

MINUTES OF THE HOUSE APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
February 15, 1983

The House Appropriations Subcommittee on Education met at 7:00 a.m. on Tuesday, February 15, 1983 in the Old Supreme Court Chambers of the State Capitol. With Chairman Rep. Esther G. Bengtson presiding, all members were present. The System-wide modification requests for the University System were heard.

Curt Nichols, LFA, gave his analysis. Four of the system-wide modifications are presented as issues by the LFA. He referred the Committee to P. 713 of the LFA Narrative. In 1981 the Legislature allowed funds for membership in the Washington Library Network.

In the current level analysis, these costs don't appear as a separate item but are part of the base. Options are presented for continuing current levels with inflation, or to rise to the Commissioner's requested level.

The other three issues were found beginning on P. 651 of the LFA Narrative, and Bill Sykes, LFA, presented them.
Issue 2: Montanans On A New Track for Science (MONTs).
Issue 3: Faculty Development. Issue 4: Work Study (P 663).

From FY 1982 to FY 1983 there was a drop in federal Work Study support of \$290,790. Using this decrease, the total lost earnings would be \$363,488, which would serve about 364 students. The amount of \$290,790 would be matched by 30% in campus resources to reach the level of \$363,488.

Tom Crosser, OBPP, then spoke. The Executive budget, he explained, couldn't present issues but had to present what they were requesting funding for. OBPP recognized many of the system-wide projects as having merit. In addition to the ones mentioned by the LFA was a project to integrate the computer system for the University System. However, there was not enough money available to fund all of the projects as well as the base budget for the University System. Because of the uncertainties connected with estimating federal revenue and also enrollment uncertainties, they decided to lower the amount in the work study modification to \$1 million per year and change the modification to a discretionary fund for the Board of Regents. He stated that the fall 1982 enrollment figures were substantially different from the original ones on which his budget was based. The \$1 million discretionary fund was granted to accommodate the enrollment differences, and also to address federal funding reductions, if they occurred, in the Work Study Program.

Dr. Irving Dayton, Commissioner of Higher Education, then gave his presentation of the six system-wide program modification requests. All of the requests share two characteristics in common: (1) Much hard work by many people has been directed towards finding ways to improve instructional and service programs in the University System, and (2) There has been a lot of inter-campus cooperation. This working together on common projects and problems has been becoming a stronger trend in the recent past. He then reviewed the modifications:

(1) MONTIS Program. Dr. Dayton referred the Committee members to the Board of Regents' tab in the Commissioner of Higher Education 1985 budget recommendation book (Exhibit "A," Feb. 3, 1983). In the first year of the MONTIS Project, the State match was supplied from research funds at the units of the University System involved in the Program. The Commissioner in 1981 requested matching funds for the second and third year, and this was supplied by way of the Legislature's not appropriating 15% of the projected income from indirect costs. Since 1981 the Program has shown considerable success. Of the people who were supported by the MONTIS Program, about 2/3 have submitted research grants to outside agencies and to date about 1/3 have received grant support. The total amount awarded is in excess of \$1 million from the National Science Foundation and more than \$1 million from other agencies. It has been proved that Montana scientists can be more competitive on the national level.

He outlined why this type of activity was important for the State: (1) The importance of continuing intellectual activity for college and university faculty members is recognized. (2) The relation of basic science to many of the more applied projects is recognized. He pointed out several projects which were providing new information relevant to problems in the State. He submitted that if the State was going to develop a broader industrial base, any industry that came in would be looking at the higher education system because they want to be near institutions who are training people on the cutting edge of science and technology and they will have access to these people. Therefore, for the viability of the University System and economic viability of the State, it was very important that strong programs be developed in basic scientific research. The MONTIS Program has shown the University System how to develop new investigators. He pointed out that Montana had received national recognition because of the success of the project. Dr. Gary Strobel, head of the MONTIS Program, was giving a presentation in Washington, D.C. due to this recognition of Montana's unqualified success. Matching

funds have been requested for the MONTS Program because the National Science Foundation wanted to see if the State was interested, and each year of the Project increasing amounts of State money are being built into the funding, with decreasing federal support. The device of not appropriating 15% of indirect cost revenues in the campus budgets he felt should be increased to 30% for the 1985 biennium, and the ultimate goal would be a State commitment of 50%.

A MONTS Committee member, Mr. Leland Walker, President of Northern Testing Laboratories, Great Falls, then spoke. See written testimony Exhibit "A."

Dr. John Opitz, Director of the Genetics Unit at Shodair Hospital and another member of the MONTS Committee, then spoke. He pointed out that in the process of participating in the Program, they have utilized people of international stature, such as the Director, Dr. Gary Strobel. The most important problems that confront a State like Montana are not simply inadequate resources, overloading, and inadequate physical plants, but the emotional and intellectual isolation of many Montana scientists. He pointed out the outstanding work being done by Montana scientists in a number of fields despite these obstacles. The MONTS Program has helped remedy this situation.

The Writing Across the Curriculum modified request was then addressed. Dr. Carrol Krause, Deputy Commissioner for Academic Affairs, University System, spoke. Writing Across the Curriculum is a term used to describe the need for the integration of writing and writing assignments and projects into all disciplines and courses on the campuses. The Project resulted from committee meetings composed of members from all six units of the University System. He made the point that there was nothing involved in remedial education in the Project; the Project focuses on improvement in instruction throughout the curriculum. The primary goal of the Project is to train 360 faculty members in the process of teaching writing and collaborative learning and critical thinking. Workshops would be set up to train a cadre of 30 faculty members each year of the biennium, who in turn would provide in-service training for their fellow faculty members on the individual campuses. Perhaps over two years most of the faculty could be trained. By utilizing collaborative learning models, they can improve the learning effectiveness of their faculty. They know they can substantially increase the amount of writing instruction on campus if they have the various faculty teach writing in their courses. The responsibility to teach writing would be transferred away from strictly English instructors. He submitted that students must learn to write

because writing is a very critical skill and ability which will be needed, no matter what profession the student will be entering. He expressed confidence that Writing Development Centers could be developed on each campus, so that assistance would be available for both students and faculty. The Project will cost about \$158,000 per year. Two individuals were introduced who were available for answering questions: Jack Folsom, Director of the Writing and Learning Center at MSU, and Bob Hausmann, who had been responsible for the Writing Development Center at UM.

Dr. Dayton spoke. He said there was a lot of public support for the Writing Across the Curriculum Program. He submitted that if students were going to be helped with writing skills, it needed to cut across all programs.

Faculty Development modified request. Dr. Dayton said that the LFA had identified this as a federal program, but it was not a federal program. It was started by a grant from the Northwest Area Foundation.

Dr. Joe Sicotte, Director of Labor Relations, Commissioner's office, spoke. This Program, which had been funded privately for three years, is requesting \$200,000 for the biennium. The Project goal was to increase the University System's faculty and campus vitality. Two concepts are utilized: (1) Montanans helping Montanans, and (2) investing resources in a faculty upgrading similar to private corporations' research and development programs. They wished to assist the campuses to maintain and develop vitality in the face of retrenchment, limited financial resources, and fluctuating enrollments. In three years they have granted 33 projects out of 100 applications. One of the greatest outcomes of the Program has been inter-institutional cooperation. He pointed out that the modified was in keeping with the Governor's Council on Management Recommendation No. 11. He introduced two individuals who had received grants from the Northwest Area Foundation monies: Dr. John Bean, MSU, and Dr. Joe Bourque, MSU.

