

SENATE EDUCATION COMMITTEE
February 12, 1979

The Senate Education Committee met Monday, February 12, 1979, in Room 402 of the Capitol Building. The meeting was called to order by Senator Bob Brown, Chairman. Committee members present were Senators Brown, McCallum, Anderson, E. Smith, O'Hara, Severson, Fasbender, and R. Smith. Senator Thomas was absent and Senator Blaylock was able to attend for only a short time.

The Committee heard Senate Bill 276 and Senate Bill 329. Senator Ed Smith, Vice Chairman, assumed the Chair while Senator Brown presented his bill.

SENATE BILL 276

Senator Bob Brown, sponsor of the bill, stated the purpose of the bill is to authorize planning and development of programs to meet the special educational needs of the gifted and talented student. He reviewed the five sections of the bill. Section 1 defines gifted and talented children; Section 2 provides for identification of gifted and talented children; Section 3 provides for adoption of criteria by the Superintendent and for local-state match for funds; Section 4 outlines criteria for program proposals; and Section 5 provides for deleting the term "federal" thus enabling state grant money to go into the district miscellaneous programs fund. Senator Brown stated there is a House appropriations bill in for \$250,000 to fund the grant program. He closed by pointing out the special education system for handicapped children is well developed and quite comprehensive and it is time to be responsive to the other end of the spectrum.

PROPOSERS

Judi Fenton, Office of Public Instruction, presented her written testimony in support of the bill to the committee (attachment #1).

Jack Baier, representing the Montana Association of Elementary School Principals, stated the bill is a realistic aid in keeping Montana children in the forefront of educational opportunities. He urged support of the bill. He said it provides an equal educational opportunity for gifted students as well as other elements of learning. It affects our most important resource, our children and their future. He also noted the bill retains the grass roots element most important to good educational legislation.

Arlyne Reichert, Representative, District 37, presented her written testimony to the committee in support of the bill (attachment #2).

John David Childs, student at Smith School, Helena, stated there are 53 students in two accelerated classes in Helena. He said he strongly supports the legislation so that when a student finishes his work early, he has an organized activity to further his education and to keep him from being bored.

Bob Lopp, student at Kalispell Junior High School, stated he wanted to dispel the fallacy that gifted and talented children create their own learning activities. In an informal poll of twenty randomly chosed gifted and talented students at his school, only three created their own learning situations. Most of them rely on teacher-school stimulation. He supported the bill as it will help identify the gifted and talented student and aid their education.

Kori Peterson, Butte Gifted Program, said if the bill passes, it will help kids in other communities. All of us who have had the opportunity to utilize these programs know how valuable they are. She said more programs are needed for the rest of the kids who are not as fortunate as they are in Butte. She said kids will become bored if they are held back and not stimulated to use their knowledge.

John Courtney, Butte Gifted Program, spoke to the committee saying why should you spend more money on accelerated programs - because we can learn more and have more educational opportunities and we won't get bored. More money would give us more work to do and more tools to work with.

Clark Hanson, Butte Gifted Program, said if there was more money available they could have more materials, books, typewriters, films, educational field trips, speakers and so forth. He said he has seen some attitudes that could be changed if they had more materials. For example, they could have neater and more interesting science experiments.

Dave Sexton, representing the Montana Education Association, urged support of the bill. He said over \$2 billion is appropriated nationally for handicapped programs and only \$2.5 million is appropriated for gifted and talented programs. That works out to only \$1.50 per child. The state funds special education 100% but there are no funds for gifted and talented. Idaho funds gifted and talented to \$1.4 million. Parents and educators realize the high cost of neglecting this important program. Several districts in Montana have started gifted and talented programs but only on a very modest basis. The Montana

Constitution says "It is the goal of the people to establish a system of education which will develop the full educational potential of each person". He presented the committee with a summary of research on gifted and talented programs (attachment #3). He closed by stating gifted and talented programs are cost effective because all society benefits.

Carol Stam, a parent from Missoula, presented her letter and letters from a dozen other parents in Missoula in support of the bill to the committee (attachment #4).

Andrea Upshaw, Director of PACE, Great Falls, and also representing the School Administrators of Montana, spoke in support of the bill and gave her written testimony to the committee (attachment #5).

Shirley DeVoe, parent and educator, presented her written testimony in support of the bill to the committee (attachment #6).

Pat Price, representing the School Administrators of Montana, presented her written testimony in support of the bill to the committee (attachment #7).

Harriett Meloy, Chairperson of the Board of Public Education, presented her written testimony in support of the bill to the committee (attachment #8).

George Camp, representing the Psychology Department of the University of Montana, stated gifted and talented students are not a lump of weird kids with thick glasses and heavy briefcases. They are kids with learning styles that need something beyond the regular classroom. They can be identified by how quickly they learn and how much practice they need. He said the gifted and talented programs don't become expensive like special education and they have the added benefit of enriching regular school programs. Students are looked at in terms of their talent rather than their weaknesses. He stated that funds are needed to provide adequate programs and those funds just are not available on the local level.

Donna Carmen, Helena teacher, said she has two students in the local gifted and talented programs. She said she has had many gifted and talented kids in school in her 10 years of teaching and quoted examples of frustration and boredom in those children. The gifted and talented child is disadvantaged

in the regular classroom in Montana. They need their learning skills developed and nurtured and an education appropriate to meet their abilities.

Wayne Buchanan, representing the Montana School Board Association, stated the overwhelming support of the Association for the bill. He said it is a good bill, a sound approach, and easily implemented

Mike Meloy, representing himself as a parent of a child who taught herself to read at age three, told the committee of the frustrations of a parent with a child going through the problems of a gifted and talented child. His daughter is not able to attend either of the gifted programs in Helena due to location. He stated dealing with bright kids is one of the things we don't know much about in Montana. He supports the bill as a statement of concern and support for these bright kids and the development of their potential. He said the developmental disabilities program in the state is outstanding and the statutes back it all the way while there is nothing for the gifted and talented student. This bill indicates the state thinks it is time to give some special attention to these children. He mentioned the fiscal note, and said he feels the administrative costs are too high and some of that should go to the program.

Mary Chenovick, a parent of a child in a pilot program in Jefferson School in Helena, said she feels the program will work like yeast in bread. The benefits don't go just to the students, but to their friends, family and classrooms. She felt the program would be good for the whole educational system.

There being no opponents, the hearing was closed. Following discussion by the committee, Senate Bill 329 was heard.

SENATE BILL 329

Senator McCallum, sponsor of the bill, stated many legislators, himself included, were surprised after the last session to find they had not help vo-ed funding at all. He said there is a vo-ed funding bill in the House also. He said the Northwest Administrators and other local administrators had worked on the bill. It is based on a classroom unit amount. He said statistics show 60% of students get no further education beyond high school and therefore the appropriate and best education in high school is necessary for them to develop the skills to be qualified citizens and taxpayers when they graduate.

Bob Stockton, OPI, presented his written testimony in support of the bill to the committee (attachment #9).

Wayne Buchanan, representing the Montana School Boards Association, stated their testimony would be exactly the same as Mr. Stockton's and therefore he would not repeat it. He stated the Association supports the bill totally although they don't know which funding mechanism is best.

