alaska Pacific University*.

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0118%20Baldwin_Verified.pdf

Dustin Darden

A maintenance worker for the Municipality of Anchorage, this candidate declares he made between \$20,000-\$50,000 in 2021.

Online: <https://www.infowars.com/show/war-room>

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0127%20Darden_Verified.pdf

Rachel Ries

Advocate for Parental Choice.

Keep school open. Schools will not mandate mask wearing or vaccines. This is the individual responsibility of each parent. The school will keep the parents apprised with guidance only.

Infrastructure â?? Reinvest in existing campuses.

Reevaluate all bureaucratic ASD processes to make the school more transparent and accountable.

Funding and spending should be transparent to the public. Annual public audits to review and revamp as needed for spending and funding allocation.

Online: RiesForAlaska.com

As a flight operations manager, Ries earns between \$100,000 - \$200,000 per year.

Filing Documents:

https://www.muni.org/Departments/Assembly/Clerk/Elections/Documents/Candidates%202022/2022-0118%20Ries_Verified.pdf

ASD is trying to do everything for every special interest when itâ??s responsibility should be assuring top academic outcomes for Alaskan families. This overview is an attempt to provide prospective for all Alaskans who want elected officials to focus on what is important as we educate future generations of Alaskans for academic success.



*Join us on Thursdays at 11:30 a.m at Ray Kreig Conference Rm,
Boardwalk Office Suites, 201 Barrow St., Anchorage, RSVP to:*

Ric Davidge, founder/referee Ricdavidge1@gmail.com



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Read AK Roundtable story here: <https://donnliston.net/2021/12/what-is-ak-roundtable>

References:

[1]*North to Alaska* Report Prologue

PROLOGUE

Just outside the cities of Fairbanks and Anchorage, the long, sleek, silvery jet interceptors and bombers sat poised on the readyline, prepared for any emergency which the mind of man could conceptualize. The crews had been briefed on weather conditions, air activity within a thousand miles had been pin-pointed for them in the combat information center, and the day's flights of the routine nature set forth. Air-to-air and air-to-ground missiles, rockets, cannon ammunition, and bombs were in place as a result of many pre-dawn working hours by the ground crews. The gleaming, deadly weapons of modern air warfare were at their highest point of readiness as the murky dawn gave way to the first rays of the sun. These same first streaks of light highlighted the blood-red stars of wingtips, fuselage, and tail of each plane, for these were the advanced offensive and defensive airfields of the Russian Air Force on the North American continent.

On this, the eighteenth day of October, in the year 1967, it had been just 100 years since the negotiations between William H. Seward of the United States and Baron de Stoeckl, representing the Czar of all the Russias, had fallen through. Seward had been unable to convince the American Congress that America could afford an expansion program at a time when that country was only in its second year of recovery from the tremendous fraternal conflicts of the war between the states. Although Congress agreed that the price (\$7,200,000) was not prohibitive, they were more concerned over the unrest caused earlier by the Frenchman Maximillian on the southern border of the United States. Too, they felt that a period of time was needed to gather economic strength to go with the highly efficient military establishment so suddenly released by the war's end. Social unrest appeared as men were demobilized from the service to jobs which were just as suddenly nonexistent, causing a drifting movement toward the West. Many of these were more than willing to move north, but were restricted by Russian and British gunboats between Alaska and Seattle. For these and other reasons, Congress refused to ratify Seward's agreement with the Czar's representative.

While the military and air units provided Russia protection through the medium of their advanced bases, Moscow was encountering many and varied problems in its educational programs for Alaskans. The vast reaches of Siberia were repeated in the 586,400 square miles of mountainous and chilled terrain in the Alaskan Soviet Socialist Republic. Costs of schools for the scattered elements of population were fantastic and each successive Commissar of Education was hard-put to justify the huge expenditures entailed by providing even a basic education.

All educational programs are state controlled and the curriculum in the ten-year school is compulsory and uniform throughout the Soviet Socialist Republics. Subjects taught, in descending order of importance, included: Russian language and literature, history, foreign languages, physical training, physics, geography, biology, and chemistry. Schools are operated on a six-day week, with 33 hours of classroom instruction and 20 hours of homework every week. All students in the fourth, seventh, and tenth grades are required to pass nationwide examinations.

About one-third of the Alaska students complete the ten-year school, and only a very small proportion of these go on to higher education. The latter is embodied in the University of Moscow at Fairbanks and its six TEKHNİKUM branches. Each year most of the rest of the children between the ages of 13 and 16 who are not considered scholastically promising are assigned to the "labor reserve," where they are given short periods of preparation for trades and work in factories.