Dr. Bean spoke. With a grant of \$1,067, three faculty members purchased computer time to learn how to do word processing on MUS's main computer. From this point they trained 10 more faculty and some students and held a conference. Since then, MSU's English Dept. and the Philosophy and English Depts. of UM have been national leaders in the use of computers to teach writing and reasoning.

Dr. Bourque then spoke. As the result of their seed

money grant, many things have happened at MSU. He reviewed some of the events which had taken place, and activities he had been involved in.

Paul Dunham, Director of Research and Services, Commissioner's Office, then gave a presentation regarding continued participation in the Washington Library Network and Increase in Library Acquisitions modification request. The Regents' \$1.5 million proposal is split into two sections: \$400,000 represents the special collection needs, and the remainder was for the Washington Library Network. He reviewed the Regents' proposal and described the Washington Library Network and how it worked. He described how the funds appropriated in 1981 had been spent. A contract was signed with the Washington Library Network for the University units to become members. A dedicated line was installed from Pullman, WA to Butte, MT, with droplines to each unit of the University System, the State Library, and Billings Library, and the Missoula Public Library. Each unit in the University System acquired terminals and printers in order to utilize the system. The modified request is for an additional line, additional equipment to help get all of the library holdings in the Network, personnel costs related to putting the holdings into the network, and money for the charges for getting the information into the network data base.

Noreen Alldredge, MSU Librarian, then spoke. She distributed an example of the information generated from the Network; see Exhibit "B." The funds granted in 1981 have been used to much advantage. It is now easy to identify what is owned by campuses in the University System, and they need funding in order to accomplish a retrospective conversion. At present they are doing retrospective conversion whenever they have the staff and the operational money available, but it is going very slowly. They are doing the input on the basis of the strength of the various collections. The more information that is in the data base, the better it is for both students and faculty. The benefits for the public libraries have been great in addition to the Universities' benefits. Regarding cooperative collection development, the campuses are interested in cooperatively acquiring some expensive collections which no individual campus could afford to purchase.

Sara Parker, State Librarian, then spoke. The University libraries have a tremendous depth of resources. She illustrated how the WLN operated for an ordinary citizen of Montana. Retrospective conversion means not only the ability to take care of requests from small towns, but it means that machine readable tapes would be made available for all of the

resources in the State. She also pointed out the needs of State government for the information in the Network. She rose in support of the \$400,000 request for in-depth resources. She added that the modified request had the support of the Montana Library Association.

Dennis Wagner, a MSU student, then spoke; see written testimony Exhibit "C."

The Computer Information Network modified request was then addressed. Paul Dunham, Commissioner's Office, spoke. There are several data networks in the University System. He distributed to the Committee members a copy of the proposal for the Computer Information Network; see Exhibit "D," bulk testimony file. He outlined some of the advantages which would be realized with the system.

Jim Michelotti, Montana Tech. Computer Center Director, then spoke. He distributed a diagram comparing the existing computer system and the proposed system; see Exhibit "E." The proposed system will be more effective to facilitate communication between the DEC computers and the IBM computer. It would cost Montana Tech. \$25,000 - \$30,000 to increase the capacity that would be gained by the proposed modification. At present, 25 people can use their computer at the same time. If the proposed system was implemented, 40 people could use their computer at the same time. With the proposed changes, statistical packages, etc., located on one campus could be directly utilized by the other campuses. He stressed that the network added a lot to the capabilities on all the campuses, both administratively and academically. In the long run, implementing the modified will cost the State less than continuing the existing system.

Mike Trevor, Computer Services Division, Dept. of Administration, then spoke. The Dept. of Administration feels the modified is a good plan. It makes effective use of existing facilities and the expanding and sharing of services that would be made available would make the modified very worthwhile.

The Committee then took a five-minute recess.

The Work Study modified request was then heard. Brad Diede, MSU Student Body President, spoke; see written testimony Exhibit "F." He pointed out that Work Study could help out a number of programs within the University budgets that are categorically and traditionally underfunded. He pointed out that it was the students who had worked to put together the Work Study modified request. He read a resolution which the MSU Student Senate had adopted; see Exhibit "G."

Jeanne Souvigney, representing the Associated Students of the University of Montana, spoke; see written testimony Exhibit "H." She pointed out that at UM, 400 students who applied for Work Study and were eligible were not able to get the funding because of the lack of monies.

Joel Hardy, representing the four Montana Colleges, then spoke. He distributed a listing of the types of jobs filled by Work Study students; see Exhibit "I."

Lee Purdy, Associated Students of Montana State University, spoke; see written testimony Exhibit "J."

Rep. Mike Kadas, Missoula, spoke. Without Work Study, he wouldn't have been able to attend school, and this is the situation with many students.

Rep. John Vincent, Bozeman, spoke. Work Study is important for the value it places on the college experience, on academics, and on the value of hard work.

It was announced that Rep. Harrison Fagg had wanted to testify in support of Work Study, but had been unable to make it to the hearing due to scheduling conflicts.

Bill Lannan, Commissioner's Office, then spoke. He presented to the Committee some of the various kinds of financial aid that were available to students. There are two kinds of aid: grants or scholarship programs, or self-help, which includes Work Study. He submitted that the Work Study program modification represented the work ethic of Montanans. He added that the money available under the federal Work Study program did not meet the needs of all of the students. Many states have started state work-study programs.

Stacy Flaherty, Women's Lobbyist Fund, then spoke; see written testimony Exhibit "K."

Kevin Donegan, MSU, spoke up in support of the work-study modified.

Dennis Landwehr, also from MSU, rose in support of the modified; see Exhibit "L."

Julie Fosbender, Associated Students of the University of Montana, read a letter from a former UM student who had been involved in the Work Study Program. The letter urged support for the State funding for Work Study.

Lisa Maasch, a MSU student, rose in support of the valuable experience Work Study can provide, in addition to the financial help it provides.

Kay Hill, Students Over Traditional Age, stated that there were approximately 2,500 students on the MSU campus over the traditional age; Work Study is an important program for these students, who often have families to support. Work Study also helps the older student gain experience before getting out of school.

Liz Gabriel, a UM student, spoke. She rose in support of the \$3 million level recommendation by the Board of Regents for the State Work Study program. She submitted that she would much rather work to supplement her education than take hand-outs from the government.

Donovan D. Currey, a MSU student, spoke up as a student who without Work Study would have been unable to attend school. The job he does as a Work Study student would cost the State \$4,800 if the position was not Work Study. He earns \$1,200 for the job, and feels he does the same quality job as the teaching assistant would do who would be paid by the State.

Diana Moffett, a Work Study student at UM, spoke up in support of the work study experience.

Melody Brown, UM, spoke up, stressing that Work Study gave her the opportunity to give a little instead of just taking.

Jim Brennan, ASUM Business Manager, spoke. ASUM's Loan Fund is for short-term loans for currently enrolled students. He submitted that if the Committee could see the traffic of students being in dire need of funds for food or rent or utilities, they would see the need for the modified. Montana dollars would be reinvested in Montana.

Katherine Richards, UM, spoke up. She didn't receive Work Study, along with several hundred more students who applied for it and were eligible, but did not receive it because the money was not there. She pointed out that Social Security Student survivors' benefits were being phased out, and this will only make it harder for students to find jobs and support themselves.