Harriett Meloy, Chairperson of the Board of Public Education, presented her written testimony in support of the bill to the committee (attachment #10).

Walt Hart, Principal, Thompson Falls, stated he supports the bill if it is tied to the foundation program. Then the legislature won't have to deal with vo-ed funding every year and local districts would be able to rely on a funding base.

Senator Ed Smith said he was not opposing or supporting the bill but did want to underscore the problems of the last legislature re funding. He said at this time there are no federal funds for secondary vo-ed at this time. He said his oldest son took vo-ed in high school and it was a super experience for him and a definite asset for him in running the ranch. The program was discontinued before his two other sons could take it and they suffered because of the lack of that experience. He said he would want to look at both bills and make a final decision on which one is the best.

There were no opponents to the bill and after discussion by the committee Senator McCallum closed.

Senator McCallum said he would like to echo Senator Smith's remarks. He said he hoped this session would provide some funding either on the ANB basis or the weighted classroom unit. Both will primarily achieve the same thing, but he prefers to see which is simplest and most efficient and go with that bill. He said there are probably weaknesses in both bills but the programs need to know from year to year that they are funded.

EXECUTIVE SESSION

SENATE BILL 178

Senator Ed Smith moved to amend the bill according to the amendments proposed by Senator Turnage. The motion carried unanimously with Senators Blaylock and Thomas absent. The amendments proposed by Senator Turnage would strike the word "course" in the bill wherever it appears and insert "unit of instruction" and insert the word "potential" before "health hazards" wherever it appears in the bill.

Senator Ed Smith moved Senate Bill 178 Do Pass As Amended.

Senator Fasbender stated he would prefer having the Board of Public Instruction include instruction on drug hazards in their accreditation standards, whether by a letter to them or by a committee resolution, instead of having the bill pass and be statutory.

Senator Smith withdrew his previous motion and moved to strike "shall" wherever it appears in the bill and insert "may" and in the title strike "requiring" and insert "recommending".

Senator Fasbender made a substitute motion for all motions pending to table the bill. The motion carried on a roll call vote with Senators O'Hara, McCallum, Anderson, Severson and Fasbender voting yes and Senators Ed Smith, Richard Smith and Brown voting no.

SENATE BILL 273

Senator McCallum moved the amendments (see attached committee report). The motion carried unanimously with Senator Blaylock absent.

Senator O'Hara moved Senate Bill 273 Do Pass As Amended. The motion carried with Senator Richard Smith voting no and Senator Blaylock absent.

SENATE BILL 276

Senator McCallum moved Senate Bill 276 Do Pass. The motion carried unanimously with Senator Blaylock absent.

There being no further business, the meeting adjourned to reconvene Wednesday, February 14, at 12:30 p.m.



Senator Bob Brown, Chairman

Date Feb. 12, 1979

ROLL CALL

EDUCATION COMMITTEE

46th LEGISLATIVE SESSION - 1979

NAME	PRESENT	ABSENT	EXCUSED
Sen. Bob Brown, Chairman	X		
Sen. Ed Smith, Vice Chairman	X		
Sen. Jesse O'Hara	X		
Sen. George McCallum	X		
Sen. Elmer Severson	X		
Sen. Mike Anderson	X		
Sen. Chet Blaylock	IN & OUT		
Sen. Larry Fasbender	X		
Sen. Richard Smith	X		
Sen. Bill Thomas		X	

Each Day Attach to Minutes.

DATE February 13, 1979COMMITTEE ON EDUCATIONSENATE BILL NO. 276

329

VISITOR'S REGISTER

NAME	REPRESENTING	Check One	
		Support	Opp
Jack Dain	Montana Assoc. El. School Prin.	✓	
Bob Lopp	K.T.H.S.	✓	
John-David Childs	Smith School	✓	
Andrew Upshaw	Gr Falls Public Schools	✓	
George Conroy	Self	✓	
Carol Stem	Missoula ^{Parent} School District I	✓	
Donna Casman	Helena School Dist. #1 teacher	✓	
Ray E. Chenowick	Parent - Helena School District	✓	
Nary Beth Linder	Parent	✓	
W. J. Froelicher	School Dist #1, Butte ^{SB} ³²⁹	✓	
Ann Clark	Missoula, Art tax payer	✓	
Russ Clark	Missoula taxpayer	✓	
Walt Clark	School Dist #2 Thompson Falls	✓	
Penny Bullock	School Bd Helena, M.S.B.A.	✓	
Billee Kessler	Deat. bills / parent	✓	
Peggy Knight	Helena / parent	✓	
Paul Kees	Bd of public education	✓	
Harriet Meloy	Bd of public education	✓	
Pat Price	School Administration of Montana	✓	
John F. Krum	Bozeman Public School	✓	
Clara M. Ernstom	American Assoc. of University Women	✓	
John Courtney	Butte Gifted Program	✓	
Joe Peterson	Butte Gifted Program	✓	
Joe Monahan	Butte " " "	✓	
Blank Hanson	" " "	✓	
Andy Finch	" " "	✓	

DATE _____

COMMITTEE ON _____ BILL NO. _____

BILL NO.

VISITOR'S REGISTER

NAME	REPRESENTING	Check One	
		Support	Oppose
Sean O'Connor	Butte Gifted Program	✓	
Kathy Lacey	Butte Gifted Program	✓	
Eric Bera	Butte Gifted Program	✓	
Scott Thompson	Butte Gifted Program	✓	
Kathy Witzner	Butte Gifted Program (Teacher)	✓	
Golden McAlley	Butte Gifted Program	✓	
Kathy Atkinson	Butte Gifted Program	✓	
Gene Hansel	Butte Gifted Program	✓	
Mike Niles	MYSELF	✓	
Royce Burke	Myself	✓	
Jodi Fenton	Office of Public Justice	✓	
Shirley DeVoe	Parent Helena	✓	
I			
Melvin Colwell	Vocational Coll. Sen. Butte	329	
Shauna Thomas	Mont. Fed. of Educ.		
David Sexton	Mont. Ed. Assn.	276	
Bill Byrne	Missoula F.F.A. Alumni Assn.	✓	
Vernie Buchanan	MSBA Helena	276 ✓ 329 ✓	
Marion Quinlan	MSU Students Training for Used Teachers	329 ✓	
Nancy G. Lombardi	MSU - Student	329 ✓	
Scott Johnson	Mont. Student Lobby		

NAME: George Camp DATE: 2-12-79

ADDRESS: Psychology Dept, Univ of Mont

PHONE: 243-4731

REPRESENTING WHOM? Self

APPEARING ON WHICH PROPOSAL: SB-276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: The programs are initiating throughout
the state but there is a need for state support
to permit them to develop and effectively serve
talented in Montana.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Bob Lepp DATE: 1/12/79

ADDRESS: 215 Rosewood Drive Kelispell Mt.