In the fall of 1958 Khrushchev announced that there were too many schools turning out graduates fit only for bookish pursuits at a time when the Soviet Union needed more skilled workers and technicians. In general, more intellectuals, causing much political discontent, were being created. His change in program required the Alaskan and other Soviet students to go to work at the age of 15. Only a small number were to be exempted by the state to attend higher education, and these were the highly gifted few chosen by the national examinations.

The operation of Alaskan schools, particularly in the area of supervision from Moscow, was funnelled through the Soviet capital at Sitka. Communications over the 10,000 miles from one to the other of these cities caused as many problems as would have been found if the United States were trying to control Alaska from Washington. Many attempts were made to transfer the capital from Sitka to Unalaska, but met with no success, even though the latter location would have been nearer the center of population and communication lines from Moscow. Some even advocated the capital move to Point Barrow as, in their far-seeing visions, they saw the Soviet underwater fleet using under-the-ice submarines to supply the forward bases in Alaska. Most such motions for moving the capital contained the feeling of necessity for removal from nearness to the American states.

With the capital remaining at Sitka, the harbor in the city of Vladivostok was busy as the shipping point for Alaska. Many of the residents in that area were made wealthy from the Alaskan trade and fought every effort to allow competition in shipping operations. Many Party members owed their continuation in places of importance to their friends in the trade.

That is what might have happened had Alaska not been sold to the United States, through the efforts of William Seward and Baron de Stoeckl. Now, let us see what really happened. . .

My story about Assembly candidates can be found here: [Throw the Bums Out!](#)

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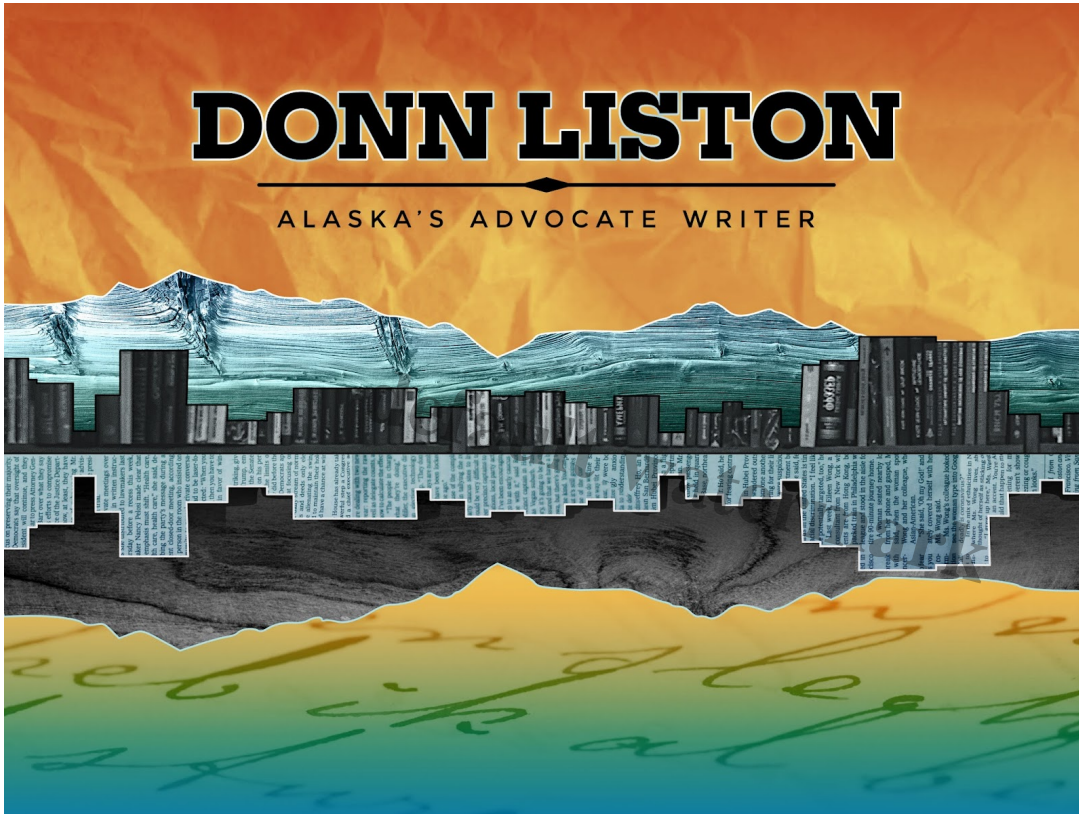
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Date Created

March 1, 2022

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