L. Shane Gundlock, a Student from Eastern Montana College, spoke. He and his wife both receive Work Study funding; without this funding, at least one of them would not be able to attend college. Work Study is valuable because summer employment isn't enough income to do more than catch up on bills.

Sen. Hammond rose in support of Work Study as the most important of financial aid that was offered. He was not in

favor of grants, but for those who were willing to do something in return for financial help, he was in support of Work Study being available. He submitted that those students who work while going to school were much more successful after they got out.

The Committee then took a five-minute recess and re-located to Room 104 of the State Capitol.

Questions were then asked regarding the modified requests from the University System.

The Chairman wanted to know, regarding the MONTIS modified, what kind of involvement there was from the private sector in funding for research. Dr. Dayton said the research foundations at MSU and UM had contributed, and Mr. Leland Walker had contributed. He said that private support couldn't be carried on to the scale needed to support the MONTIS Program, however. Mr. Morrison pointed out that the agreement with the National Science Foundation had been that funding would be sought, but no State commitment had been made.

In response to Rep. Donaldson, Dr. Dayton explained that many of the research grants and grant proposals were for basic science, which was motivated by more applied problems. He added that he could provide the Committee with documentation of the success experienced because of the MONTIS Program.

Questions were then asked regarding the Writing Across the Curriculum modified. Sen. Hammond commented that he was in support of the concept of teaching composition and writing skills as essential skills. Dr. Dayton said that giving university faculty training to teach writing skills was the first step towards getting writing skills back in place. Jack Folsom, MSU, commented on how faculty were trained to teach writing skills to large classes. Lightening the paperload is the issue, and one thing done to help this is collaborative learning, where students help each other; much of the production of writing associated with learning the subject matter is done by the students. Student tutors are utilized, as well. Also, more short assignments are given, instead of term papers, etc. Mr. Folsom explained that funding was needed because of the cost involved in training and reorganizing classes, etc. Much of the money requested was to train a core group of faculty for each campus, who could expand what they had learned. Chairman Bengtson submitted that the faculty was the lifeblood of the system, and if there was a revitalization and a retraining of the faculty, the entire system would benefit.

Rep. Peck submitted that three weeks' training wouldn't change teachers' behavior. Also, he questioned how participation by the total faculty could be ensured. Dr. Bob Hausmann, UM, responded. The response to an effort to get the faculty at UM to teach writing across the curriculum had been very encouraging. More faculty applied for the program than they had spaces in the seminars. The problem lies not with faculty not having writing skills, but with their knowing how to teach writing and changing student behavior. Rep. Peck questioned whether the effects of the training provided to the faculty members would be retained. Dr. Hausmann replied that the attempts of the National Defense Education Act program to try to change faculty behavior had not had a positive effect. The attitude in the past had been to take the weakest teachers for retraining. What UM has tried to do is train the best faculty.

Evelyn Hively, Western Montana College, commented. She did not feel there was any real problem with changing faculty attitudes. The idea of writing across the curriculum is seen as necessary by many faculty because of the problem of dealing with students who don't know how to write.

Dr. Bourque said that there was good will and interest on the part of the faculty members for the furtherance of the interests of both department and career. The demands made on the faculty often test this good will and interest. Research is often done on the faculty member's own time. The commitments they occasionally get from the Regents, the Legislature, or the campus administration are very often able to light the spark of good will.

It was brought out that not only was improvement in writing skills being emphasized, but improvement in thinking through the use of writing was of importance.

The Chairman expressed concern about the administrative costs involved in both the faculty development modified and the Writing Across the Curriculum modified. Dr. Dayton stated that research ideas and professional development could be gained from the administrative work involved in reviewing proposals.

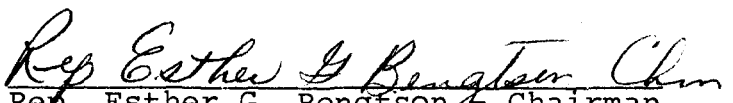
Sen. Haffey stated that both modifieds could help productivity and he expressed hope that improved communications between disciplines would be one of the benefits from such programs.

Discussion took place regarding the Work Study modified. Rep. Donaldson wanted to know what defined whether or not a

department could employ Work Study students. Mr. Lannan said the work opportunities were at the campus level and jobs were available across the campus. Outside agencies need to provide matching monies. Qualifying employers need to meet certain criteria; they have to be nonprofit. Mr. Lannan said that historically when work study money was available, the State of Montana had a summer Work Study program which was one of the most successful programs in the U.S. Students were able to work in their hometowns, for the hospital, the city, etc. However, due to the level of funding, the demands, the increase in the wage scale, and etc., the program had been discontinued. Mr. Morrison stressed that work-study was not used to supplement athletic scholarships for student athletes. It was brought out that the legislation authorizing Work Study outlined who was eligible to employ students: the guidelines prohibit displacement of employed workers; partisan or non-partisan political activities were not eligible; and it specifies what governing bodies or organizations can hire Work Study students on or off campus. Under the State Work Study statutes, students have to be residents of the State to qualify for State Work Study. Under the federal Work Study program, there are no residency requirements.

Regarding the Washington Library Network modified, Rep. Bengtson wanted to know how long it would take, under the present system, to get all the data on line. Ms. Parker replied that their estimate was eight years. The modified would allow the job to be completed in two years.

The meeting was adjourned at 10:40 a.m.


Rep. Esther G. Bengtson - Chairman

DA:dh

VISITORS' REGISTER

HOUSE APPROPRIATIONS-EDUCATION SUBCOMMITTEE

Budget
~~REEL~~

University System

Date 2/15/83

SPONSOR

System-wide modifications

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Kary Spitzer	Billings	EMC	✓	
Mike Halligan	Missoula	Senate Rep #48	✓	
Quetta Cook	Bozeman	Senate Dist 39	✓	
Joe Parker	Helena	State Library	✓	
Jack Noble	Helena	UNIV. SYS.	✓	
James Nelson	Helena	Univ. Sys.	✓	
LeGrand J. Walters	GRAND FALLS	MONTS	✓	
Theresa D. ...		2nd Dist MT	✓	
Harry Kahrer	Helena	Women's Lobbyist Fund	✓	work-study
Lucy White	Bozeman	Mont. State Univ	✓	
D.	✓	
Kary Hill	NORRIS	SOTA Students over Traditional Age	✓	
Donna D. Curry	BOZEMAN	M.S.U. Student	✓	
Melody Brown	Missoula	Self	✓	
Katherine Richards	Missoula	Students of Montana	✓	
Jane Brennan	Missoula	ASUM		
L. Shaw Goodrich	Billings	EMC Student	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE Appropriations - Educ. Sub. COMMITTEEBILL University SystemDate 8/15/83SPONSOR modifications