PHONE: 257-2394

REPRESENTING WHOM? Kelispell Junior High School

APPEARING ON WHICH PROPOSAL: 276

DO YOU: SUPPORT? X AMEND? _____ OPPOSE? _____

COMMENTS: I would like to suggest that the
that gifted and talented children create
their own learning situations is an
informal poll of 20 randomly chosen
of the and tested students at our school
only three created their own learning
situations. Most rely on teacher-
school stimulation

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: John-David Childs DATE: 7-18-79

ADDRESS: 2048 Sunlight Circle Apt. D

PHONE: 442-9047

REPRESENTING WHOM? Smith School Students

APPEARING ON WHICH PROPOSAL: 276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: I strongly support this piece of legislation
so that when a student finishes his work early
he has organized activity to further his education.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: J. J. Fenton DATE: 8/12/19

ADDRESS: 906 Dayton Ave.

PHONE: 442-8827

REPRESENTING WHOM? Office of Public Administration

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: _____

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

Montana's gifted and talented youth may be our most precious natural resource. Gifted and talented students who have had the advantage of special programs have shown significant improvement in scholastic achievement and later have realized success in their chosen roles in life. About 3 percent of Montana's approximately 170,000 public school students can be regarded as gifted and talented. These 5,000 or 5,100 people are in need of special programs because of their giftedness. Nationally this year only about 12 percent of the ablest American school children will get the extra attention and encouragement they need. Moreover, approximately 19 percent of these students do become high school dropouts. Conceivably these figures also apply to Montana and represent a tremendous talent loss for our state. Therefore, it is imperative to exert necessary leadership to insure that the needs of Montana's gifted and talented youth are met.

Some schools in Montana have recognized the importance of this need and have initiated action to provide programs for the gifted and talented. Initially district involvement was small, but there is a growing consciousness of the necessity for such programs. This awareness is evidenced by the increasing number of Montana school districts, both rural and urban, wishing to start gifted and talented programs. In the past month and a half, approximately 25 school districts have requested assistance, advice and support to launch new gifted and talented programs. These inquiries do not include the numerous letters and phone calls fielded by this office requesting workshops, materials and assistance. Unfortunately, budget limitations have hindered and even forced districts to postpone or curtail efforts to implement gifted and talented programs.

Passage of Senate Bill 276 would facilitate the initiation of these programs on the part of districts that have, until now, been frustrated in their efforts to address this imperative learning need. Moreover, the bill would facilitate provision of services to concerned districts. Such services would include access to information, materials and in-service training. Besides these services, passage of the bill would provide the necessary assistance to start programs desired by concerned educators in districts throughout the state.

The Office of Public Instruction urges favorable consideration for Senate Bill 276.



Montana Education Association

1232 East Sixth Avenue, Helena, Montana 59601

Telephone 406-442-4250

February 12, 1979

Submitted by:

Montana Education Association

SENATE BILL 276

Following is an answer, based on the best available research, to the misconceptions that some people have on the need for and value of gifted and talented programs:

Three popular misconceptions seem to plague those who attempt to develop programs for gifted and talented students. As program developers raise the issue of teaching the gifted, their audience often thwarts further exploration by suggesting that the gifted are already provided for, that gifted and talented students will succeed anyway, and that if a student is differentiated from his/her agemates, he or she will suffer from dire social and emotional problems. These misconceptions should be addressed prior to initiating any program for gifted students as they will certainly be brought up by some administrators, teachers, and parents.

Misconception One: The gifted are already provided for.

Critics of special programs often claim that we spend too much money on exceptions, that enough has already been done for the gifted or bright student. Many believe schools have already instituted programs for the gifted and that the real neglect is with the average student.

The group that should and does receive the most attention is the "average." Nearly all of teacher training concentrates on preparing the teacher to instruct the "typical" class of "average" students, as this is the group most teachers have or will have in their classes. Most of the materials purchased for instruction are directed at "average" students, as they constitute the bulk of the school population. Finally, most of the published curricular materials are designed for "average" students, as this group encompasses the largest and most profitable market. (82) We may not be doing enough for the "average" student, but we are focusing most of our resources in that direction already.

When we compare allocations of resources for different areas of exceptionality, we find that the gifted do not fare well. In a 1970 report of 27 model school districts in five states with superior programs for exceptional children, the allocation of monies and programs was described by type of exceptionality. (56) The results were:

<i>Type of exceptionality</i>	Money per pupil (above normal allotment)	Number of programs
Physically handicapped	\$1,729	15
Auditorily handicapped	1,303	18
Visually handicapped	1,290	17
Emotionally disturbed	1,199	14
Multiple handicapped	1,133	4
Special learning disorders	760	20
Trainable mentally retarded	721	22
Educable mentally retarded	570	22
Homebound/Hospital	275	21
Speech handicapped	118	21
Intellectually gifted	92	5

These figures do not suggest that the other areas of exceptionality are receiving too much attention. Rather, these data indicate that in relation to other areas of exceptionality, the gifted student is not "already provided for."

In 1972 the U. S. Office of Education concluded that the federal role in providing services to the gifted and talented was "all but nonexistent." The report found that 21 states did not provide any services for their gifted, and no state provided for a majority of its gifted. When elementary and secondary school principals were asked about programs for their gifted, 57.7 percent stated they did not have any gifted students in their schools. The report concluded that at least three-fourths of the gifted population in the United States receives no special attention of any kind. (20) According to Dorothy Sisk the situation has not changed between 1972 and 1978. Even in 1978 only about 12 percent of the gifted individuals in our society were being served. Even the federal allocation of funds for the gifted was minimal--approximately one dollar per gifted student. (69) In summarizing the recommendations of the Council of Exceptional Children about education of the gifted, Zettel and Ballard state, "Most importantly, too many gifted and talented children are suffering from neglect that derives from the failure to provide the special educational support required to meet their unique learning needs." (85)

Misconception Two: The gifted will succeed anyway.

It is widely believed that special programs for the gifted and talented are unwarranted because gifted individuals will succeed on their own. Actually, the opposite is too often the case. Many gifted students do not succeed within the present academic setting and drop out of school or fail to continue their education beyond high school. After studying the dropout rate of gifted students in Iowa in 1962, Green found that 17.6 percent of the gifted students in that state were not completing high school. (29) A significant number of gifted students who remain in the system and should be performing at the highest levels achieve only average or below average grades. In 1957 Miner reported his examination of the achievement of 251 gifted children. He concluded that 54.6 percent were working below levels of which they were intellectually capable, and that a majority of these students were working at least four grade levels below their potential. (85)

These findings are not so surprising when we consider some of the personality and behavioral characteristics of gifted individuals--divergent and critical thinking and persistence in demands and questions. Many of these traits not only go unrewarded in classrooms but are often penalized as teachers sometimes regard them as unacceptable behaviors. This is borne out by the grades many gifted students receive and by the unreliability of teacher nomination of gifted students. In their investigation of gifted children in regular elementary classroom situations, Callagher and Crowder found that the gifted students were poorly motivated and frustrated by the rigidity and intellectual sterility of the regular classroom. (25)

While gifted and talented individuals often suffer in classes where no provisions have been made to accommodate their special abilities, they seem to succeed in special classes. In an extensive study of 929 gifted students, grades 1-12, in California, Simpson and Martinson found that gifted students in special programs made significantly greater gains in academic achievement than gifted students in regular classes. The gifted in special classes advanced an average of two academic years while the equally gifted in regular classes advanced only one academic year. (68) In short, the gifted individual may be able to maintain average growth if kept in a regular class, but the same individual will probably not achieve full potential unless special provisions are made to accommodate and build upon her or his special gifts.