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
BILL BYARS	HAVER	NMC		
Jim Enckon	Haver	NMC		
R.C. MURRAY	U of M	U of M		
Jim Jeter	Bozeman	MSU		
John Holmberg	Missoula	U of M		
John Pullen	Missoula	U of M		
Bill Moore	Bozeman	MSU		
Bill Tietz	Bozeman	MSU		
Bruce Shindler	Bozeman	MSU		
Pat Fairbanks	Helena (U of M intern)	Montana Federation of Teachers		
Larry Mimsen	Bozeman	Int. Federation of Teachers AF-CIO		
Julie Freshwater	Missoula	ASUM	✓	
Liz Gabriel	Kellogg	U of M	✓	
Joel Hardy	Billings	MCC		
Lee Purdy	BOZEMAN	ASMSU	✓	
Dennis Janner	Bozeman	ASMSU	✓	
Brad Dede	Bozeman	ASMSU	✓	
Karen Miffett	Missoula	ASUM	✓	
Neil Burlew	Missoula	U of M.	✓	
W. Michael Costa	Missoula	U of M	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

HOUSE Appropriations - Educ SUBCOMMITTEEBILL University SystemDate 2/15/83SPONSOR System-wide Modifications

NAME	RESIDENCE	REPRESENTING	SUP- PORT	OP- POSE
Joe Scotte	729 Power	MT. UNIV. SYSTEM	X	
Paul Dunham	465 Vigilante	" "		
Maguette Akla	West Bozeman #8	MT Univ System (ASUM)	X	
John M. Donnell	100 So. 4th W Missoula	" " "	X	
Jack Folsom	7888 Bridges Cyn, Bozeman	MSU	X	
Joseph H. Bourque	1107 So. Third, Bozeman	MSU	X	
Joanne Sorenson	Missoula	ASUM	X	
John Bean	1324 Cherry St. Bozeman	MSU	X	
Lara Tucker	Helena	State Librarian	X	
Mike Trever	Helena	Dept of Admin		
John Morrison		BO OF REGENTS		
Tom Curre	Helena	ORAP		
James M. Hars	Bozeman	MSU		
Carol Evans	Helena	MT. U. SYSTEM	X	
Robert Hausman	Missoula	" " "(UKN)	X	
Shart Knapp	Bozeman	MSU	X	
Flower Hedberg	Bozeman	MSU	X	
Evelyn Huebly	Dillon	wmc	X	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR LONGER FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

We, the under-signed, support full funding of higher education in Montana and support full funding of the State work-study program.

Mary Virginia
Karen Munnich
Victoria Pieffenberger
Bonnie Cornwell
Jeffrey P. Repp
Dan Ariz
Pam Soddard
Mary Jo Proctor
M. J. Wilson
Robert Peterson
Rick Miller
Dad Math
Lynne Owens
Tom Cope
Verna & Shela
Kelly D. Barnette
John H. Atkins
Karen Fox
Doris D. Epp
Rick J. Williams
Kerrie Byrne
Diana Ann Garton
Marie Blankarch
Bob Anderson
Charles Cooper
Robert R. Bunt
Bruce Cope
Jerry J. Haggard
Rich Bigham
Amy Bradshaw
Joan Knudsen
William J. Stalker
Robert A. Walters
Phil S. Oestrich

Darren L. Thomas
Brian Zeman
Bert Bauman
Mike Bauman
Bob Vance
John M. Hall
Rick Hall
Theresa Karlan
Douglas B. Rohrer
Tom Buckley
Patricia LaFolge
Bryant K. Hanson
Thomas A. Skafner
Nancy Gaertner
Dore Halling
S.E. Berger
William R. Trowbridge
Joan Wittlake
Linda Watson
Samuel E. Currie
Jeri Luft
Dorothy Nielsen
Alvin H. Brown
Mary Jean Granch
Dany E. Huff
Jesse Miller
Dwight Jaramila
Arthur J. Lamm
Giles H. Caudle
Brenda Singer
Lewis D. Galle
Maureen Maloney
Mary D. Williams
Beryl Stringer
Gerry H. Haggard
Jim H. Haggard

We, the under-signed, support full funding of higher education in Montana and support full funding of the State work-study program.

DAVID L. STARKEY

Charles W. Sonders

Ray Old Coyot

Al Gusten, Sunders

~~Al Gusten, Sunders~~

Frederick P. Burns

Alvin Burns

Tim F. Wilkes

Tom Wilkes

John Zupfl

Mythung

Harold R. Keller

Mike S. Stoeckig

Helga Johnson

Tamara J. Ford

Theresa Thomas

Mike Myers

Jill Binstock

Jay Hill

Jim Michibetti

STATEMENT IN SUPPORT OF FUNDING OF THE MONTS PROGRAM
THROUGH THE UNIVERSITY SYSTEM APPROPRIATION

My name is Leland J. Walker, and I am a civil engineer and Chairman of the Board of Northern Engineering and Testing, Inc., a firm of consulting geotechnical and construction materials engineers headquartered in Great Falls, with offices in Billings and in three other states.

I have been involved in the MONTS Program since its inception, having been one of the two non-educators appointed to the original ad hoc committee by the National Science Foundation. This opportunity to be a part of the effort to Stimulate Competitive Research was particularly attractive to me against the background of more than thirteen years as a member of the Board of the Endowment and Research Foundation at Montana State University, and as a member of several advisory committees of the National Science Foundation.

As we worked to develop the MONTS proposal and program plan, a new spirit of cooperation and understanding among the units of the University System and the representatives of the non-academic sector emerged and flourished, and continues to this day. Some very good things happened in the process:

- 1) While our major emphasis continues to be to identify individual researchers and to assist them in preparation of competitive proposals, we discovered a renewed interest and positive attitude about research, on their part.
- 2) We found some institutional and other kinds of barriers to a healthy research environment, and were able to remove or mitigate them.
- 3) We early perceived that the program could be a catalyst for, and a means to:
 - a) involve students with intellectual and research promise;
 - b) involve nationally recognized science researchers in colloquia, seminars, and consultation--not only with the researchers, but with practicing scientists and engineers in the State;
 - c) purchase special items of scientific equipment--with multiple use potential;
 - d) develop communication mechanisms to disseminate the results of the research to the people of the State.

We are now well into the third year of the program, and we have found that our progress toward those objectives has gone beyond our most optimistic hopes.

By our own very high standards for participation in the program, we have found a much more dynamic and productive research activity has developed. Just as important, each year has seen an on-site review of the research underway by teams of top-drawer science and technology researchers who have given the program, and the research, very high marks. Because of the program, the President of the National Academy of Science and the Director of the National Science Foundation have visited the State and met with the individual researchers and the science community at large. Their favorable perceptions and highly complimentary reports about science in Montana certainly bodes well for future favorable consideration of grant support.

While it would not be fair to attribute the very substantial increases in outside research grants and contract support at our three major research institutions to the MONTS program, it has most certainly contributed significantly to an environment which encourages serious consideration of proposals from Montana researchers.

I am completely convinced that a continuing strong research program is essential to the well-being of our country, the State of Montana, and to each of us individually. Nationally, we must develop the processes and products to improve our productivity, to expand our energy base, to deal with environmental concerns, and to learn more about alternative materials to take the place of those being depleted or of sources which might be foreclosed to us by political considerations.

Research is important to the State. Let me cite several examples:

- 1) The discovery of a serological technique to detect a seed-borne virus in barley kernels resulted in virtual elimination of this disease and an estimated savings of \$5,000,000 over the past 15 years.
- 2) The development of a calf scours vaccine that saves from 5,000 to 10,000 calves each year.
- 3) The development of a bio-chemical process which yields several co-products from hull-less barley--high grade protein, maltose syrup and animal feed. The implementation of this process has the potential of a much improved market for Montana producers, as well as jobs for our labor force.