The lack of challenge and realistic goal-setting for the gifted may foster poor academic attitudes and lazy study habits that could further impede full academic achievement. The attitudes and habits instilled in the young become increasingly difficult to eradicate each year they are reinforced.

Misconception Three: The gifted student in a special program will have emotional and social problems.

Many, including parents, teachers, and administrators, believe that the gifted and talented student will suffer severe problems with peers and self if set apart from age-mates. Most research has shown this to be false. Indeed, many problems are brought on by the frustration of ability. In her report for the U. S. Office of Education, Ruth Martinson stated that researchers have found that gifted individuals who participated in special programs did not suffer social or personality problems, become conceited, or have additional health problems. (50) Walter Barbe, after surveying graduates of Cleveland's Major Work Program, found the participation in special classes for the gifted helped a majority of these individuals adjust to different groups. (2)

One cause of the myth that gifted persons in special programs will have emotional and social problems is the story of William James Sidis, who entered Harvard College in 1909 at age 11 and died alone at age 46, having failed to achieve the heights that his giftedness portended. After researching this story and the lives of many other gifted individuals, Kathleen Montour concluded that Sidis's tragedy was unique and that many other gifted individuals who are allowed to proceed at their own rate and in accordance with their own goals lead successful and happy lives. (53) Cecilia Solano also explored the relationship between precocity and subsequent achievement. She concluded that the gifted are successful adults and continue to demonstrate exceptional abilities and success, especially if their achievements are viewed in relation to their own goals. (72)

In summary, our society has not provided sufficient funding or programs for gifted students, either in comparison with the average student or even with other areas of exceptionality. Research has demonstrated that the gifted and talented student does benefit from special programs, and some evidence demonstrates that the gifted individual may even be penalized if not provided with special attention. Finally, the gifted individual is not harmed socially, emotionally, or physically by being placed in a special program designed to help him or her achieve full potential. On the contrary, many educators believe that emotional problems may occur more readily if the gifted individual is not placed in a special program.

Excerpt from

Gifted and Talented Students: What Research Says to the Teacher by Frederick B. Tuttle, Jr. National Education Association Publication, 1968.

References:

(82) _____. "Policy Making for the Gifted." Unpublished speech. Board of Cooperative Educational Services; April 29, 1977.

(56) Nolte, Jane. "Nearly ... Everything You've Always Wanted to Know About The Gifted and Talented." ED 140 553. Wauwatosa, Wisc. Council for the Gifted and Talented, Inc., 1976.

(20) Education of the Gifted and Talented: Report to the Congress of the United States by the U.S. Commissioner of Education. U.S. Department of Health, Education and Welfare, Office of Education. Washington, D.C.: Government Printing Office, 1972.

(69) Sisk, Dorothy. "New Directions in Gifted and Talented." North East X-Change Conference, New Haven, Conn.; April 1978.

(85) Zettel, Jeffrey J., and Ballard, Joseph. "A Need for Increased Effort for the Gifted and Talented." Exceptional Children 44: 261-267; January 1978.

(29) Green, Donald A. "A Study of Talented High School Drop-Outs," Vocational Guidance Quarterly 10: 171-172; Spring 1962.

(25) Gallagher, James J., and Crowder, Thora. "The Adjustment of Gifted Children in the Regular Classroom." Exceptional Children 23: 353-363; April 1957.

(68) Simpson, Ray, and Martinson, Ruth. "Educational Programs for Gifted Pupils: A Report to the California Legislature." ED 100 072. Sacramento.: California State Department of Education, January 1961.

(50) _____. "Research on the Gifted and Talented: Its Implications for Education." Education of the Gifted and Talented: Report to the Congress of the United States by the U.S. Commissioner of Education. Washington, D.C.: Government Printing Office, 1972.

(2) Barbe, Walter, "Evaluation of Special Classes for Gifted Children." Exceptional Children 22: 60-62; November 1955.

(53) Montour, Kathleen. "William James Sidis, The Broken Twig." American Psychologist 32: 265-279; April, 1977.

(72) Solano, Cecelia H. "Precocity and Adult Failure: Shattering the Myth." ED 137 667. Paper presented at the Annual Convention of the National Association for Gifted Children, Kansas City, Mo., October 1976.

NAME:

Shirley DeVoe

DATE:

2-12-79

ADDRESS:

417 Raymond

PHONE:

442-7343

REPRESENTING WHOM?

Parent

APPEARING ON WHICH PROPOSAL:

S.B. 276

DO YOU:

SUPPORT?

X

AMEND?

OPPOSE?

COMMENTS:

See prepared
attached statement -

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

February 12, 1979

Senator Chet Blaylock, Chairman
Senate Education Committee
Montana Senate
Helena, Montana 59601

Dear Senator Blaylock:

As a parent and an educator I would like to urge your committee support of S.B. 276. I feel that this bill would encourage school districts to recognize and initiate support for the gifted and talented student.

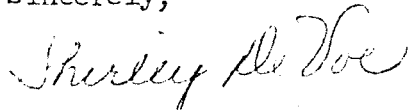
I have worked as a member of the Advisory Committee for Gifted Programs in the Helena Schools. I am very excited that monies were appropriated during the 1978-79 school year for the initiation of a program for the academically gifted.

My seven year old daughter was selected for the program in the Smith Elementary School. She is enjoying this experience to the utmost. Excited, does not adequately describe her attitude as she comes home from school and shares her experiences with us. This additional challenge and sharing with her peer group has given Jenny a new purpose to her educational program.

I would hope that passage of S.B. 276 might open the door for other students in the state of Montana who have a potential that is not currently being challenged in our schools today.

Thank you.

Sincerely,



Shirley DeVoe
417 Raymond
Helena, Montana 59601

cc: Senator Steve Brown
Representative Hal Harper



School Administrators of Montana

644 Grand Avenue

Billings, MT 59101

(406) 245-0695

DATE: February 12, 1979

TO: Senate Education Committee

FROM: T. Carl Johnson, Executive Secretary, SAM

SUBJECT: Proponent Testimony on Senate Bill 276

On October 19, 1978, at the Annual School Administrators of Montana Convention, the membership voted unanimously to support any legislation in favor of the Gifted and Talented by adopting the following resolution:

"WHEREAS, It is a Montana Constitutional provision for children to have access to public education which develops their individual potential; and

WHEREAS, There are children in our schools who are sufficiently gifted and talented to warrant enriched opportunities; and

WHEREAS, Meeting the needs of the gifted and talented requires focused programatic efforts;

NOW, THEREFORE, BE IT RESOLVED, That School Administrators of Montana will actively support appropriate education agency and legislative efforts to provide for these exceptional children."

NAME:

John P. Brown

DATE:

2-12-77

ADDRESS:

501 N. Sandus

PHONE:

442-2510

REPRESENTING WHOM?

School Administration of Monticello

APPEARING ON WHICH PROPOSAL:

2.76

DO YOU:

SUPPORT?

☒

AMEND?

OPPOSE?

COMMENTS:

School Adm. of Monticello hereby
unanimously support & encourage by
action

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.