You can think of many other examples of the fruits of research activity. I need go no further than my own firm to illustrate the importance of research on the individual level. My profession is a dynamic one, in that we are constantly pushing back the frontiers of knowledge, experimenting with new ideas, materials, and techniques, to better resolve the problems you bring to us. This is particularly important as we face the problems of the deterioration of our roads, streets, and other State and Municipal facilities. The development of new jobs in the State is certainly going to be dependent upon a strong science and technology research and development base.

All of us who have worked on the program would have felt that our time and effort was worthwhile, in view of the new enthusiasm, attitudes, and statewide cooperation generated, even if we were not selected for a grant from NSF! But we were--\$2.4 million over five years. That's, conservatively, 100 to 150 very clean one-year jobs!

I strongly urge you to act favorably upon this request for continuation of the matching funds for MONTS. As you do so, you will cultivate the crop which will bear the fruit of a more productive, efficient economy for the State of Montana. My own firm, Northern Engineering and Testing, has contributed more than \$4000 to the matching fund. Others have also contributed, so I am not asking for something we have not done.

Thank you for this opportunity to present this statement.

A handwritten signature in cursive script, appearing to read "Richard J. Halperin". The signature is written in dark ink and is centered on the page.

Green, Archie.

Only a miner; studies in recorded coal-mining songs. Urbana, 183
EXHIBIT "B"

University of Illinois Press [1972]

xiv, 504 p. illus. 27 cm. (Music in American life)

Bibliography: p. 453-478.

ISBN 0252001818

1. Miners--Songs and music--History and criticism. 2.

Folk-songs, American--History and criticism. I. Title.

ML3780 .G74 784.6/8/6220973

78-155499 /MN

1. Green, Archie. Only a miner; 78-155499
ML3780.G74 WaOE OrPS IdBB WaSC-S AKU IdU
ML3780.G74@Holland WaPS
784.4 G82o WaS
784.6 G MtBil
784.68 WaSKC
784.68 GREEN Wa WaPoN
784.68 G82o IdB

1972 note input by Billings
was valuable to us in
locating within state

McMenamin, Michael.

Milking the public : political scandals of the dairy lobby from L.
B. J. to Jimmy Carter / Michael McMenamin and Walter McNamara. Chicago :
Nelson-Hall, c1980.

xvi, 300 p. ; 23 cm.

Includes bibliographical references and index.

ISBN 0882295527

1. Milk trade--United States--Political aspects. 2. Milk--
Prices--United States--Political aspects. 3. Corruption (in politics)--
United States. I. McNamara, Walter, joint author. II. Title.

HD9282.U4 M25 328.73/078

80-011546

1. McMenamin, Michael. Milking the public : 80-011546
HD9282.U4M25 OrPS AKAU AKU IdU WaFIP WaWWC WaOE
328.73 MCMENAM IdB
328.73 MCMENAN Id
328.73 M227m MtHAn
328.7307 MCMENAM Wa
328.73078 M227M@HIS WaS

Northern Mt. College
location would never have
been known to me
I LC without
WLP

Bentley must have
done a ratio on this
this was valuable for
since we
did not have
to go to the

Rolling stone. no. 1- Nov. 9, 1967- [New York, etc., Straight Arrow Publishers]

no. ill. 45 cm. biweekly. biweekly.

Issues for 1967-Aug. 10, 1968 called also v. 1-2, no. 4.

ISSN 0035-791X

AP2 .R73 784

73-644466 /MN/r82

1. Rolling stone. 73-644466

Wa no.120- 1972- PERIODICAL

WaWeN PERIODICAL

WaSC-S ML1.R65

WaFIP retained only for six months ML1.R65

MtBil No.256- 1978- Also on microfiche. *

MtHC July.1975- *

MtBile Dec.1976- *

MtGl July.1976- *

MtGr June 1978- *

MtBilR Current three months only. *

MtMis No.230- Jan.13,1977- *

MtU Nov.1967- Microfilm. Current issues in Listening resource Center. 780.4205 R754

WaS ROMUS

WaKeM PER

IdRR Per. Dept.

MtEC no.362- Feb.4,1982- ML1.R65

AKU Consult serials record. PER ML1.R65

WaBB 1979- PERIODICAL

OrFS ML1.R6

WaBr PERIODICALS

WaBrNS PERIODICALS

*State locations
abundance
can make
possible gain
location of
needed copy*



OFFICE OF THE ASSOCIATED STUDENTS

2/15/83
EXHIBIT "C"

ASMSU

02/15/83

To the Appropriations Subcommittee on Education

Madam Chairman, Committee Members,

My name is Dennis Wagner, and I represent the Associated Students of Montana State University. We support and feel strongly that the System Modification for the Washington Library Network should be approved.

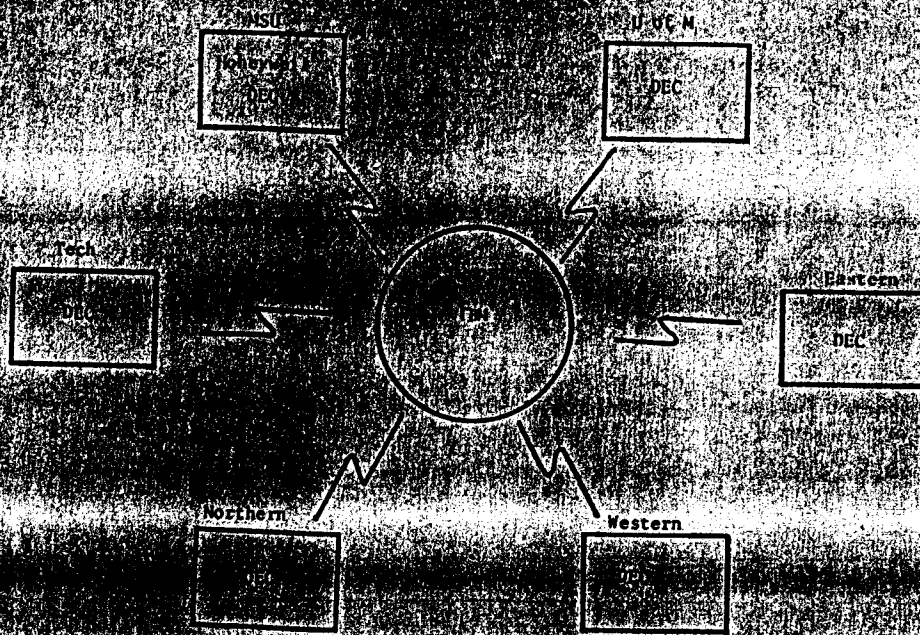
In the fall of this year, the Associated Students conducted a poll of 10% of MSU's student body. The poll addressed specifically those issues of student concern which would be addressed by the 48th Legislature. One of those issues regarded library acquisitions and library funding. When the results of the poll were tabulated, it became very apparent that students were concerned about the inadequacy of our library facility.

We feel that the entry of our library's holdings, along with the collections of other Montana University System's libraries will help to remedy this problem. I would remind the committee that it is a much more economical way of helping to bring our libraries up to snuff.

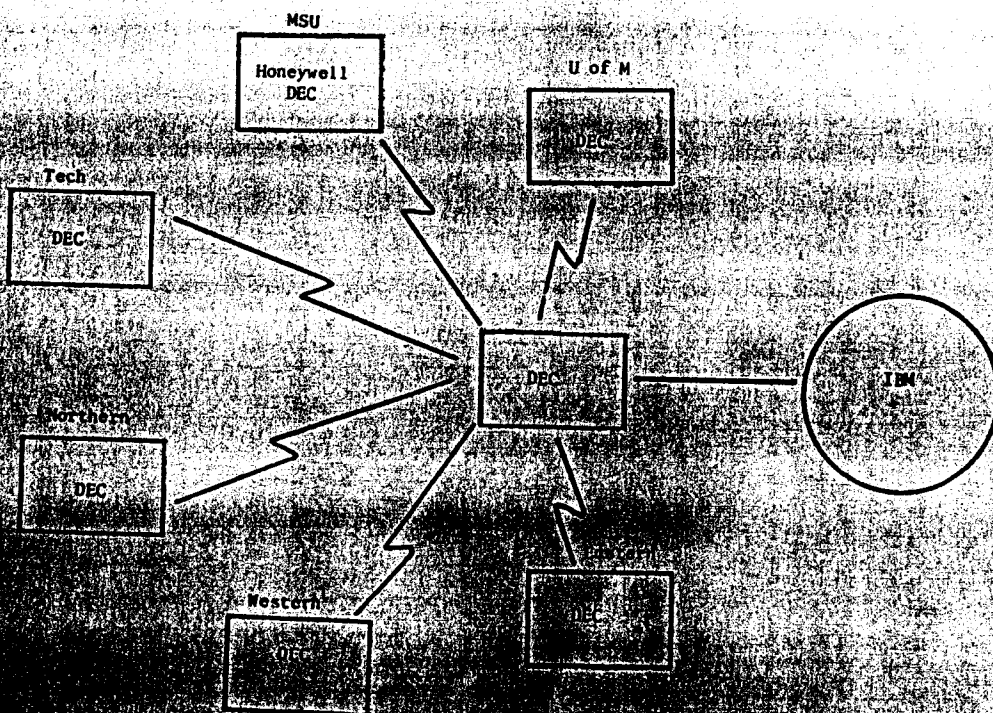
Once again, I reiterate our support for this serious need..

Thank-you

DENNIS WAGNER



PROPOSED SYSTEM



Education
2/15/83

OFFICE OF THE ASSOCIATED STUDENTS EXHIBIT "F"



Brad Diede
Student Body President
Montana State University
February 15, 1983

48th Montana Legislative Assembly
Joint Subcommittee on Education
Testimony for Work Study Program

Members of the Committee:

I'm sure you all realize, more people than ever before in Montana are finding a need for a college education. Enrollments are up; and most students have to finance a portion, if not all, of their costs to attend school.

Please remember, the costs to attend school include not only tuition and fees, but also books, (a friend of mine in Construction Engineering Technology paid over \$200 for books this quarter), rent, utilities, food, travel and personal expenses. This amounts to a total cost of over \$17,000 for a four year stay at college (see attachment).

Many students need a mechanism to supplement their costs of receiving an education. Work study monies are made available to both undergraduate and graduate students. Work study monies are not a "give away" program. In essence work study "kills not two, but four birds with one stone." Students work to fund their way through school, while they are gaining practical educations and providing knowledgeable effort toward research, and providing inexpensive labor for state agencies.

The Montana Board of Regents requested \$3 million for the funding of a state work study program. It would aid approximately 6,000 students system-wide, at about \$800 to \$1000 per student per year, for the upcoming biennium. The costs for incorporating this state program amount to virtually nothing, since the University System financial aid staffs already implement federal work study monies.

Beyond enrollment increases and the expressed need by students, further rationale to fund the state work study program becomes evident when we look at the recent cutbacks in federal financial aid. Between fiscal '82 and fiscal '83, \$291,000 in federal work study, \$172,000 in federal grants, and \$63,000 in capital contributions to federal loans were cut back. Total cut-backs amount to \$526,000 for Montana.

Future federal financial aid cut-backs for Montana are expected to be greater, because other parts of the United States are deemed more "needy" than us.....According to the Federal Student Assistance office in Denver, federal financial aid is being directed to areas more densely populated and more deprived than Montana. It appears federal aid is not being cut-back in the nation per se; rather, it is being redirected to particular states.

For the sake of keeping higher education available to all those who wish to attend, please consider work study an investment into minds, for the future of our economy.

Sincerely,

A handwritten signature in cursive script that reads "Brad Diede". The signature is written in dark ink and is positioned below the word "Sincerely,".

Brad Diede

TOTAL STUDENT COST OF EDUCATION--MSU

	81-82 ¹	82-83 ¹	83-84 ²	84-85 ²
Double Room	\$705.00	\$762.00	\$807.72	\$856.18
14 Meal Plan	1193.00	1301.00	1379.06	1461.80
Tuition	674.00	740.25	842.25 ⁴	893.25 ⁴
Books ³	235.00	250.00	265.00	280.90
Transportation ³	423.00	450.00	477.00	505.62
Personal ³	<u>770.80</u>	<u>820.00</u>	<u>869.20</u>	<u>921.35</u>
	4001.05	4323.25	4640.23	4919.10

Four year cost of education total= \$17,883.63

¹ Actual

² All figures projected at a six percent increase for inflation, except for tuition.

³ MSU Undergraduate Bulletin

⁴ Legislative Fiscal Analyst tuition rates.

2/15/83

EXHIBIT "G"



RESOLUTION 71-6

DATE: February 10, 1983

SPONSORS: Terry Monac
Mike Stoeckig

DATE OF VOTE: February 10, 1983

VOTE: Yes 20 No 0 Abstain 0

VOTE NECESSARY: Majority

WHEREAS: Federal student assistance is being cut, and will undoubtedly continue to be cut

WHEREAS: The costs of education are continually rising, making it difficult for the students to meet financial obligations

WHEREAS: Working during school provides valuable learning and job experience

WHEREAS: Higher Education is an investment for the future of Montana.

THEREFORE BE IT RESOLVED BY THE ASSOCIATED STUDENTS

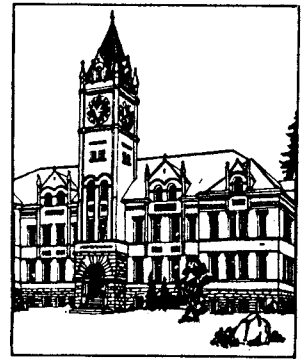
OF MONTANA STATE UNIVERSITY THAT:

We endorse funding of the State Work-Study Program at the full three million dollars.



ASUM Legislative Committee

University Center 105
University of Montana
Missoula, Montana 59812
(406) 243-2451



2-15-83

MADAME CHAIRMAN AND MEMBERS OF THE COMMITTEE

MY NAME IS JEANNE SOUVIGNEY, AND I REPRESENT THE ASSOCIATED STUDENTS, UNIVERSITY OF MONTANA.