Board of Public Education

BOARD MEMBERS

EX OFFICIO MEMBERS:

Thomas L. Judge, Governor

Georgia Rice, Superintendent of
Public Instruction and Executive
Officer of Vocational Education

Lawrence K. Pettit, Commissioner
of Higher Education

APPOINTED MEMBERS:

Earl J. Barlow, Chairman
Browning

Nail J. Lynch
Butte

Allen D. Gunderson
Billings

George A. Johnson
Great Falls

Marjorie W. King
Winnett

Harriet C. Meloy, Vice Chairwoman
Helena

Brid O'Leary
Havre

RICHARD L. (RICK) REES
MARILYN F. MILLER
ASSISTANTS TO THE BOARD

February 12, 1979

TESTIMONY OF HARRIETT MELOY, CHAIRPERSON, BOARD OF PUBLIC EDUCATION, BEFORE SENATE EDUCATION COMMITTEE RE SB-276

I am Harriett Meloy, Chairperson of the state Board of Public Education. I am speaking today as the designated representative of the Board.

Board members acted last month to formally support gifted and talented legislation. We are extremely cognizant of the fiscal stringency which this legislative session faces and are therefore very reluctant to propose any new programs. The Board feels, however, that the time for a state program to help serve the needs of gifted and talented children is past due. There are compelling needs for the education of these children; needs which are not being met and which can no longer be ignored.

The first section of the education article of the Montana Constitution says "It is the goal of the people to establish a system of education which will develop the full educational potential of each person." In the case of gifted children, the importance of developing their full potential is especially pressing because their potential is so enormous -- it is also fragile and in many cases easily extinguished by conventional schooling.

These children, properly nurtured, will be the leaders of tomorrow. They will be the ones who conquer cancer, explore the frontiers of space, solve our energy dilemmas, and bring peace to the world.

These children have special needs, and the Board of Public Education strongly supports SB-276 which would provide a modest first step toward fulfilling those needs.

Thank you.

NAME: Roy Bunch DATE: _____

ADDRESS: 902 Howard Avenue

PHONE: 442-0269

REPRESENTING WHOM? _____

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? X AMEND? _____ OPPOSE? _____

COMMENTS: As a parent of a gifted & talented
child, I am anxious to see her
fullest potential developed. We know
that it is nearly impossible for
teachers alone to develop a classroom
curriculum ^{which} allows accelerated
learning for gifted children. They simply
have too many students to ^{teach} do that.
We need other resources for these children
I urge your support of Sen. Bill 276.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Andrea Lipscomb DATE: 2-12-79

ADDRESS: 1108 7 Ave S #6 Great Falls

PHONE: 761-0093

REPRESENTING WHOM? § School Administrators of Montana
Programming for Gifted & Talented
ESEA Title II Demonstration Site

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? X AMEND? _____ OPPOSE? _____

COMMENTS: I have been working with local
districts around the state to help them set
up programs for Gifted & Talented. The districts
now find themselves in need of state
financial aid to help them maintain the
programs they have been so diligently
planning for the past one to several
years.

Also presenting the School Administrators
of Montana's resolution in favor of
this bill

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Reige Wright DATE: 2-12-77

ADDRESS: 504 Buckenham Rd. Lincoln

PHONE: 443-0376

REPRESENTING WHOM? Myself and parents not listed in alternative

APPEARING ON WHICH PROPOSAL: SP 276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: The young person is not available for the present and it is not known just how soon he will be available for special id. treatment. I also would respectfully like to see all children listed as a part of that patient.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: HARRIETT MELOY DATE: 2/12/77

ADDRESS: 33 So. Lost Chance Church, Helena

PHONE: 449-2785

REPRESENTING WHOM? Board of Public Education

APPEARING ON WHICH PROPOSAL: SB-276

DO YOU: SUPPORT? X AMEND? OPPOSE?

COMMENTS: Supporting SB 276 - prepared statement
submitted

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Bill Kessler DATE: FEB 11 1971

ADDRESS: 1710 23RD Avenue South, Ft. Falls

PHONE: 452-9636

REPRESENTING WHOM? PARENT'S FOR PROPS

APPEARING ON WHICH PROPOSAL: 276

DO YOU: SUPPORT? X AMEND? OPPOSE?

COMMENTS: Believe all children should have
equal opportunity for education

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Claranita M. Ernstson DATE: Feb. 12, 1979

ADDRESS: 501 N. Ewing

PHONE: 442-9464

REPRESENTING WHOM? Am. Assn. of University Women & Self

APPEARING ON WHICH PROPOSAL: S B 276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: As a mother of five, a former
teacher and a member of A.A.U.W. I
know that the children of this state
who are gifted need this boost in the
schools. Many of these children are not
recognized until it is too late and they
have become lazy in their habits of study
and application to learning. My child who was
reading by age five is now slow in third grade
because he wasn't challenged.

A.A.U.W. supports this because we are
educationally oriented.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

Board of Public Education

BOARD MEMBERS

EX OFFICIO MEMBERS:

Thomas L. Judge, Governor
Georgia Rice, Superintendent of
Public Instruction and Executive
Officer of Vocational Education
Lawrence K. Pettit, Commissioner
of Higher Education

APPOINTED MEMBERS:

Earl J. Barlow, Chairman
Browning
Neil J. Lynch
Butte
Allen D. Gunderson
Billings
George A. Johnson
Great Falls
Marjorie W. King
Winnipeg
Harriet C. Meloy, Vice Chairwoman
Helena
Enid O'Leary
Lawre

RICHARD L. (RICK) REESE
MARILYN F. MILLER
ASSISTANTS TO THE BOARD

February 12, 1979

TESTIMONY OF HARRIETT MELOY, CHAIRPERSON, BOARD OF PUBLIC EDUCATION, BEFORE SENATE EDUCATION COMMITTEE RE SB-329

I am Harriett Meloy, chairperson of the state Board of Public Education. I am speaking today as the designated representative of the Board.

At its November meeting the Board took action to endorse a "student unit weighted" formula under the foundation program for secondary vocational education funding.

The Board feels that secondary vo-ed programs are not adequately funded at the present time and that the best way to accomplish adequate funding is through a "student unit weighted" formula.

SB-329 provides for a "classroom unit weighted" system, and while this is superior to the current funding system, the Board feels that a "student unit weighted" system as provided in HB-537 would better serve the interests of secondary vocational education students.

Thank you.

VOCATIONAL GUIDANCE SURVEY SUMMARY

SCHOOL	Percent Grads going to 4 yr college	Percent Grads going to Jr. College or trade school	Percent Grads not taking any training past high school
Likby	26%	10%	59%
Thompson Falls	17%	16%	60%
Columbia Falls	20%	21%	49%
Hot Springs	24%	12%	59%
Ronan	31%	12%	58%
Troy	16%	8%	57%

school districts and property-poor districts are forced to exert a greater tax effort for their debt service. This is inconsistent with the concept of equalization, and as building costs continue to rise, the existing procedures will put an increasing tax burden on low property wealth districts.

8. A modified classroom unit schedule for small school districts should be used (for Maximum General Fund schedules) (2/3 agreed)

The Superintendent should pursue a strategy to establish a new foundation schedule for smaller school districts using the classroom unit approach. The Committee noted that costs per pupil decrease with the increased size of the school district and that revenue from the state makes up a larger portion of the general fund in larger districts than it does in smaller districts. Also the percentage of the total general fund provided by local revenue declines as a district becomes larger. Providing funding on the basis of classroom units for schools of 100 or less for elementary and 330 for high school could provide greater overall equalization of funding.

9. Expenditure analyses should be prepared annually and funds should be provided to do so. (11/3 agreed)

The Superintendent should produce annual expenditure analyses similar to those prepared for the Foundation Study Committee. Such analyses will enable the Superintendent to keep track of changes in school district expenditure patterns and the effects of changes in school finance formulas.

10. Recommendations regarding the level of state funding for education should wait for the results of the analyses of new Taxable Wealth figures. (Majority disagreed)
11. There is no need to change the ratio of the Foundation Program to Persuasive Amount within the Maximum General Fund Budget Without a Vote. (All agreed)

The financing simulations provided to the Committee showed that changing the ratio would have little effect on the distribution of school funds.

February 12, 1979

TESTIMONY ON SB329

I am appearing on behalf of the Superintendent of Public Instruction in support of SB329.

Vocational Education programs in Montana secondary schools have costs above the average program in our schools. For example...the additional tools, equipment and heat in an auto mechanics shop as compared to the average English classroom where the average door does not allow heat to escape; tools and equipment may well consist of textbooks. Obviously this would be less expensive than the tools and equipment in the auto mechanics :

Our young people often leave high school and go directly to the job market and therefore need skills to compete in that market to become productive citizens in our economy.

The concept of additional funding before you today in the form of SB329 is one of two in the legislative session. Although the concept is in agreement the method of funding is different. We in the office find both bills acceptable, however, we find that in so far as state administration we prefer the ANB method in the other bill...but since it is more important that affected districts, teachers and students respond to the effect of the two methods of carrying through the concept our preference is that of preference only.

We urge your support of the concept of additional funds for districts offering vocational education due to additional costs of these programs.

FEBRUARY 12, 1979

HEARING ON SB 276 - SENATE EDUCATION COMMITTEE

IN MY WORK AS SUPERVISOR AT THE MCLAUGHLIN RESEARCH INSTITUTE I
I OFTEN HAVE AN OPPORTUNITY TO MEET, AND SOMETIMES WORK WITH,
YOUNGSTERS WHO HAVE BEEN FORTUNATE ENOUGH TO BE PART OF THE PACE
PROGRAM IN GREAT FALLS. ALTHOUGH WE HAVE VARIOUS GRADES VISIT US
REGULARLY, I COULD DETECT WITHOUT BEING TOLD--WHICH GROUPS ARE
PACE STUDENTS. CONSISTENTLY, THEIR CURIOSITY HAS BEEN AROUSED
AND THEY ARE NOT AFRAID TO ASK QUESTIONS. IRONICALLY, SOME OF
THESE SAME CHILDREN--WITHOUT SUCH A PROGRAM--MIGHT HAVE BECOME
DROPOUTS. POOR GRADES DO NOT ALWAYS REFLECT LACK OF INTELLIGENCE.
SOMETIMES, THEY ARE A RESULT OF BOREDOM, LACK OF CHALLENGE, AND
A LACK OF RECOGNITION OF A REAL TALENT IN A SPECIFIC AREA.

IT IS HOPED THAT IF SB 276 PASSES, A GIFTED CHILDREN'S
PROGRAM WILL BE ADOPTED IN INDIVIDUAL SCHOOLS THROUGHOUT THE STATE.

ARLYNE REICHERT
REPRESENTATIVE, DIST. 37

AR:DH

NAME: JACK BAIER DATE: 2-12-79

ADDRESS: 137 Briarwood Lane Helena, MT

PHONE: 442-4825

REPRESENTING WHOM? Mont. Assoc. El. School Prm.

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? Yes AMEND? OPPOSE?

COMMENTS:

Assoc. Recognizes & supports reasons
presented by M.E.A., M.S.B.A., and O.S.P.I.
AND urges passage because it retains
grass roots element most important to.
good ed. legislation

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: David Sexton DATE: 2/12/79

ADDRESS: 1232 E. 6th Delano

PHONE: 442-4250

REPRESENTING WHOM? Mad. Education Assn

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? X AMEND? OPPOSE?

COMMENTS: Strongly urge Do Pass -
State encouragement for
local district to ~~state~~ develop
gifted & talented programs as
comp. needed

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Richard H. Miller DATE: _____

ADDRESS: 1000 14th St NW

PHONE: 414-3111

REPRESENTING WHOM? OSPL

APPEARING ON WHICH PROPOSAL: SB 329

DO YOU: SUPPORT? ☒ AMEND? _____ OPPOSE? _____

COMMENTS: Statement given to me

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

February 12, 1979

TESTIMONY ON SB329

I am appearing on behalf of the Superintendent of Public Instruction in support of SB329.

Vocational Education programs in Montana secondary schools have costs above the average program in our schools. For example...the additional tools, equipment and heat in an auto mechanics shop as compared to the average English classroom where the average door does not allow heat to escape; tools and equipment may well consist of textbooks. Obviously this would be less expensive than the tools and equipment in the auto mechanics shop.

Our young people often leave high school and go directly to the job market and therefore need skills to compete in that market to become productive citizens in our economy.

The concept of additional funding before you today in the form of SB329 is one of two in the legislative session. Although the concept is in agreement the method of funding is different. We in the office find both bills acceptable, however, we find that in so far as state administration we prefer the ANB method in the other bill...but since it is more important that affected districts, teachers and students respond to the effect of the two methods of carrying through the concept our preference is that of preference only.

We urge your support of the concept of additional funds for districts offering vocational education due to additional costs of these programs.

NAME :

DATE: _____

ADDRESS :

PHONE :

REPRESENTING WHOM?

APPEARING ON WHICH PROPOSAL:

DO YOU:

SUPPORT?

AMEND?

OPPOSE?

COMMENTS :

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Walt Clark

DATE: 2/12/74

ADDRESS: Box 129 Thompson Falls 58473

PHONE: 827-3561

REPRESENTING WHOM? School Dist # 2

APPEARING ON WHICH PROPOSAL: SB 329

DO YOU: SUPPORT? Yes

AMEND?

OPPOSE?

COMMENTS: _____

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

NAME: Mary Lee Reese DATE: 2-12-79

ADDRESS: 29 S. Alta Helena

PHONE: 442-0886

REPRESENTING WHOM? myself. citizen and parent

APPEARING ON WHICH PROPOSAL: SB 276

DO YOU: SUPPORT? ☒ AMEND? ☐ OPPOSE? ☐

COMMENTS: I urge the Senate Committee to support this
legislation. I look at it as an investment in the future
the future of our communities, state and nation. The
return on our investment is huge as opposed to the
continued investment which must be made over a lifetime for
the developmentally disabled. Given the small
investment society's benefit will be enormous.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

STANDING COMMITTEE REPORT

February 12 19 72

MR. PRESIDENT

We, your committee on EDUCATION

having had under consideration SENATE Bill No. 276

Respectfully report as follows: That SENATE Bill No. 276

DO PASS

STANDING COMMITTEE REPORT

February 12, 1979

MR. President

We, your committee on Education

having had under consideration Senate Bill No. 273

Respectfully report as follows: That Senate Bill No. 273, introduced bill, be amended as follows:

1. Title, line 8.
Strike: "AND 20-9-334"

2. Page 5, line 24.
Following: line 24

Insert: "(5) The total amount of the high school tuition, with consideration of any tuition waivers, for pupils attending a high school outside the county of residence shall be financed by the county basic special tax for high schools as provided in 20-9-334.