THIS WORK-STUDY PROPOSAL IS ESPECIALLY IMPORTANT TO ME, NOT ONLY BECAUSE I REPRESENT THE STUDENTS' SINCERE CONCERN FOR STATE FUNDING FOR THIS PROGRAM, BUT BECAUSE I HAVE BEEN ON WORK-STUDY MYSELF, BOTH AS AN UNDERGRADUATE AND AS A GRADUATE STUDENT. IN MASSACHUSETTS, WHERE I DID MY UNDERGRADUATE WORK, I HAD A WORK-STUDY POSITION AS A CASEWORKER WITH THE MASSACHUSETTS ATTORNEY-GENERAL'S OFFICE. AS A GRADUATE STUDENT AT THE UNIVERSITY OF MONTANA, MY WORK-STUDY JOBS HAVE INCLUDED COMPUTER WORK, NEWSPAPER EDITING AND RESEARCH. BESIDES HELPING ME PAY MY BILLS, THESE JOBS HELPED ME WORK IN AREAS THAT I FOUND CHALLENGING AND IMPORTANT FOR MY OWN PERSONAL GROWTH.

WITH ALMOST 100 ON-CAMPUS WORK-STUDY EMPLOYERS, AND OVER 60 NON-PROFIT OFF-CAMPUS EMPLOYERS, STUDENTS HAVE A VARIETY OF JOBS TO CHOOSE FROM. ON-CAMPUS JOBS MAY BE WITH ACADEMIC DEPARTMENTS, FOOD SERVICE OR PHYSICAL PLANT OPERATIONS, IN THE UNIVERSITY BUSINESS OFFICES, BOOKSTORE, CAMPUS RECREATION, RESEARCH, OR AT THE LAW SCHOOL. OFF-CAMPUS, NON-PROFIT EMPLOYERS IN MISSOULA AREA INCLUDE THE MISSOULA CITY AND MISSOULA COUNTY GOVERNMENT AGENCIES,



ASUM Legislative Committee

University Center 105
University of Montana
Missoula, Montana 59812
(406) 243-2451



JEANNE SOUVIGNEY TESTIMONY PAGE 2

MONTANA STATE AGENCIES, AND OTHER LOCAL AGENCIES SUCH AS BIG BROTHERS & SISTERS, THE CHAMBER OF COMMERCE, HOSPITALS, THE HISTORICAL SOCIETY, WILDLIFE ORGANIZATIONS, YWCA AND HOSPICE OF MISSOULA.

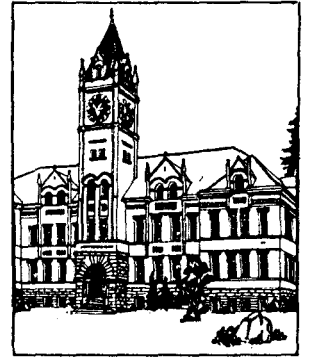
MANY OF THESE EMPLOYERS WOULD NOT BE ABLE TO HIRE WORKERS IF THEY HAD TO PAY THE FULL COSTS OF THE EMPLOYMENT SERVICES. MANY IMPORTANT AND NEEDED JOBS WOULD NOT GET DONE. WORK-STUDY PROVIDES A MEANS NOT ONLY FOR THE STUDENT TO WORK, BUT FOR THE EMPLOYER TO PROVIDE NEEDED SERVICES TO THE COMMUNITY, TO LOCAL & STATE GOVERNMENT, AND TO STUDENTS. THE EMPLOYERS CONTRIBUTE TO THE COSTS OF STUDENT EMPLOYMENT, AND THEREFORE TO THE STUDENTS FINANCIAL AID. THE STUDENT PAYS BOTH STATE AND FEDERAL TAXES ON THEIR EARNINGS, SO SOME OF THE MONEY IS RETURNED TO THE STATE.

STUDENTS ARE WILLING TO WORK IF GIVEN THE OPPORTUNITY. WE ARE NOT LOOKING FOR HANDOUTS. BUT JOBS ARE SCARCE IN MISSOULA, AS THEY ARE IN THE OTHER CAMPUS TOWNS. WE CANNOT SIMPLY GO OUT AND FIND WORK BECAUSE THE WORK IS NOT THERE. WORK-STUDY JOBS ENABLE STUDENTS TO WORK TO PAY THEIR EDUCATIONAL COSTS, AND ENCOURAGE THEM TO DEVELOP SPECIAL SKILLS AND GAIN WORK EXPERIENCE THAT MAY NOT HAVE BEEN AVAILABLE TO THEM OTHERWISE.



ASUM Legislative Committee

University Center 105
University of Montana
Missoula, Montana 59812
(406) 243-2451



THE LEGISLATURE RECOGNIZED MANY YEARS AGO THE VALUE OF A STATE WORK-STUDY PROGRAM. STUDENTS NEED THIS PROGRAM NOW WHEN THEY ARE FACING CUTS IN MONTANA OR FEDERAL FINANCIAL AID, A DEPRESSED ECONOMY WITH FEWER JOBS, AND HIGHER & HIGHER TUITION COSTS AND LIVING EXPENSES.

WE REALIZE THAT MONEY IS TIGHT THIS SESSION, BUT NOW IS NOT THE TIME TO CLOSE THE DOOR ON EDUCATION, AND THAT IS LIKELY TO HAPPEN FOR MANY STUDENTS WHO RELY ON WORK-STUDY BUT ARE NOT ABLE TO GET WORK-STUDY BECAUSE OF A SHORT AGE OF FUNDS.

THE STUDENTS AT THE UNIVERSITY HOPE THAT YOU WILL CONSIDER FAVORABLY THIS REQUEST FOR FUNDING FOR A STATE WORK-STUDY PROGRAM.

2/15/83

EXHIBIT "I"

WHO USES WORKSTUDY THE MOST? Needy students attending a post-secondary institution.

WHAT DEPARTMENTS EMPLOY COLLEGE WORKSTUDY STUDENTS?

43 - Library	3 - Triangle Child Care
42 - Rec. Activities	2 - Academic Vice President
27 - Residence Life	2 - Admissions
16 - Audio Visual	2 - Biology
10 - Art	2 - Centrex
10 - Elem. & Sec. Educ.	2 - Dean of Liberal Arts
7 - Acct., Finance & Info System	2 - Field Experience
7 - Athletics	2 - Financial Aid
7 - Business Office	2 - Foreign Language
7 - Communication Arts	2 - Foundations
6 - News Media	2 - H.P.E.R.
6 - Soc./Pol. Science	2 - History
5 - Counseling & Testing	2 - Indian Career Services
5 - Econ./Mgmt.	2 - Nursery School
5 - Music Department	2 - Personnel
5 - Native American Studies	2 - Psychology
4 - Business Ed./Office Adm.	2 - Security
4 - English Department	2 - U.A.B.
4 - Extended Studies	1 - Dean of School of Business
4 - KEMC Radio	1 - General Studies
4 - Parking Lots/Security	1 - Gerontology
4 - Student Services	1 - Graduate Studies
3 - Basic Skills	1 - Mont. Center for Handicap
3 - Inst. Rehab. Services	1 - Philosophy, Humanities & Religious S
3 - Math Department	1 - Physical Plant
3 - Natural Sciences	1 - Printing Services
3 - Reading Center	1 - Science Technical Services
3 - Registrars	1 - School of Education
3 - Special Services	1 - Toddler Program
3 - Student Union	

NOTE: 33 students work for 2 departments, 1 student works for 3 departments
Currently 269 students are authorized to work on the workstudy program
with an average award of approximately \$1150. per school year.