{6} In December, the county superintendent shall cause the payment by county warrant of the high school tuition obligations established under this section out of the first moneys realized from the county basic special tax for high schools. The payment shall be made to the county treasurer of the county where each high school entitled to tuition is located. The county treasurer

ADQ/PASS

February 12

79

19

shall credit such tuition receipts to the general fund of the applicable high school district, and the tuition receipts shall be used in accordance with the provisions of 20-9-141.

(6) For pupils attending a high school outside their district of residence but within the county of residence, the total amount of the tuition, with consideration of any tuition waivers, must be paid during the ensuing school fiscal year. The trustees of the sending high school district shall include the tuition amount in the tuition fund of the preliminary and final budgets. This budgeted tuition amount is not subject to the budget adjustment provisions of 20-9-132. The county superintendent shall report the net tuition fund levy requirement for each high school district to the county commissioners on the second Monday of August, and a levy on the district shall be made by the county commissioners in accordance with 20-9-142. This levy requirement shall be calculated by subtracting from the total expenditure amount authorized in the final tuition fund budget the sum of the cash balance in the tuition fund at the end of the immediately preceding school fiscal year plus any other anticipated money that may be realized in the tuition fund. The trustees shall pay by warrants drawn on the tuition fund the tuition amounts owed to each district included in the county superintendent's notification. Payments shall be made whenever there is a sufficient amount of cash available in the tuition fund but no later than the end of the school fiscal year for which the budget is adopted.

3. . Page 6, lines 13 through line 13 on page 7.

Following: line 12

Strike: section 4 in its entirety

4. Page 7, lines 14 through line 6 on page 8.

Following: line 13

Strike: section 5 in its entirety

And, as so amended,
DO PASS

1214 Lincoln Rd
Missoula, Mt.
February 12, 1979

Bob Brown
State Senate
Capitol Bldg.
Helena, Montana

Subject: Bill #276

Dear Senator Brown,
My family & I feel there is a
definite need for a special
program for the gifted and
talented students in Montana.
We were transferred here from a
Western state and were appalled
to find you had no such program.
We strongly support bill
#276 as an "Interest Talent".

Sincerely,
Betty C. Anderson
(Mrs. Karl C.)

Missoula, Montana

February 12, 1979

The Honorable Bob Brown & Members of the Montana Education Committee
State Senate
Capitol Building
Helena, Mt. 59601


Dear Sirs:

I would like to join many other parents, educators, and citizens in voicing my wholehearted support for state funding of a gifted and talented education program in Montana, Senate Bill 276.

My children; a boy and girl, ages 10 and 11; participated in a pilot program of enrichment for able and highly motivated students at Prescott School in Missoula last year. They were challenged and stimulated by it. Their grades did not suffer from the addition of extra work and they were able to make up the work they missed in their regular classrooms.

Gifted students should not be left to while away their talents. They should be challenged and counseled to develop them to the fullest. Lack of action will continue the brain drain status quo. Please help educators begin to develop programs that will challenge gifted and talented students to develop their highest potential.

Respectfully submitted,


Pat Guth

1539 Sherwood Street
Missoula, Montana 59801
February 12, 1979

The Honorable Bob Brown
Chairman, Senate Education Committee
State Senate
Capitol Building
Helena, Montana 59601

Dear Senator Brown:

As a parent involved in the development of a Gifted and Talented program in Missoula, I have become aware of the possibilities for exceptionally talented children: the very positive things that result when such a child's talent is identified, understood and developed, and the great loss that does in fact occur without educational support - both to the child and to the society he or she has the potential to someday serve.

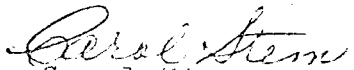
I am convinced these children require enriched programs and materials, that conscientious teachers need and would welcome specialized help, and that parents are willing to support gifted education in tax dollars.

On behalf of Montana's gifted and talented children, first of all, and of concerned teachers and parents, I urge the State of Montana to recognize giftedness as an exception to the educational rule - like special education for handicapped children, deserving of being dealt with in a special way.

I believe we Montanans should feel 'gifted', ourselves, to have been given our share of young talent: human resources, not so unlike our state's natural ones, much too precious to be squandered.

Consequently, I strongly support Senate Bill 276, giving much-needed educational consideration to the gifted and talented student.

Sincerely yours,

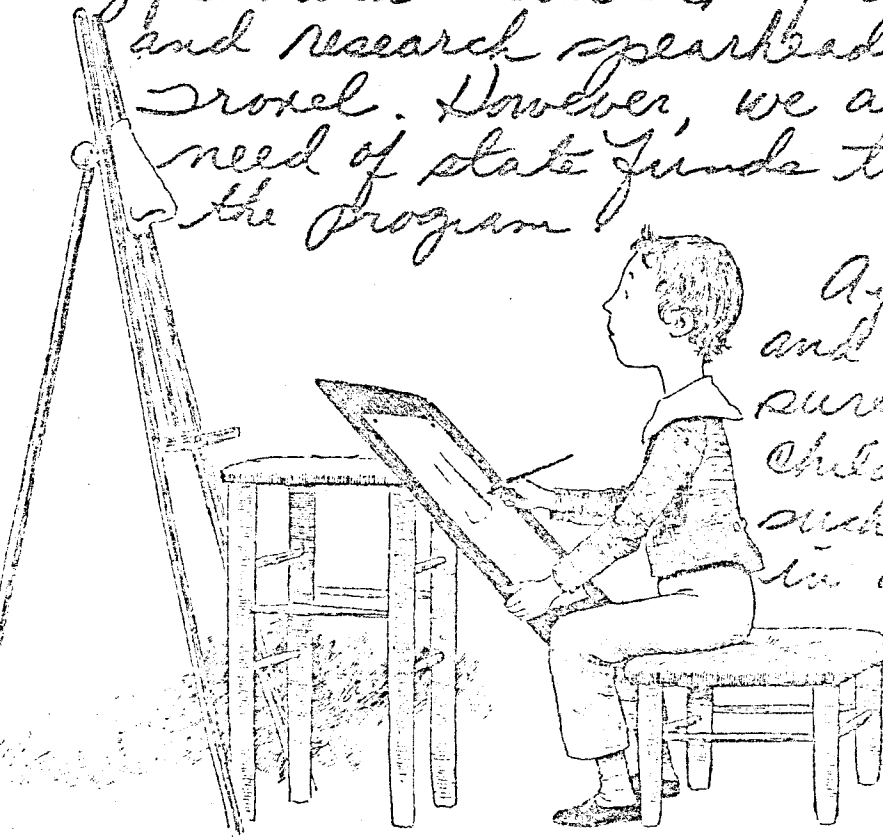

Carol Stem

1320 Khanabad Drive
Missoula, Montana
59801

February 11, 1979

Dear Sirs:

As you may be aware, the District 1 School Board in Missoula has recently given strong support for a local program for "the gifted and talented," after careful thought and research spearheaded by Mrs. Chris Cronel. However, we are desperately in need of state funds to help implement the program!



After your own research and consideration, I'm sure you understand the children who qualify for such educational need. In order to develop their full potential, a need guaranteed by the Montana Constitution.

3813 Timberlane
Missoula, Mont. 59801
February 10, 1979

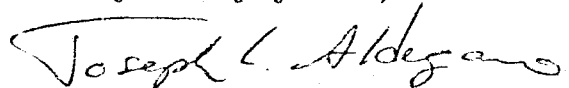
Robert Brown, Chairman
Education Committee
Capitol Station
Helena, Montana

Re: S.B. 272-Gifted and Talented Education

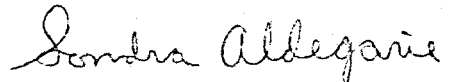
Dear Sir:

We wish to register our support for this bill which will provide additional opportunities for these exceptional children. Without special programs these talents and abilities will not be developed to their fullest and will be wasted forever.

Very truly yours,



Joseph L. Aldegare



Sondra Aldegare

MONTANA HEART - LUNG SURGICAL ASSOCIATES

H.D. ADAMS, M.D., FACS

P.A. PHILIPS, M.D., FACS

Practice limited to cardiac, pulmonary, and vascular surgery.

P.O. Box 4587
Missoula, Montana 59806

Telephone:
(406) 721-3520

February 9 , 1979

The Honorable Bob Brown
State Senate Capitol Bldg
Helena , Montana

Dear Senator Brown:

I am writing to you as a concerned parent living in School District #1 ,
Missoula , Montana.

The purpose of this letter is to underscore the importance of Senate Bill # 276 introduced by yourself and concerning financial support for gifted and enlightened children's teaching programs. As you undoubtedly know there is an increasing awareness throughout this country of the importance of supporting education for the unusually gifted child. Numerous articles and essays have appeared in periodicals and Congressional support and legislation has been forthcoming from Washington.

I believe it fair to say that the unusually bright , gifted child in his way is as handicapped as the poor , unfortunate child born with either a mental or physical handicap. It is truly a tragic waste to witness children of extreme intelligence not being given the mental stimulation and education required to allow them to reach their great potential. It is from this group that leaders of our society should be forthcoming. A mind not exercised and not given the opportunity to develop is a waste not only to the individual but to his peers , his community , his society and his country.

I very strongly endorse , support and encourage the leaders we have elected to be our representatives to support Senate Bill #276 and to place high on their list of educational priorities funds required for gifted and enlightened education. As you might be aware the local school board of District #1 has tentatively passed the educational curriculum budget as proposed by Mrs Chris Troxal here in Missoula. As part of her great effort she has included funding for a gifted program. It is through leadership such as Mrs Troxal that all of us have taken our inspiration and would pass onto you our very real concern for positive action from the Montana State Senate .

I wish to thank you for your time and concern in this matter.

Very Truly Yours,

Peter A. Philips , M.D.

cc: Chris Troxal , Administration Bldg
Mr Ben Hansen , Supt. of Schools , Dist #1
Administration Bldg

1205 Lincoln Road
Missoula, Montana 59801
February 10, 1979

The Honorable Bob Brown
State Senate
Capitol Building
Helena, Montana 59601

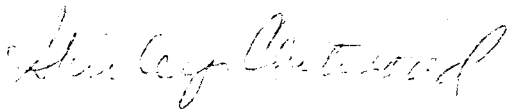
Dear Senator Brown,

I am writing to express my interest in Senate Bill 276 concerning matching funds for gifted and talented students.

As a parent of three children in School District I, Missoula, I strongly support the enormous effort of our Curriculum Director Mrs. Chris Troxel to produce a program for our talented and gifted students. Several teachers, parents, and Board personnel have labored for over two years in Missoula to come up with an excellent start for our talented and gifted. The Board of School District I has recognized the need for such a program. They recently voted in favor of including funds for a talented and gifted program in their tentative 1979-80 budget, but we need financial help. It is time now to fulfill your responsibility as the Education Committee by giving this Bill 276 top priority.

We need this financial support now for our Missoula talented and gifted students!

Sincerely,



Shirley Chetwood

3106 Old Pond Road
Missoula, MT 59801
February 11, 1979

The Honorable Robert Brown
Chairman, Education Committee
State Senate
Capitol Building
Helena, MT 59601

Dear Senator Brown:

It is my understanding that you are sponsoring Senate Bill No. 276, which would provide for spending of state funds (to be matched by federal funds) for a pilot program of special education for gifted students in Montana.

I wish to express my enthusiastic support for any project to help these students rise above the "average" for which their present classes are geared.

My younger son had the privilege of participating in a trial program of "extra" learning which Mrs. Christine Troxel instigated during the 1977-78 school year of her principalship at Prescott School in Missoula. His enthusiasm (indeed, his excitement!) in the more advanced work presented to him was enough to convince me that he had been missing something up to that time (and has been missing something since).

These children who begin school highly motivated, exceptionally curious, and eager to learn are very often the most neglected ones in our schools. Because they are partly capable of learning by themselves, it is almost inevitable that busy teachers leave them to their own devices while slower or troublesome students soak up the time of the school day. Yet these very eager students are the ones who have the greater potential of eventually helping all of us to solve some of the world's many problems. We owe it to them to meet their needs in education.

The special education program for gifted students which is now proposed for development in Missoula seems very inexpensive compared to the dollars that have been spent for years for other types of special students.

I am strongly in favor of funding for the kind of education which will help our best students reach their full potential in school and in life.

Sincerely,



Peggy Harris

Elk Ridge Road
Missoula, Montana 59801
February 11, 1979

The Honorable Bob Brown
State Senate
Capitol Building
Helena, Montana, 59601

Dear Senator Brown:

I strongly urge your support of Senate Bill 276, the Bill
for Gifted and Talented Education for the children of Montana.

Our local school district has approved funds for Gifted and
Talented Education for the coming year. We will need State
funds in order to implement this program.

Please vote to help us give our bright children a boost.
They are certainly our future.

Sincerely,

Marcille Sohlberg

Marcille Sohlberg

707 Redwood
Missoula, MT
Feb. 11, 1979

Senator Bob Brown, Chairman
Education Committee
Montana State Senate
Capitol Building
Helena, Montana

Dear Senator Brown:

We understand that State Senate Bill 276 provides
matching funds for special programs for gifted children.
Our parent-teacher organization has been studying
the advantages of these programs and wholeheartedly
endorses the concept and strongly desires implementation.

We have gone on record with our local School District One
supporting their plans to finance a program this coming year.

Please consider this endorsement for Bill 276 from the parents
of Prescott, Lincoln, and Rattlesnake elementary schools in
the Rattlesnake Valley of Missoula County, Montana.

Sincerely yours,

Robert D. Pfister Marietta Pfister

Robert D. and Marietta Pfister, Co-chairmen

Friends of Rattlesnake Education