WHO DOES IT WORK FOR? The students probably benefit the most under the workstudy program. Workstudy provides the student with financial assistance to help meet college costs and provides the student with practical experience that may enhance their education and future employment opportunities. The employer also benefits as it does provide him/her with a reliable workforce at minimal costs.

WHAT ARE THE STIPULATIONS OF THE STUDENT? The student is required to submit an application for financial assistance which is analyzed by a Financial Aid Administrator. The Financial Aid Administrator with the guidance of a federal formula determines if the student is in "need" for the workstudy program. Each workstudy student is allocated a specific quota of money to earn during the school year. The student may not exceed that quota. The student must sign a statement of educational purpose certifying that s/he will use his/her earnings for educational costs.

It is recommended that the student work no more than 20 hours per week. The hourly wage at EMC ranges from \$3.35/hour to \$6.50/hour depending on the job description and skills required. The average wage is approximately \$3.85/hour. The student is expected to complete the necessary payroll records and keep track of their earnings.

The student is also expected to conduct themselves as a mature person, in a manner appropriate for the job, and to deliver the measure of work for which they are paid. Students are expected to keep a regular schedule as with any employment. The student may be dismissed with cause if s/he does not perform their duties satisfactory.

HOW MUCH DOES THE SCHOOL SAVE? Since the workstudy program supplements the workforce at a college, the institution is able to provide jobs for students that it would not normally be able to provide. By law, an institution can not replace a regular employee with a workstudy employee. Therefore, the institution savings is limited.

ARE STUDENTS DEPENDABLE? Generally, yes. Most student are motivated to reach that goal called a "degree." To obtain that degree it takes alot of money. Workstudy is a means where a student can earn that money close to their related field of study. Workstudy is viewed as a learning as well as an earning experience.

DATE: FEBRUARY 15, 1983

SUBJECT: WORK-STUDY

TO: APPROPRIATIONS SUBCOMMITTEE

FROM: LEE PHILLIPS PURDY ASMSU LOBBYIST

Lee Phillips Purdy

2/15/83
EXHIBIT "J"

WORK-STUDY IS AN ESSENTIAL FORM OF FINANCIAL AID. THE STATE FUNDED WORK-STUDY PROGRAM MAY COME TO THE RESCUE OF MANY FINANCIALLY STRANDED STUDENTS.

THE FEDERAL WORK-STUDY FUNDS HAVE BEEN CUT NEARLY IN HALF OVER THE LAST TEN YEARS. WE ARE NOW RECEIVING LESS DOLLARS UNDER THE INSTITUTIONAL AID PROGRAMS, BASED ON PER CAPITA STUDENTS, THAN WE DID TEN YEARS AGO.

THE NEW PROGRAMS, SUCH AS GUARANTEED STUDENT LOANS, DO NOT REPLACE THE NEED FOR WORK-STUDY. WE FEEL THAT THERE IS A NEED FOR PROGRAMS THAT DON'T REQUIRE THE STUDENT TO BECOME BURIED IN CRIPPLING DEBTS.

IT WOULD SEEM THAT THE LEGISLATORS WOULD PREFER WORK-STUDY TO GRANT PROGRAMS, AS IT IS NOT A GIVE AWAY. THERE IS A VALUABLE SERVICE PERFORMED FOR MONIES RECEIVED.

WORK-STUDY PROVIDES THE STUDENT WITH THE OPPORTUNITY TO FIND A JOB MORE EASILY. AS FEDERAL MONEY PAYS THE MAJORITY OF THE WAGES, THE DEPARTMENTS CAN THEN SPREAD THEIR MONEY FURTHER AND ARE MORE LIKELY TO HIRE.

ACCORDING TO THE WORK-STUDY HANDBOOK, THE PURPOSE OF THE WORK-STUDY PROGRAM IS AS FOLLOWS, "TO PROVIDE YOU WITH THE OPPORTUNITY TO FIND PART-TIME EMPLOYMENT SO THAT EARNINGS RECEIVED BY YOU MAY BE USED TO ASSIST IN MEETING YOUR ACADEMIC YEAR EXPENSES SUCH AS BOOKS, FEES AND ROOM AND BOARD. FEDERAL GRANTS ARE MADE TO POST-SECONDARY EDUCATIONAL INSTITUTIONS WITHIN THE STATE OF MONTANA TO ENABLE THESE SCHOOLS TO CREATE JOB OPPORTUNITIES FOR ELIGIBLE STUDENTS."

AS WE SEE IT THERE ARE THREE MAJOR BENEFITS OF WORK STUDY: 1) INCOME TO STUDENTS, 2) INCREASED PRODUCTIVITY FOR THE DEPARTMENTS, AND 3) A BETTER ATMOSPHERE BETWEEN THE STUDENT AND THE ADMINISTRATION.

ACCORDING TO STUDIES RECENTLY COMPLETED, STUDENTS INVOLVED IN WORK-STUDY ARE MORE LIKELY TO STAY IN SCHOOL UNTIL GRADUATION. WE KNOW THAT FEES, BOOKS, AND ROOM AND BOARD ARE GOING UP. IF THE DOLLAR POOL DOESN'T GROW IN PROPORTION TO THE COST, THE

PAGE 2

RESULT WILL BE EDUCATION DEFERRED TO A LATER DATE OR ENTIRELY. SO IF YOU THINK
EDUCATION IS EXPENSIVE THEN WAIT UNTIL YOU TRY IGNORANCE. THE PIPER MUST BE PAID.

THANK YOU MADAM CHAIRMAN AND MEMBERS OF THE COMMITTEE.

WOMEN'S LOBBYIST FUND

Box 1099
Helena, MT 59624
449-7917



TESTIMONY OF STACY A. FLAHERTY, WOMEN'S LOBBYIST FUND, BEFORE THE JOINT SUBCOMMITTEE ON EDUCATION AND CULTURAL RESOURCES CONCERNING WORK -STUDY APPROPRIATIONS, FEBRUARY 15, 1983.

The Women's Lobbyist Fund supports state funded work-study programs.

Work-study is an excellent opportunity for students to find part-time employment so that earnings can be used to assist in meeting expenses during the academic year.

Many of the students participating in work-study programs are women. For example, during the 1981-82 school year women comprised 60% of the work-study participants at the University of Montana. Women work in non-traditional areas, such as the BLM and the Wilderness Institute, and in social service programs.

Without work-study many students would not be able to pay their school expenses and would not receive job training. We urge this committee to appropriate state money for work-study programs.

2/15/83

EXHIBIT "L"

21 North 8th
Bozeman, MT 59715

February 14, 1983

Governor Ted Schwinden
Helena, Montana

Montana Legislative Assembly
Helena, Montana

Dear Governor Schwinden and Montana Legislators:

I am currently a senior in the Engineering Science curriculum at Montana State University, studying renewable energy and conservation technologies. I have been attending MSU and receiving financial aid to make that possible for over two years. I am also the Director for ASMSU Tech Services, a student operated sound and lighting service for the MSU campus and community. My work-study allocations have made it possible for me to hold this position and with it earn a large portion of my college needs while gaining valuable technical and management experience.

I strongly urge you all to support the work-study program as well as other financial aid programs. I believe that affordable, quality higher education is the only way to a truly strong Montana economy. I soon will be paying much more Montana Income tax than I have been as a student, and education is one of the few programs toward which I would not consider my money wasted.

Sincerely,



Dennis Landwehr
Director, ASMSU Tech Services

DL/as